

Resilience in a high-risk community: Experiences of female educators in leadership positions

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Mini-dissertation submitted in partial fulfilment of the requirements for the degree Master of Arts in Positive Psychology at the North West University

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Summary

Educators from schools in South African high-risk communities face enormous challenges among others as a result of their learners mostly coming from families who face poverty and a lack of resources. School structures in these communities are seldom sufficiently equipped or resourced. Schools are often the target of gangster activities and other violent crimes, rendering the schools vulnerable and forcing learners and staff in “lock-down mode” until the danger has subsided.

Over and above the educational tasks set by the curriculum, a heavy administrative burden and often unscheduled interaction with parents around learner issues, distract from the educational focus and classroom time. Despite such conditions, some educators persist in the classroom for years and they do experience success and job satisfaction. Regardless of stressors and burdens, it seems that many female educators in leadership positions have attained hardiness in spite of the high incidence of adversity and constant exposure to poverty and other socio-economic ills. A gap has been identified in existing research about the resilience of female educators in leadership positions working within the context of a high-risk community in the Western Cape. In this qualitative study, nine participants from seven schools in a specific high-risk community willingly participated in semi-structured interviews. Thematic analysis of the data gathered revealed that the resilience of these educators is exhausted by certain discouraging intra-personal and inter-personal interactions, as well as the many risks associated with educating in a high-risk community. However, the participants’ experiences of resilience are fuelled by intra-personal strengths, quality inter-personal connections and support from the community. A key attribute to fortify the resilience of female educators in leadership positions, is a deep compassion for learners and education. Personal growth and self-transcendence are keys to sustained resilience. It is recommended that the need for

meaningful support among female educators in leadership is addressed via formal and informal collaboration in this high-risk community.

Keywords: educators, high-risk community, leadership, positive psychology, resilience, workplace well-being

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This enriching and profound journey in and with Positive Psychology as a study field would not have been possible without my study supervisor, Dr Izanette van Schalkwyk. Not only did she introduce me to this exciting field, she engaged me, challenged me and guided me through the entire process leading up to this end product. Her wisdom, professional guidance and valuable inputs are only topped by the fact that she is a living example of Positive Psychology in practice.

I would also like to thank my co-supervisor, Dr Lizanlé van Biljon, who even after moving to New Zealand, remained sincerely interested in my progress. She was always willing to assist with advice, references and reading material, which I appreciated.

My heartfelt thanks and appreciation go to the AUTHeR staff of the Potchefstroom Campus, North-West University, most notably Prof Wissing, Dr Schutte, Mrs Liversage and Ms Cromhout who opened up a world of possibilities for me during my participation in the MAPP programme. The two years as a MAPP student will remain a highlight of my career. I also want to thank my twelve fellow MAPP students for the special memories and wonderful experiences we shared as a group, also outside of the lecture room.

A project of this nature is hardly possible without the professional and competent know-how of a co-coder (Dr Sandra Marais), transcriber (Ms Elizabeth le Roux) and language editor (Ms Amanda Matthee). To each of these skilled individuals, thank you for your input and for playing a valuable role in compiling this manuscript.

During my studies, I had the unfailing support of my employer and colleagues who allowed me to be a student, work on and submit the many assignments and take time off to conduct interviews and finalise this manuscript. I very much doubt that I would have been able to do this in any other working environment.

To my wonderfully supportive husband, Jean and two beautiful sons, Marco and Reuben, I thank you and salute you for being my rock and support, believing in me always, helping with household chores, preparing meals and making coffee at times when I was consumed with reading, writing and working.

To my late mother who was the eternal student and obtained a Masters' degree just months before her 50th birthday – you showed me the value of always reading, learning and remaining curious. And to my father, thanks for always being proud of me.

Finally, to my Heavenly Father for setting me on this path, creating opportunities for me to meet the right people at the right time, and for granting me the ability and immense opportunity to study.

Preface

This dissertation is submitted in article format as indicated in the 2018 General Academic Rules (A4.4.2 and A4.10.5) of the North-West University. Furthermore, this dissertation is submitted in partial fulfilment of the requirements for the taught Master of Arts degree in Positive Psychology (60 credits of the total of 180 course credits for Curriculum G801P).

The manuscript has been prepared in article style according to the requirements of the specific journal to which it will be submitted, namely the *School Psychology International*. Some exceptions have been made in terms of the length of the manuscript, but this will be amended before submission to the intended journal.

The body of the dissertation consists of three sections. Section 1 includes a reflection on the first stage and preparation for the main phase of the research and manuscript (including the research proposal and the ethics application form as approved by the relevant forums). Section 2 includes the research report for examination purposes in article format. Section 3 provides a conclusion and reflection of the research process as well as recommendations for future studies.

Declaration by Researcher

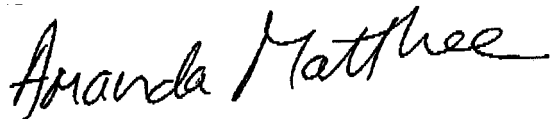
I, Liezl Byliefeldt, hereby declare that this research study: *Resilience in a high-risk community: Experiences of female educators in leadership positions*, is a product of my own work and has not been submitted to any other institution for examination. Furthermore, I confirm that all sources have been fully referenced and acknowledged. Lastly, I declare that this dissertation was edited by a qualified and experienced language editor.

A handwritten signature in black ink, appearing to read 'L. Byliefeldt', written in a cursive style.

Liezl Byliefeldt

Declaration by Language Editor

I hereby confirm that I have edited Liezl Byliefeldt's research dissertation titled *Resilience in a high-risk community: Experiences of female educators in leadership positions*. Harvard editing standards and the APA referencing style have been applied.

A handwritten signature in black ink that reads "Amanda Matthee". The signature is written in a cursive, flowing style.

Amanda Matthee

Letter of Permission

The co-authors hereby give permission to the first author to submit this article for purposes of a dissertation. The first author conducted the major part of the literature review, captured the data and contributed to the data analysis and development of themes. She drafted the manuscript and incorporated all suggestions from the co-authors of the manuscript. In addition, the first author was responsible for the technical and language editing of the manuscript.



Dr I van Schalkwyk (supervisor)



Dr L van Biljon (co-supervisor)

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Resilience in a high-risk community: Experiences of female educators in leadership positions

Section 1

1.1 Background orientation

This dissertation is conducted in article format as prescribed in the 2018 General Academic Rules (A4.4.2 and A4.10.5) of the North-West University. This section will reflect the first phase of the research process leading up to the manuscript as the main research report, and which will be presented in Section Two.

A literature review was conducted and a research proposal developed that was firstly approved by a subject research group and secondly by the AUTHeR Research Proposal Committee of the African Unit for Transdisciplinary Health Research (AUTHeR). After approval of the proposal by AUTHeR, an application for ethics approval of the study for the Human Research Ethics Committee (HREC) of the North-West University was prepared and submitted. The approved documentations in this regard, as they were submitted and approved, are included in this section with some minor technical editing. The list of addenda specified in the HREC application are not included for the purposes of this study.

An overlap between these documents will be evident, as well as overlaps with parts of the manuscript in Section 2 as it all concerns the same research project in different phases with the manuscript in Section 2 being the final research report. Section 3 deals presents the final conclusion and personal reflection.

1.2 Approved protocol for this study



Cover Page for Research Proposal

School AUTHeR

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Title of thesis/dissertation/mini-dissertation Resilience in a high-risk community: Experiences of female educators in leadership positions

Study leader/promoter Dr Izanette van Schalkwyk

Help-/co-leader/promoter Dr Lizanlé van Biljon

Number of times of submission of this protocol 1st x
2nd

(Mark where applicable)

3rd

Does this project fall under a greater umbrella project?

Yes

No x

If yes, Ethical number of the
umbrella project

Title of the umbrella project

Leader of the umbrella project

Specific aims of umbrella
project **where by this study**
links

Will new data be collected?

Yes

No

Names of **small group panel**
within the school/unit that
approved this research protocol
(before send to AUTHeR)

- | | |
|---|----------------------|
| 1 | Marié Wissing |
| 2 | Lusilda Schutte |
| 3 | Christelle Liversage |
| 4 | Amanda Cromhout |
| 5 | |

Date of approval by above
mentioned panel

19 March 2018

1. Title: Resilience in a high-risk community: Experiences of female educators in leadership positions

Key words: *educators, high-risk community, leadership, positive psychology, resilience, workplace well-being*

2. Introduction and problem statement

Educators in schools in South African high-risk communities face multiple challenges (Louw, Bayat & Eigelaar-Meets, 2011). The majority of these educators' learners come from families who are dealing with poverty and lack of resources which include a shortage of items one would consider essential for daily and basic needs (Cronjé-Malan & Van Schalkwyk, 2015). Apart from the discouraging array of the learners' psycho-social needs in resource restricted areas, school structures are seldom sufficiently equipped for the task of educating learners (Van Schalkwyk & Marais, 2017). Despite such conditions, some educators persist for many years in the classroom and experience success and job satisfaction (Brunetti, 2006). According to Mansfield, Beltman, Price and McConney (2011), educators' resilience enables them to overcome difficult challenges and recurring setbacks as well as to persist vigorously in their work. However, no studies could be found on female educators' experiences of resilience within the context of a high-risk community, which indicates a gap in existing research literature. Accordingly, the focus of the planned study is to explore and describe female educators' experiences of resilience who are in leadership positions in the context of a high-risk community. The following key constructs are of particular importance for this study, namely workplace well-being, resilience, leadership and high-risk community:

Workplace well-being

In the workplace context, the concept of employee well-being extends beyond the physical realm to consider mental and emotional well-being. Workplace well-being refers to a

healthy work force including the employee's positive feelings (Harter, Schmidt & Keyes, 2003). According to Rothmann (2013) who gives a South African perspective on employee well-being, flourishing employees prosper and learn, are happy, engaged, self-motivated, and successful. Evans and Prilleltensky (2007) refer to well-being as a positive state of affairs in which the personal, relational, and collective needs and aspirations of individuals and communities are fulfilled. Integral to well-being is the hedonic approach, which, translated into everyday life, includes feeling good (Kahneman, Diener & Schwarz, 2003). Another view is that of meaningful experiences associated with the eudaimonic approach associated with "functioning well", growth and self-realization (Ryan & Deci, 2001).

Resilience

Resilience refers to a "pattern of positive adjustment in the presence of significant individual or environmental threats" (Masten & Reed, 2002, p. 76.) Resilience also refers to the specific quality of the interchange between a person and her or his environment, socially and culturally (Luthar & Cicchetti, 2000). There are various definitions of the concept of resilience, but for the purposes of this study Masten's (2015) definition will be used. According to Masten (2015, p.10) resilience is "the capacity of a dynamic system to adapt successfully to disturbances that threaten system function, viability, or development". This study aims to concern itself not only with resilience in general, but specifically with the experiences of resilience in female educators functioning in leadership positions.

Leadership

A leadership position for the purposes of this study is deemed as a leadership role in the management of a primary or secondary school, which refers to the position of principal or vice-principal.

High-risk community

A high-risk community can be defined as a community in which poor housing, high levels of crime and violence (including gangster violence), domestic violence, school drop-outs, scarce provision of care facilities for children, teenage pregnancies, the various effects of poverty, high levels of unemployment as well as economic inactivity, are commonplace (Felner, 2006). Of importance for this study, is the contextualisation of the specific demographic area where the proposed study will take place.

Contextualisation.

South Africa has a notably high rate of contact crime, which includes murder, sexual offences and assault (Crime Statistics 2016-2017, SAPS). For example, in Delft in the Western Cape, 15 127 crimes were reported during 2017, rendering this urban area one of the ten worst precincts in the Western Cape (Crime Stats SA, 2017). Apart from the high incidences of crime, the many social ills due to alcohol -and -substance abuse and dependence, violence and lack of exposure to positive role models, are common in this Western Cape community (Delft census, 2011). The proposed study will take place in Delft, which is one of 20 identified high-risk communities in South Africa (Delft census, 2011)¹. This area was chosen for the study as it has a high concentration of schools and it is envisaged that a sufficient number of participants can be recruited. The population of Delft has rapidly increased over the last 13 years to more than 1 million inhabitants. Of these, many are backyard dwellers, with up to three families occupying one house in some instances (Kinnear, 2014). The manifestation of extreme poverty linked to difficulties such as dysfunctional families, hunger, unemployment, and gangster activity is a dilemma in Delft (T. Franciscus, personal communication, October 11, 2017).

Typical of this resource-poor community is the phenomenon of under-performing schools which fail to achieve a 60% matric pass rate (Louw et al., 2011). Despite the drop in

¹ The name of the community is made known as the study will concern itself only with participants from this particular community.

the number of under-performing schools in the Western Cape at the end of 2016 (Hyman, 2017), the occurrence of “no fee schools” and schools being part of feeding schemes are still common in Delft. Clearly, in this community the impact of objective factors (such as the lack of money for food, limited access to education and services) as well as the more subjective factors (such as feeling financially insecure, feeling unsafe in the community, which are all associated with poverty and social ills, Prilleltensky, 2012) cannot be denied. This background is crucial when studying female educators’ experiences of resilience in the context of a resource-restricted community.

I, the student researcher was involved in the Delft community in a project aimed at promoting well-being at schools during 2016 (but, since the beginning of 2017 I am no longer involved in Delft and there is no conflict of interest to be declared). During this prior involvement, I became aware of the numerous stressors that female educators in leadership positions have to face in school communities in this high-risk community. These stressors include continuously dealing with serious matters such as learners’ poor concentration due to hunger, learners being exposed to sexual abuse and rape, threats to learners and educators’ safety due to gangster activity and violence, and the regular occurrence of robberies at schools. Over-and-above these incidents, educators in general are often weighed down by heavy and unbearable workloads, lack of parent and community support as well as increasing administrative duties (Castro, Kelly, & Shih, 2010). Regardless of such stressors and burdens, it seems that many female educators in leadership positions have attained hardiness in spite of the high incidence of adversity and constant exposure to poverty and the associated social ills in Delft.

During a World Café session on relational well-being held at a school in Delft (World Café can be described as a constructive and collaborative conversation process for knowledge sharing around certain topics, as part of the student researcher’s studies), the principal indicated

that the administrative burden on the educators at the beginning of the fourth term was loaded with term performance sheets that were due on that particular day (T. Franciscus, personal communication, October 11, 2017). It can be argued that the workload and responsibility of these educators in a high-risk community, is often intensified, since they also perform the role of “parent” and social worker to children growing up in child-headed households or households with absent parents. Most learners walk to school in Delft and it is a common experience to be robbed or mugged on their way to or from school (R. Isaacs, personal communication, January 23, 2018). These learners arrive at school shaken, disorientated and scared. With learners in this negative emotional state, the educators often have to perform their teaching duties. In order to keep up with the administrative and educational demands as well as the additional tasks due to the particular high-risk context, educators must display a certain level of resilience in the workplace.

The construct of well-being, which includes high resilience has become increasingly prevalent in the workplace in recent years (Mills, Fleck, & Kozikowski, 2013). Well-being in the workplace and the influence of context is interwoven with regard to human functioning and resilient coping. Torp, Grimsmo, Hagen, Duran, and Gudbergsson (2013) indicate that in health promotion theory, a setting is recognized as a complex social and cultural environment that can enhance or damage people’s health. For example, Castro, Kelly and Shih’s (2010) research about educators’ strategies of resilience in “high-needs areas” emphasize the role of the school context as “a major culprit” in teacher difficulties (p. 623). The point of departure for this study is that the environmental setting of a person’s workplace plays a pivotal role in her/his experience of resilience.

Problem statement

Castro, Kelly and Shih (2010) indicated that educators’ strategies of resilience enable them to cope effectively with the demands and continuous challenges of working in high-needs

communities. Doney (2012) posits that schools as enabling communities, need to support educators and foster resilience as it is critical for educator retention. Towler and Stuhlmacher (2013) state that female educators even more so, need to display resilience and harness coping strategies since they face unique challenges that could hinder their workplace and personal well-being. Despite the many burdens associated with teaching, administrative tasks, as well as facing the impact of many social ills in the learning environment, the student researcher witnessed that some female educators in Delft not only survive, but seemingly thrive in their calling and stay in the education sphere with commitment, well-being, and psychological equilibrium. Add to this the extra responsibility of taking on a leadership role (such as principal or vice-principal) the question arises how these leader educators manage to display resiliency and are able to impart that skill to their team of educators and learners alike. In order to understand the resilience of female educators it is necessary to consider the conceptualization of this key concept briefly.

Clarà (2017) states that even though there is some debate regarding the exact meaning of the term teacher (educator) resilience, there is a broad consensus among authors that educator resilience can be described as an educator's positive adaptation to an adverse situation (Mansfield et al., 2011). In this sense resiliency includes the process of an individual's persisting in the face of adversity and resilience occurs when an individual shows competence in response to significant risk exposure. Clarà (2017) conducted research on how situations of adversity are reappraised by educators in ways that allow them to transit from states of suffering and despair to states of restored well-being and commitment.

Resilience as a construct emerged within a broader framework of developmental psychopathology (Cicchetti, 1984; Masten, 1989). A core tenet of developmental psychopathology is that investigations of positive and negative adaptation are mutually informative (Sroufe, 1990). However, scholarly attention to resilience in the late twentieth

century sparked interest in and attention to Positive Psychology (PP) (Masten, 2001). These resilience studies from the PP perspective highlighted the human capacity for positive adaptation and achievement in the face of adversity (Masten, 2001). In the current study, resilience will also be studied and considered from a PP perspective and thus providing the theoretical framework.

In the PP framework, the paradigm shift has been from ill-being and pathology to well-being and psychological health (Antonovsky, 1987). The focus has moved from “what is wrong” (shortages) to “what is strong” (strengths) as referred to by Russell (TED, 2016). In practice, studies from a medical model approach will typically focus on, for example, rate of attrition among educators, such as dissatisfaction and burn-out due to difficult work conditions, including learners' behavioural problems, continuous changes in the education system, and high accountability pressure (Struyven & Vanthournout, 2014). Studies from a PP perspective will instead focus on, for example, sustaining teacher resilience (Coetzee, 2013; Cornelissen, 2016) and enhancing well-being in students by building resilience (Grant & Kinman, 2011).

Although being employed is regarded as an indicator of well-being (Khumalo, Temane, & Wissing, 2012), employed women face unique challenges in various contexts and economic sectors that hinder their well-being as part of the workforce (Towler & Stuhlmacher, 2013). These unique challenges entail for instance, discrepancies in terms of remuneration and promotion opportunities. In a corporate level study conducted amongst 222 American companies employing 12 000 000 employees, women continue to be employed and promoted at lower remuneration levels and this discrepancy becomes more pronounced for women of colour (Women in the Workplace, 2017). There is an alarming gap between male and female representation in the corporate workplace - regardless of the equal availability of job opportunities or the actual equal treatment within the workplace. On the entrepreneurial front, the 2013 Global Entrepreneurship Monitor for South Africa report shows that there is a gap

between men and women entrepreneurs, with women representation lagging and showing minimal progress since 2002 (Newsroom, 2014) The statistics in this report showed that in 2013, 58% of entrepreneurs in South Africa were men, compared to 42% who were women. In the tertiary education sphere in South Africa this trend is also evident as can be seen from the 41% representation of females in permanent academic positions at universities and 40% representation at Technicon's (Education at a Glance, 2017).

Another incongruity refers to gender and leadership positions. For example, within the academia sphere in South Africa, it has been found that the number of female academics grew by about 182 individuals per year over the period 2001- 2010, from 5 560 in 2001 to 7 353 in 2010. This translates to a 2.8%, growth rate versus the much lower growth rate in male academics of 0,5% (Boshoff & Bosch, 2012). Although more females are employed in academic positions, female representation at leadership levels is still lagging male representation (Boshoff & Bosch, 2012).

This same trend of lower female representation at a senior level seems to be evident in the education system in South Africa and is confirmed by Louw et al. (2011), that at a senior level males (as school principals) dominate the statistics, confirming that females lag in representation at a senior level. Moreover, apart from being ill-represented at a senior level, female educators within a high-risk community face extra burdens due to the often unsafe nature of the geographical area which pose threats to the safety of learners and staff, such as learners attacking other learners with knives and dealing with "difficult" parents and their substance abuse-problems (C. Layman, personal communication, January 23, 2018). Therefore, it will be valuable to explore and describe the educators' resilience enabling them to overcome difficult challenges and everyday obstacles in the context of a South African high-risk community.

Literature reviewed illustrated that many studies were conducted on the international front on educator resilience (e.g. Brunetti, 2006; Castro, et al., 2010; Clarà, 2017; Mansfield, et al., 2011; Morrison, Brown, D’Incau, O’Farrell, & Furlong 2006). In the South African context most studies have been done on child and youth resilience (Theron & Theron, 2010) with some focus on adult resilience since 2010 (Masten & Wright, 2010). Despite this focus on adult resilience, a scarcity of research was evident on educator resilience *per se* (Brunetti, 2006) and only a few studies could be found. For example, Coetzee (2013) conducted a study on sustaining teacher resilience in a resource-constrained rural education setting. Coetzee, Ebersöhn, Ferreira and Moen (2017) by way of a life history design, also studied teachers’ resilience in a rural education setting faced with chronic adversity. Cornelissen (2016) explored the resilience of teachers faced with learners’ challenging classroom behaviour. Furthermore, educator resilience in these studies has been explored mainly in a rural context, which is quite different from that of a high-risk community such as Delft. Theron and Theron (2010) argued for continued research into the phenomenon of resilience with a sharper focus on the contextual roots of resilience that are endemic to South Africa. Delft, as a high-risk community, represents a blueprint of the many socio-economic ills that face South Africa, which also impacts its education system.

Understanding and developing educators’ resilience is critical as they need to impart the same resiliency to their learners (Bobek, 2002; Henderson & Milstein, 2003). According to Masten (2015) schools play a pivotal role in the recovery of tragedies and overcoming of daily adversities, because schools (embodied by their educators) appear to be symbols of recovery and resilience to children, parents and communities. Therefore, in the South African context, this study aims to contribute to resilience studies, which can aid school communities, conducted in the framework of PP focussing on an urban high-risk environment where educator stability

is critical to learner well-being in an unstable and hostile environment. Furthermore, the findings of the study can have relevance to policymakers and interventionists.

Research question

The research question to guide this inquiry is formulated as follows: What are the experiences of resilience of female educators in leadership positions in a high-risk community?

3. Aim

The aim of this qualitative study is to explore and describe the experiences of resilience of female educators in leadership positions within a high-risk community.

4. Method

4.1 Paradigmatic choice: social constructivism

Theories associated with PP will provide the theoretical framework for this research while acknowledging the post-modern paradigm. Given (2008) explains that while modernist, positivist approaches saw research as a window on the world, with the objective social researcher applying research methods with appropriate rigor in order to discover and capture the reality of the phenomenon being investigated, postmodernists demand that researchers recognize the social or constructive nature of the research process itself. This paradigm is important for the planned research, claiming that knowledge must be understood as in context of the contemporary world, and multiple viewpoints as to gender, socio-economic status and culture. Within the post-modern paradigm, social constructivism emphasizes the important role of the individual's social, cultural and linguistic group.

In order to optimise the pursuit of the identified research question, the proposed research will be conducted within a qualitative framework. Since the nature of qualitative research is substantiated by the underpinnings of social constructivism the close interaction and the collection of verbal and linguistic data is crucial in order to establish the unique realities of the identified research participants (Guest, Namey, & Mitchell, 2012). This implies that

these individuals or so-called “social actors” create meaning through their interaction with the world (Grix, 2002), and these meanings are subjective and distinctive (Grix, 2002). It can be expected that the experience of each of the participants in the identified sample could differ. Therefore, for a social constructivism reality, including strengths and resilience, as “useful realities” come from participants’ stories and narratives. Accordingly, the qualitative approach will be vital to uncover those descriptions of reality that help people change or surmount difficulties. Since qualitative research designs are able to answer many complex, compelling and contextually fixed questions relevant to health and human functioning (Thorne, Kirkham, & O’Flynn-Magee, 2004), the planned research aims to explore and describe female educators’ experiences associated with “spontaneous resilience” arising without outside intervention (Brodsky, Mannarini, Buckingham, & Scheibler, 2017) by focussing on the subjective nature of the subject in the context in a high-risk environment (Given, 2008).

4.2 Research design

The student researcher will use a qualitative descriptive design to explore and describe experiences of resilience of female educators in leadership positions within a high-risk community. According to Colorafi and Evans (2016), the qualitative description clarified and advocated by Sandelowski (2010) is an excellent methodological choice for the healthcare environments, practitioners, or health sciences researcher because it provides rich descriptive content from the subjects’ perspective. Sandelowski (2010) explains that a qualitative descriptive design refers to the clear description of a phenomenon (resilience in high-risk community) by those experiencing the phenomenon (female educators in leadership positions).

4.3 Participants

The larger group from whom the sample will be drawn will be female educators in leadership positions from the 22 primary and secondary schools in the selected high-risk community. According to Strydom and Delport (2011), sampling refers to “the process used

to select a portion from the population to become the focus or becoming involved in the actual study” (p. 390). In this qualitative study, non-probability sampling with elements of purposive (purposeful) sampling will be used (Maree, 2016). Therefore, the student researcher will purposefully select individuals to best understand the research problem and answer the research question (Creswell, 2014). Sampling purposefully requires the researcher to locate excellent participants to obtain excellent data (Creswell, 2014). To this end, educators with the most years’ experience will be selected for interviews from a list of female educators with the required three years’ minimum experience in a leadership position within the high-risk community (list compiled and obtained from the student researcher’s study supervisor who is currently conducting volunteer work in the Delft community amongst schools). This will increase the probability of selecting information-rich cases to study (Patton, 2015). Since not every interesting case will do, purposeful sampling will require that the researcher think critically about the parameters of the population (Silverman, 2011).

A sample size of at least 10 participants is envisaged or until data-saturation is achieved. Data saturation in qualitative research is an elusive concept and is associated with the point in a qualitative research project when there is enough data to ensure the research questions can be answered sufficiently (Bowen, 2008). Data saturation usually occurs when themes are recurrent and no new themes arise from the data (Bowen, 2008). Malterud, Siersma and Guassora (2016) posit the idea of “information power” to guide a researcher’s quest for an adequate sample size in qualitative studies. In other words, information power indicates that the more relevant information the sample holds, the lower amount of participants will actually be needed. These participants will be recruited based on willingness to participate in the study.

Pre-determined selection criteria will be used as basis for sampling which will direct the sampling process (Niewenhuis, 2016). This means that participants would comply with the

inclusion criteria and are expected to offer rich information in order to answer the research question. Participants will be recruited according to the following inclusion criteria:

- a. Gender: female
- b. Work: educator in a primary or secondary school in the Delft community
- c. Working position: principals and vice-principals (part of management of school)
- d. Working experience: participants must have been working in a leadership position in the selected community for at least 3 years (this minimum is deemed a sufficient tenure to be exposed to the spectrum of experiences when working in a high-risk environment)
- e. Language: English or Afrikaans (research will be conducted in these two languages since these are the main mediums in which education is offered in the selected community and both are widely spoken)
- f. Participation will be voluntarily
- g. Participants are willing to be (digitally) recorded.

4.4 Procedure and data gathering

The concept “method of data collection” refers to the procedures that will be used by the researcher in collecting the relevant data (Ferrante, 2013). The common modes of data collection employed in qualitative research are individual interviews, focus group discussions and participant observations (Fossey, Harvey, McDermott, & Davidson 2002).

Rabionet (2011) describes qualitative interviewing as “... a flexible and powerful tool to capture the voices and the ways people make meaning of their experience” (p. 563). Semi-structured personal interviews will be conducted with each participant (see Addendum B - the interview guide) at their place of work (schools) in order to limit extra traveling costs for the participants and preferably after school hours to avoid interruptions and ensure focussed discussions. The student researcher will use semi-structured interviews to collect data required from the sampled participants that meet the inclusion criteria, since it allows a certain structure

to the interview which aids consistency across all the participants. Yet, the open-ended and additional probing questions will allow for the collection of rich data to develop thorough descriptions of resilience in a high-risk community. At the beginning of the interviews, participants will be asked to complete the short demographical questionnaire (see addendum A). The information obtained by the demographical questionnaire will only be used to provide a profile of the participants (such as age, race, qualification and years' experience), but this information will not be part of the data to be analysed. The demographical questionnaire will also aid in providing some indication of the participants' added responsibilities outside their workplace (such as having to attend to children and dependents). This is relevant since a researcher must know the context, but at the same time she/he should "bracket" this information to not affect the process or outcome (Bengtsson, 2016, p. 22).

Each participant will be involved in only one data collection opportunity (a semi-structured interview) and the textual data consisting of the verbatim transcriptions of these semi-structured interviews will be the primary source of data. Participation will be entirely voluntary and depend on the availability of willing participants to talk to the researcher. Participants will be invited to respond using their own words (Rubin & Rubin, 2012). The interview guide will use appropriate questions based on studied literature and questions that will most likely activate a response (Willig, 2013). Therefore the interview guide (see addendum B), consisting of carefully crafted questions based on literature and guided by the research question, that elicit responses and cover certain themes, guided by the research question, will be used as basis for the interviews – also referred to as the interview agenda (Willig, 2013).

These interviews will be audio-recorded with the participants' permission and then transcribed. Two separate audio recorders will be used in each interview and the batteries of each recorder will be replaced prior to each interview to ensure no data is lost.

Personal interviews will take place one after the other over a couple of weeks, and data will be transcribed by a transcriber (who will be asked to sign a confidentiality agreement). The interviews will be organised by an independent person. This independent person is familiar with the schools and particular community and is currently doing volunteer work in the community. Interviews will be conducted by the student researcher on a day and time that will be best suited for the participants.

The procedure will include the following: Once permission has been obtained from the North-West University's Health Research Ethical Committee (HREC) to conduct the research, permission will be obtained from the gate-keeper of the female educators' population, namely the Circuit Manager, Western Cape Department of Education. Permission will also be obtained from the Department of Education in the Western Cape to conduct the research at the schools in the selected community.

The gate-keeper will be informed about the planned study as well as the focus of the research, and the research methodology. The independent person familiar with the particular community and serving in that community as volunteer will be asked to assist in recruiting at least 10 participants, complying with the inclusion criteria (or until data saturation is reached).

A list of all primary and secondary schools in Delft will be compiled (see addendum C). The female principals and vice-principals of these schools will be identified. The independent person will then contact these schools and make the necessary arrangements to recruit potential participants. The aim of the proposed research will be explained to these potential participants; their voluntary participation will be clarified as described in the Informed Consent Form and their anonymity and right to privacy will be assured.

Participants will be given enough time to consider their participation and to ask questions prior to attendance (one to two weeks). If the independent person cannot provide adequate answers to potential participants' questions, the student researcher and study-leaders

will also be contactable by telephone or email to answer any questions. Once they have decided to partake in the research, they will complete the Informed Consent Forms (see Addendum D). Care will be taken that the Informed Consent Forms will be signed in the presence of the independent person in privacy to ensure confidentiality. The independent person will add her signature before the forms are given to the student researcher. Consent will also be treated as a process and not just a “once off” event (Stevens, 2013). This entails confirming with the participants at the beginning of the semi-structured interview that they are still willing to participate, reminding them that they can withdraw their consent up to the data analysis stage, despite signing the Informed Consent Form previously, without penalty.

The student researcher will make the following three types of field notes (Groenewald, 2004): Observational, theoretical and methodological notes. Observational notes will record “what happened”, theoretical notes will attempt to develop meaning as the researcher thinks or reflects on experiences, and methodological notes will be reminders, or cues of critique to oneself on the process. Since these field notes will only be used as an end-of-a-field-day summary, it will not be used as collected data.

Data analysis

The qualitative data will be derived from verbatim transcripts of the semi-structured interviews. Thematic analysis will be used to analyse the data as this method is flexible, and suitable to develop a detailed descriptive account of a phenomenon (Braun & Clarke, 2013). It involves the searching across a data set - in this case the number of interviews - to find repeated patterns and themes, which are identified in a data-driven, “bottom-up” way (Braun & Clarke, 2013). According to Boyatzis (1998), thematic analysis is used methodically to identify and analyse data so that repeating patterns or themes can be reported from the data. It is a process that helps to organise and describe the data at length and in much detail. Data will be analysed following the steps described by Braun and Clarke (2006; 2013):

Firstly, it is important to familiarise oneself with the data. Familiarising would entail immersing oneself in the data to understand the depth and breadth of the content. This would entail repeated reading, of the transcribed data, but reading in such an active way as to search for meaning and patterns. Therefore, the first step will be to get a sense of the whole by reading all the transcripts carefully and jotting down some sense of ideas as they come to mind (Creswell, 2014).

The next step would be to generate the initial codes using ATLAS.ti software, which would constitute an initial list of ideas. Following on from this is the searching for themes and collating these into a potential list of overarching themes (Braun & Clarke, 2006; 2013)

Once the list of themes has been compiled, the student researcher will start reviewing the themes and checking them against the coded extracts. Thereafter one can define and name the themes. This enables the student researcher to analyse and refine the specifics of each theme in order to clearly understand the overall story.

In order to ensure integrity and accuracy of the themes, a co-coder (who will also be asked to sign a confidentiality agreement) will be assigned. The co-coder will be a trained person with the required experience, and the student researcher would firstly do the coding and then submit it to the co-coder in order to enhance the reliability of the initial coding. Taking into account that data analysis happens alongside data collection in qualitative research a lot of analytical work has to be done once the researcher has left the research field. ATLAS.ti. will be used to code the data, which will increase reliability and transparency of the data and which will be helpful for inter-coder agreement during the co-coding process.

Trustworthiness of the qualitative data

In their seminal work on trustworthiness, Lincoln & Guba (1985) suggest that the presence of credibility, dependability, confirmability, and transferability offer trustworthiness to research. Fourie and Van der Merwe (2014) indicate that trustworthiness

can be ensured when well-established methods in the qualitative investigation in the data collection, data analysis and the intervention process are used.

Credibility.

Data gathering in social sciences (when qualitative research designs are used) can very rarely be duplicated. Duplication of research is nearly impossible as social settings change and the researcher immerse him/her in the research and build relationships with the participants (Denscombe, 2010). The most important aspect in credibility is that the researcher needs to show that the data collected is accurate and appropriate (Braun & Clarke, 2013) and the student researcher needs to ensure that what the participants have discussed, is accurately described (Schurink et al., 2011). This will ensure that the findings of the qualitative research are trustworthy as obtained from the participants' perspectives (Farely, 2013). Credibility will be sought by explaining the inclusion criteria in detail. In addition the data capturing process (through semi-structured interviews) and thematic analyses will be described clearly. In other words, the data obtained from the participants will be portrayed as clearly as possible. Furthermore credibility will be obtained through the application of reflexivity, by employing bracketing, in order to allow the research data to speak for itself and to avoid researcher bias. The "bracketing" will entail the intentional mindfulness of the research team's personal prejudice and assumptions (Chan, Fung, & Chien, 2013). "Bracketing is a scientific process where a researcher suspends or holds in abeyance his or her presuppositions, biases, assumptions, theories, or previous experiences to see and describe the essence of the a specific phenomenon" (Given, 2008, p. 63). It is important to mention that from the perspective of qualitative research the very characteristics of understanding need to be seen for how they might interfere with the research goal, which is in some form to understand (Given, 2008). Some of these characteristics that could influence clarity, come from the realization that when one attempts to understand something, one already has presuppositions, prejudices, biases, and

his or her own experiences and perceptions, existing traditions, history culture, and constructions of reality. "Researchers are not blank slates" (Given, 2008, p. 903).

Transferability.

In qualitative research, small population groups are usually studied, which makes representation of the wider population difficult (Creswell, 2013). To ensure that the data gathered in the study is transferable, detailed descriptions will be needed (Creswell, 2013). The researcher will make detailed descriptions of the population group in the reporting of the research, as well as the context in which the research will take place, which will contribute to the transferability of the research. Transferability will be achieved through the purposeful selection of the sample (see participants, p.17), as well as through the rich description of the research methodology and study's findings, so that other researchers, who might want to conduct similar research, would be well informed.

Dependability.

Dependability refers to the description of research methods used in order for the study to be repeated (Schurink et al., 2011). The student researcher will pay attention to issues related to dependability by including and describing the process of thematic analysis and creating an audit trail of the research process (Creswell, 2013). This implies an explicit account of data collection methods, decision making and data analysis during the research process (Babbie, 2016). Thick descriptions based on transcribed interviews will be provided and the limitations of the study will also be addressed. Dependability will be ensured when the research process is coherent, well developed and reviewed. According to Denscombe (2010) dependability also relates to the data collection methods being sound and consistent in such a way that another researcher will be able to use these methods. The research process needs to be able to provide the same results under different circumstances.

Confirmability.

Confirmability refers to the objectivity of the researcher during the research process, in order to ensure that biases do not affect the data and ensures that the findings reflect the focus of the study (Lincoln & Guba, 1985). Qualitative research is almost never free from influence and involves a process of interpretation (Braun & Clarke, 2013). The researcher, however, still needs to show that the data are mainly free from his or her perceptions, and is rooted in context and participants. Confirmability will be achieved through a detailed description of the research process. Detailed records of the entire research process, including researcher notes, audio recordings, and transcriptions will be available to confirm questions and to allow for re-checking if necessary. Confirmability in this research study will be achieved through the recording and transcribing of data from the interviews. This will give an accurate reflection of the participant's narratives and contributions. An audit trail of all the data sources, data collection and data analysis processes during the research will be kept. In addition to all this, the co-coder's interpretation of the transcriptions will assist in confirming the accurate reflection and interpretation of the data and assigning the initial codes.

Reflexivity.

Finally, the researcher will make use of reflexivity to guide her into rendering an authentic account of the processes that will be followed during the research (Denzin & Lincoln, 2000). Shaw (2010) explains that reflexivity involves continuous reflection on the researcher's subjectivity and the relationship between the researcher and participants. Reflection on the self relates to the researcher's scrutinising her personal assumptions and preconceptions as they affect the research process. Reflecting on the relationship between the researcher and participants will allow for the examination of the subjectivity of both. Malterud (2001) suggests that the researcher's own preconceptions, beliefs, values, and assumptions should be briefly documented in order to create awareness of the difference between the researcher and participants' respective interpretations. In qualitative studies, reflexivity is essential for the

researcher to understand the subject under study and the research process (Watt, 2007). The student researcher will record self-reflections, thoughts and notes made during the interviews in a journal in order to formalise the reflection process and to refer back to these notes during the research process.

Ethical considerations

The research proposal for the current study will be reviewed by a small group of experts in the field and then by the scientific panel of the Africa Unit for Transdisciplinary Health Research (AUTHeR). Once the scientific panel has approved the protocol, ethical approval for the present study will be obtained from the Health Research Ethics Committee (HREC) of the North-West University, Potchefstroom, South Africa, which is registered with the National Health Research Ethics Council of South Africa. As detailed below, every effort will be taken to ensure the integrity of the data and the research process. The present study will adhere to the ethical guidelines of the HREC of North-West University by paying attention to the above-mentioned issues.

Risks and benefits.

Participants in this study, although working in a resource-poor environment, can be regarded as a non-vulnerable group and therefore the current research can be viewed as a medium risk study as far as the participants are concerned. There is a possibility that the participants could experience some negative emotions as they reflect, think about, and talk about their possible traumatic experiences within the context of a high-risk community. The participants will be given the assurance that they will be protected from (intentional) emotional harm, for example, the researcher will guard against manipulating the participants, and steps will be taken to avoid coercion. This will be done, for example, by paying careful attention to the providing of information about the research, giving the details of purpose of the planned study, interview questions to be expected as well as information about the time and venue

where the data collection will take place.

The HREC Standard Operating Procedure will be followed in the event that the research team is faced with an incident and the incident form will be used. In other words the study-leader will immediately complete an incident form on the nature and context of the incident in written format. Should any adverse incidents occur or intense negative emotions be experienced, the participant would be directed to the social worker associated with the school or the contact details of a registered counselor will be provided whereby the participant can be offered counselling (any costs will be covered by the student researcher).

The student researcher will conduct the interviews at the workplace of the respective participants within the school grounds, which is usually fenced and guarded. Contact will be made with the schools prior to the appointment to ascertain whether it would be safe to enter the area on that given day.

There are no direct benefits for participants of this study. But, participation could be a rewarding experience for participants having an opportunity to contribute toward scientific knowledge and the broader society namely research about resilience amongst educators working in high-risk communities as well as future interventions. From a personal point of view, participants will be offered the opportunity to reflect on their resilience and how that has helped or hindered them to function in a high-risk environment. The expected benefits are considered to outweigh the potential risks.

Facilities.

The data collection via interviews will take place on a time and day suitable to the participants at their place of work, preferably in an office or meeting room without any disturbances and preferably after school hours in order to ensure focussed discussion without any interruption. This will be done in order to minimise the impact on the participants' time, ensure maximum availability and prevent any inconvenience for the participants.

Goodwill permission / consent / legal authorisation.

Apart from approval of the North-West University's HREC, permission will be sought from the Western Cape Education Department. Informed consent will also be obtained from each participant.

Informed consent.

Informed consent will be sought from the participants prior to data collection. Care will be taken to ensure that Informed Consent Forms are signed in the presence of the independent person in privacy, for instance in the principal's office or any other private meeting room, to ensure confidentiality (see Addendum D for Informed Consent Form).

Inclusion criteria.

Participants' inclusion will be determined according to the criteria as listed in the inclusion criteria on p. 16.

Participant recruitment.

Participants will be recruited only after HREC approval has been obtained. These participants will be recruited based on willingness to participate in the study. A list of all 22 primary and secondary schools in Delft has been compiled and included as Addendum C. Of these schools the ones with female principals and vice-principals will be identified that meet the inclusion criteria. The independent person will then contact these schools and ask for an opportunity to explain the proposed research to the potential participants (at their place of work) as well as matters of informed consent, stressing participants' voluntary participation, and their right to privacy. Participants will be given enough time to both consider their participation and to ask questions prior to attendance (one week).

Incentives / remuneration of participants.

Participants will receive no payment for participation and their participation will not incur direct costs as the researcher will travel and meet with participants at their place of work.

The participants will be given a token of appreciation which amounts to no more than R50 per participant. This could include a bottle of water for consumption during the interview and a small journal book and pen, for example.

Dissemination of results.

Feedback of the results, namely a summary of the main findings and concluding results of the study will be given to the participants. Once the research is completed, participants will be contacted and a session scheduled to offer the feedback about the findings of the research at a particular school in the high-risk community on a particular day and time. One article will be submitted for publication to a local scientific journal. Initially, the *School Psychology International* will be considered for this article, seeing that the study will concern itself with educators and a focus of this journal is to publish articles that demonstrate engagement on the key issues faced by South African education. Such a key issue could be highlighted by this study when the resilience of educators is sought to be understood so as to describe how they cope and stay with commitment in the context of a high-risk community. Possibly the results of this study could be presented at an academic conference.

Privacy and confidentiality.

Participants' rights will be respected and confidentiality ensured in the following manner: participants will be informed and assured of their right to privacy. They have the right to be informed about the research, the right to freely choose to participate in a study, and the right to withdraw at any time without penalty. Overseeing the potential consequences of revealing participants' identities is important. Protection of participants' identities applying to publications needs to be considered. Participants will be informed how results will be disseminated. Regarding data capturing and issues of confidentiality, the data will only be used for the purposes as set out in this proposal, in accordance with ethical principles and no manipulation of or changes to the data will be made. All data will be saved on a password

secured computer and a USB as back-up to which only the student researcher and study-supervisors have access to. Recordings, transcripts and any other data will be archived for six years after completion of the study after which period it will be destroyed via shredding by an appointed person. Participants will be informed of this and given the right to withdraw consent for use of their data (Richards & Schwartz, 2002). Withdrawal is only possible up to data analysis stage. The co-coder and the transcriber will be obliged to sign a confidentiality agreement. Also, anonymity regarding the responses of the participants is to be maintained throughout the research and participants' names will not be mentioned as numbers will be used instead.

Management, storage, and destruction of data.

A data management plan will entail the following: The collected data and audio recordings will be stored on a USB memory stick as well as on the hard drive of the student researcher's computer, both of which will be locked in a cupboard inside a locked office of the student researcher when she is not busy working on the research. Both the hard copies, namely printed transcripts and working documents will be kept locked in a cupboard in the student researcher's office and only the student researcher and study-supervisors will have access for a limited period. During the research process, the data will also be stored on an external hard drive (over and above the USB and computer) that will be locked in a safe. The researcher's computer will be protected with a password.

The sharing of the raw data will be sent electronically to the transcriber, without the name of the participants, and the transcriber will delete the raw data once the transcribing is completed. The textual data will be sent electronically to the co-coder, and once the co-coder's function is completed, he/she will delete the data from his/her computer. The audio recording of each interview will be removed from the recorder on to a password protected computer after

every interview and the audio recorder will be cleared in order to prevent the accidental release of data.

Transcripts and working documents along with original recordings will be safeguarded by storing them in a locked cupboard inside the office of the student researcher and the electronic data will be password protected. Two weeks prior to the student's graduation, all data (electronically as well as hard copies) will be handed over to the study leader who will ensure that it is stored for six years at the North-West University, where after it will be destroyed by an appointed person.

Monitoring of the research.

The supervisor and co-supervisor will assure that the approved protocol is complied with and research is done in an ethical manner by the student researcher. The qualitative data will be captured by the student researcher and will be checked by a co-coder who will be asked to sign a confidentiality agreement in respect of the confidentiality of the data.

Apart from the clear guidelines given by HREC, and the support that is part of study-supervision (supervisor and co-supervisor of this research), this plan is part of the monitoring provided by HREC. The monitoring of the research will be strictly done according to the steps outlined in the protocol and the progress will be monitored by the study leader by having weekly meetings in person and/or via Skype, compiling regular progress reports, and HREC monitoring. If needed, amendments will be done only after consulting with the study leader and co-study leader. If any amendments to the research proposal are needed required, it will be reported to HREC immediately, and a request for the amendment will be sent to the Ethical Committee. The researcher will not continue with the research (collecting data from participants) until the amendment is approved by HREC.

Competence of the researchers.

The supervisor of this study (Dr Izanette van Schalkwyk) holds a PhD degree in Psychology. This study falls within the ambit of Positive Psychology, which is her focus area. In addition, she has considerable experience within the community of Delft in which the study is to be undertaken. The co-supervisor (Dr Lizanlé van Biljon) is a registered Clinical and Research Psychologist and has five years' experience in Higher Education. Both of them are competent to guide the data analysis of the present study.

The student-researcher holds BA LL.B degrees and an Honours degree in Psychology and is currently completing her Masters of Arts degree in Positive Psychology. She is also a qualified Life and Business Coach and has nine years' experience in the field of coaching and training facilitation which can be seen as beneficial to this study as she has experience in conducting interviews and building rapport during discussions. In addition, she has been involved in Delft during 2016 as part of a project promoting well-being amongst educators.

Expected contribution of the study

The outcome of the study is expected to aid in understanding of the resilience experiences of female educators in leadership positions within a high-risk community.

Choice and structure of the research report

The research report will be according to the one-article format (as indicated in rule A4.4.2.9).

Intended journal.

The results of this study will be presented in article format, and the manuscript submitted to the School Psychology International. The requirements of the selected journal will be complied with.

Structure.

Title page

Acknowledgements

Summary (with key words)

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Section 3: Conclusions, recommendations and reflection

Appendices

Budget and sources of funding

Table 1 Budget and funding

<i>Item</i>	<i>Detail</i>	<i>Amount</i>
Transport costs of independent person	4-5 trips to Delft to explain goal of research study and deliver Informed Consent Forms	R500
Transport costs of student researcher for interviews	Approximately 10 trips to Delft for interviews	R1 000
Co-coder	Co-analyst specialist	R1 500
Language editing	Language editor specialist	R6 000
Transcriber	Transcription services	R4 500
Printing	Informed Consent Forms Printed copies of mini-dissertation	R1 000
Binding hard copies of mini-dissertation		R1 100
Thank you gifts for 10 participants	Water, small gift R50 per participant	R800
Total		R16 400

The student researcher will be responsible for the cost of the research.

Research Timeline

Table 2 Research Schedule 2018

Action required	Submission date	Panel date
Research proposal completed	March	
Small scientific group discussion of proposal	12 March	19 March
Submission of name to AUTHeR scientific panel	29 March	
AUTHeR scientific panel submission of research proposal	4 April 2018	11 April 2018
Approval from Western Cape Education Department	Begin May 2018	
HREC submission	2 May 2018	23 May 2018
Interviews	June, July 2018	
Thematic analysis	August 2018	
First Thesis Draft complete	September 2018	
First final draft completed	October 2018	
Language editing	October 2018	
Final hand-in date	End November 2018	

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1.3 Approved HREC application



NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Faculty of Health Sciences Ethics Office for Research, Training and Support

health-sciences.ac.za/healthethics

HREC Health Research Ethics Committee (REC-130913-037)

Standard Full Ethics Application Form

to apply for the approval of **single** or **larger**
health and **health-related** scientific projects involving **human participants**
and **biological samples** of **human origin** for research or education/training

HREC 01-01a, version Nov 2016

CONFIDENTIAL! This document contains confidential information that is intended exclusively for the applicant(s), the Health Research Ethics Committee (HREC) of the Faculty of Health Sciences of the North-West University and the designated reviewers. Should this document or parts thereof come into your possession in error, you are requested to return it to the HREC without delay or destroy it. Unauthorised possession, reading, studying, copying or distribution of this material, or any other form of abuse, is illegal and punishable.

NWU Ethics Number:

NWU-00060-18-S1

(issued upon 1st submission)

Instructions and recommended path for the completion of your application:

- a. The research proposal forms the base document that is evaluated in conjunction with this application form. This application form gives the researcher the opportunity to expand on specific ethical issues required for approval.
- b. All applicants complete § 1, 2, 3, 4, 5 and 7.
- c. Select and complete the research-specific sub-sections from § 6 as applicable to the specific requirements of your study (utilise the table of contents).

- d. Ensure that a proposal that has been approved by an appropriate Scientific/Research Proposal Committee is attached to the application form as well as proof of its approval according to the standardised template (see § 4.1).
- e. Also attach an executive summary of the study (see § 0).
- f. The applicants should ensure that a copy of the informed consent form for approval, that has been compiled according to the informed consent template and checklist supplied by the Faculty of Health Sciences Ethics Office for Research, Training and Support, is submitted with the ethics application form.
- g. Any questionnaires or interview schedules that will be used in the completion of the study have to be attached
- h. Any advertisements that will be used in the study have to be attached
- i. Attach any permission letters received from governing bodies.
- j. Attach any contracts with collaborators/sponsors.
- k. For applications of collaborative studies being conducted on more than one site, it is required that copies of the proposal and the informed consent forms from all centres involved in the study are included with the application.
- l. Attach a 2-page narrative CV for each of the researchers involved in the study.
- m. Liaise with the appropriate officials and colleagues mentioned in § 8, complete and sign a printed copy.
- n. Submit scanned copies of the signed pages.
- o. Include copies of proof of ethics training for all researchers involved in the study (not older than three years).
- p. Submit the completed Ethics Application Form (with all the required attachments) via e-mail to Ethics-HRECAppl@nwu.ac.za.
- q. All required documentation (as previously outlined) should be attached separately to the aforementioned e-mail as indicated in point p.
- r. Applicants must please ensure that all required finalised documents as indicated above are included with the application. **No additional attachments or version correction(s) will be accepted.** If this does occur and the application was incomplete then it will have to be

resubmitted with the application form and all the required attachments which could mean that the application may miss the deadline for the closing of the agenda for the HREC meeting.

NWU Ethics Number			
NWU-00060-18-S1			
Campus	Potchefstroom	Faculty	Health Sciences
Principle Investigator/Study Leader	Izanne van Schalkwyk	Research entity	AUTHeR
Study Title	Resilience in a High-Risk Community: Experiences of Female Educators in Leadership Positions		

1. SECTION 1: STUDY IDENTIFICATION

Provide the necessary descriptions below to identify this study application:

1.1 Full, descriptive title of the study

Resilience in a High-Risk Community: Experiences of Female Educators in Leadership Positions

1.2 Name of the Study Leader/Primary investigator **NB!** Not the student's name

Izanne van Schalkwyk

1.3 Name and Surname of the Student (if applicable)

Liezl Byliefeldt

1.4 Student number

29294878

1.5 Discipline e.g. Consumer sciences

Positive Psychology

1.6 Researcher involvement

Self-initiated research with no student involvement	<input type="checkbox"/>
Self-initiated research with student involvement	<input type="checkbox"/>
Honours study for publication purposes	<input type="checkbox"/>
Masters degree	<input checked="" type="checkbox"/>
PhD degree	<input type="checkbox"/>
Other: Specify Click here to enter text.	

1.7 Type of study

Single study	<input checked="" type="checkbox"/>
Larger study	<input type="checkbox"/>
Single study affiliated to another study	<input type="checkbox"/>
Educational	<input type="checkbox"/>
Other: Specify Click here to enter text.	

1.8 In this study use is made of

Mark ALL options as “Yes” or “No” with X in the appropriate box – more than one option may be marked as “Yes”.

Description		Yes	No
Human participants (subjects)	Qualitative	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Quantitative	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Mixed method	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Other e.g. program evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Filed privileged information (e.g. medical files) or stored biological samples of human origin (e.g. samples collected for another study or medical diagnosis)		<input type="checkbox"/>	<input checked="" type="checkbox"/>

1.9 Envisaged commencement and completion date of the study

More information

Here you can indicate the expected commencement and ending dates of the study, which may be anything from a day to a few years. The full expected duration of the study must be filled in below. Even if the expected duration of the study is uncertain, you can still make an estimate here and report the progress with the annual report. Ensure that the commencement date is at least a few weeks after the date of the HREC meeting at which your application is to be reviewed. The HREC will only grant ethics approval for a one year period. If the study should take longer, a monitoring report requesting permission for continuation must be submitted to the HREC two months before the expiry of the study.

Commencement Date	Completion Date
2018/06/04	2018/11/20

2. SECTION 2: STUDY CLASSIFICATION

Complete every option of all the questions in this section. This section is used to classify your study and select suitable reviewers.

2.1 Name of the Ethics Committee handling the application

Health Research Ethics Committee

2.2 Dates of applications

Fill in below the date of the first submission and revised submission (*of applicable*) of this ethics application

Date of first application	Date of revise application (<i>if applicable</i>)
2018/05/02	Click here to enter a date.

2.3 Version number

Fill in the number of times this application has been submitted.

Version	1
---------	---

2.4 Estimated risk level

Please indicate the estimated risk level of the research by using the two risk level tables indicated for adult human participants or children/incapacitated adults.

Estimated risk level for adult human participants	
Minimal risk	<input type="checkbox"/>
Medium risk	<input checked="" type="checkbox"/>
High risk	<input type="checkbox"/>

Estimated risk level for children/incapacitated adults

No more than minimal risk of harm (negligible risk)	<input type="checkbox"/>
Greater than minimal risk but provides the prospect of direct benefit for the child/incapacitated adult	<input type="checkbox"/>
Greater than minimal risk with no prospect of direct benefit to the child/incapacitated adult, but a high probability of providing generalizable knowledge	<input type="checkbox"/>

2.5 Context of the Study

Mark ALL options as “Yes” or “No” with X in the appropriate box – more than one option may be “Yes”.

Description		Yes	No
Scientific Research	Study falls within a research entity	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Study falls outside a research entity	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Study includes postgraduate students (e.g. masters or doctorate)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Study includes contract work	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Education and training (e.g. undergraduate practicals)	For staff of the North-West University	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	For students (undergraduate or postgraduate learners)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	For other learners (not associated with University)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

2.6 This study encompasses aspects that require additional ethical explanation

Mark ALL options as “Yes” or “No” with X in the appropriate box – more than one option may be “Yes”. If a specific option is marked please complete the corresponding section in Section 6.

Description	Yes	No
Vulnerable participants	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Infection, genetic modification and commercialisation of cell and tissue lines	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Use of drugs / medicines	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Use of drug delivery systems	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Use of food, fluids or nutrients	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Use of radio-active substances	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Use of toxic substances or dangerous substances	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Measuring instruments and questionnaires that need psychometric interpretation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Possible impact on the environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other aspect of potentially ethically sensitive nature (specify below)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Other aspects (specify)

[Click here to enter text.](#)

2.7 For this study the following persons will be included in the study team

Fill in the number concerned with ALL options. Ensure that the participant numbers in this table correspond with the individuals indicated in Section 3.1, 3.2 and 3.4.

More information

The **study leader** is generally viewed as the individual who takes the final responsibility for all aspects of the study e.g. study leader or principle investigator.

The **study supervisor** is generally the individual responsible for the day-to-day management of the study.

Description		Number	
		Local	Foreign
Only for research studies	Study Leader (e.g. study leader/principle investigator)	1	0
	Study supervisor (day to day manager)	0	0
	Co-workers (researchers of the North-West University)	1	0
	Co-workers (researchers outside the North-West University)	0	0
	Co-workers (postgraduate students of the North-West University)	1	0
	Assistants/field workers	0	0
Only for education and training (e.g. undergraduate practicals)	Educator	0	0
	Co-workers (lecturers of the North-West University)	0	0
	Co-workers (lecturers outside the North-West University)	0	0
	Students (undergraduate learners of the North-West University)	0	0
	Students (postgraduate learners of the North-West University)	0	0
	Other learners (not associated with the North-West University)	0	0
	Assistants/field workers	0	0
Sponsors		0	0

Other members of the study team not mentioned above (specify)

Click here to enter text.

2.8 The following professional supervisory persons are involved in this study (may in no way be directly part of the research team)

More information

Supervisor indicates that the individual is an independent monitor involved during data gathering of the study and acts as an advocate for the participants/patients. (Fill in the number involved in ALL options.)

Researcher / Supervisor	Number	Researcher / Supervisor	Number
Supervisory Doctor	0	Supervisory Psychologist	0
Supervisory Nurse	0	Supervisory Pharmacist	0
Supervisory Psychiatrist	0	Supervisory Social worker	0

Other supervisory person (specify)

[Click here to enter text.](#)

I hereby declare that the above information in “Section 2: Study Classification” is complete and correct and that I did not withhold any information.

Yes	No
<input checked="" type="checkbox"/>	<input type="checkbox"/>

Remember to save your document regularly as you complete it!

3. SECTION 3: DETAIL OF STUDY LEADER/PRINCIPAL INVESTIGATOR, CO-WORKERS AND SUPERVISORS

3.1 Details of Study Leader/Principle investigator

More information

NB! Only NWU staff, or extraordinary professors in collaboration with staff of the North-West University, may register as Study Leaders/Principal Investigators. The Study Leader/Principal Investigator accepts final, overall responsibility for the total study.

Surname	Full Names	Title
Van Schalkwyk	Izanne	Dr

NWU Campus	Faculty	Research entity/School
Potchefstroom	Health Sciences	AUTHeR

Position	University No.	Professional Registration (body & category)
Senior Lecturer	20977026	Click here to enter text.

Telephone			NWU-box or Postal Address
Work	Home	Cell	
021 - 8643593	021-9758450	0723677739	PO Box 1083, Wellington, 7655

E-mail Address

20977026@nwu.ac.za

[PLEASE ATTACH THE TWO-PAGE NARRATIVE CV OF THE STUDY LEADER]

More information

NB! A 2-page CV in a narrative format, giving a brief overview of:

- a researcher's qualifications
- career path to date

- *specific research experience applicable to the present study (e.g. methodology or skills required)*
- *supervisory experience*
- *publication list (for the past 4 years)*

3.2 Details of Study Supervisor

Is the Study Leader also the study supervisor?

(Please mark with X in the appropriate box.)

More information

*Where the Study Leader is not physically present or consistently available and where supervision of the research activities is necessary, a suitable researcher/lecturer may be designated as **study supervisor**. The study supervisor is part of the study team.*

Yes	No
<input checked="" type="checkbox"/>	<input type="checkbox"/>

If “Yes”, this part can be left blank.

If “No” (i.e. if the Study Leader is not the Study Supervisor) give details below.

Surname	Full Names	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

NWU Campus	Faculty	Research entity/School
Click here to enter text.	Click here to enter text.	Click here to enter text.

Position	University no.	Professional Registration (body & category)
Click here to enter text.	Click here to enter text.	Click here to enter text.

Telephone			NWU-box or Postal Address
Work	Home	Cell	
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

E-mail Address
Click here to enter text.

[PLEASE ATTACH THE TWO-PAGE NARRATIVE CV OF THE STUDY SUPERVISOR]

More information

NB! A 2-page CV in a narrative format, giving a brief overview of:

- a researcher's qualifications
- career path to date
- specific research experience applicable to the present study (e.g. methodology or skills required)
- supervisory experience
- publication list (for the past 4 years) (if applicable)

3.3 Professional Supervisors

This section is completed if applicable and mentioned in Section 2.8.

More information

Professional supervisor does not refer to the study leader or the study supervisor. In all cases where medical emergencies may possibly arise, the physical presence of a doctor and a registered nurse is required. For the drawing of blood samples (e.g. diet manipulation and similar studies) the presence of a registered nurse is sufficient.

Name and qualifications of all supervisory professional persons

Name	Qualifications	Professional Registration	Function
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

(Type one name per row, or type "Not applicable" if there is no supervisory person.

In last table cell, click on [tab] to add another row)

[PLEASE ATTACH THE TWO-PAGE NARRATIVE CV OF THE PROFESSIONAL SUPERVISOR/S]

More information

NB! A 2-page CV in a narrative format, giving a brief overview of:

- a researcher's qualifications
- career path to date
- specific research experience applicable to the present study (e.g. methodology or skills required)
- supervisory experience
- publication list (for the past 4 years) (if applicable)

3.4 Other Members of the Study Team

Names, qualifications, professional registration and functions of all the other co-workers (researchers, postgraduate students in the case of a research study, or lecturers (in the case of training) and assistants/field workers who form part of the study team) should be indicated. The information given in this table should correspond with the number of team members given in Section 2.7 (Add extra rows to the table if required.)

Name	Qualifications	Professional Registration	Function
Lizanlé van Biljon	PhD - Psychology	HPCSA – PS0115266	Co-study leader

Note: Type one name per row, or type “none” if there is no other team member.

[PLEASE ATTACH A TWO-PAGE NARRATIVE CV FOR ALL THE MENTIONED RESEARCH TEAM MEMBERS IN THIS SECTION]

More information

NB! A 2-page CV in a narrative format, giving a brief overview of:

- a researcher’s qualifications
- career path to date
- specific research experience applicable to the present study (e.g. methodology or skills required)
- supervisory experience
- publication list (for the past 4 years)

3.5 Conflict of Interests and Sponsors (if applicable)

Declare with full details any conflict of interests that any member of the study team or professional supervisor (see § 3.1, 3.2, 3.3 and 3.4) might have.

More information

Examples of conflict of interest: financial, non-financial: intellectual, bias, overly optimistic promises of potential benefits, role of the researcher/s, desire of professional advancement, desire to make a scientific breakthrough, relationship with participants.

Name of Researcher	Complete description of the conflict and how it will be managed
Click here to enter text.	Click here to enter text.

Note: Type one name per row, or type “Not applicable” if there is no member of the study team or professional supervisor with a conflict of interest.

Give full details of all sponsors of the study.

Name of Sponsor	Contact Details	Affiliation & Contribution	Nature & Extent
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Note: Type one name per row, or type “Not applicable” if there are no sponsors. Add extra rows to the table if required.

Is any participant in the study directly or indirectly involved with one or more of the sponsors or the researchers? Give full details.

Name of Participant	Association with Sponsor/Researcher
Click here to enter text.	Click here to enter text.

Note: Type one name per row, or type “Not applicable” if there are no such participants. Add extra rows to the table, if required.

Does any member of the study team receive any form of remuneration or other benefits from the sponsor(s), either directly or indirectly? Give full details.

Name of Team Member	Details
Click here to enter text.	Click here to enter text.

Note: Type one name per row, or type “Not applicable” if there are no such team members. Add extra rows to the table if required.

3.6 Collaborations (if applicable)

Declare with full details all collaboration agreements, e.g. with researchers or lecturers from another institution, national or international, who will be working on a defined section of the study.

<i>More information</i>

Your local team may collaborate with a team from a different national institution in South Africa or internationally, and thereby incorporate and benefit from their expertise and/or facilities. Typically, in such cases, functions and responsibilities differ for certain parts of the study. These functions and responsibilities must be fully described.

Name of Collaborator	National/International (Indicate which)	Full Description of functions and responsibilities
Click here to enter text.	Click here to enter text.	Click here to enter text.

Note: Type one name per row, or type “Not applicable” if there are no contractors. Add extra rows to table, if required.

3.7 Contractual Agreements (if applicable)

Declare with full details all contractual agreements (e.g. with team members, collaborators and sponsors) on the study. Please note: A copy of any contractual agreements must be submitted to the Health Research Ethics Committee, together with the submission of this application. Add extra rows to the table, if required.

More information

Sometimes there are contractual obligations with co-workers or organisations outside the University. These contractual obligations may e.g. place restrictions on certain aspects on the availability of raw data i.t.o. intellectual right of ownership. Particularly where foreign co-workers are involved, these contracts can get complex. Therefore you must indicate here what these contractual obligations encompass, whether the University approved and sanctioned it and declare and describe any other potential legal and ethical implications thereof.

Name of Contractor	Full Description of the agreement
Click here to enter text.	Click here to enter text.

Note: Type one name per row, or type “Not applicable” if there are no contractors. Add extra rows to the table, if required.

[PLEASE ATTACH ALL CONTRACTUAL AGREEMENTS]

3.8 Confidentiality

Note: Other people involved in the research that could pose a risk to confidentiality should sign confidentiality agreements e.g. transcribers and co-coder/s.

[PLEASE ATTACH ALL CONFIDENTIALITY AGREEMENTS (SEE CONFIDENTIALITY AGREEMENTS AS APPROVED BY THE LEGAL OFFICE OF THE NWU)]

3.9 Indemnity

Note: If people are involved in the research as part of the research team but are not as staff on the payroll of the university or by contract on the payroll of the university, they will not be covered by the insurance of the university and have to sign an indemnity form.

[PLEASE ATTACH ALL INDEMNITY FORMS (SEE INDEMNITY FORMS AS APPROVED BY THE LEGAL OFFICE)]

Remember to save your document regularly as you complete it!

4. SECTION 4: RESEARCH PROPOSAL AND SCIENTIFIC COMMITTEE APPROVAL

4.1 Executive summary and research proposal

Executive summary of the study

Provide an executive summary (maximum 150 words) of the study in the following format:

- brief problem statement (approx. 3 sentences)
- aims and objectives of the study
- study design and method

Educators in schools in South African high-risk communities face enormous challenges and their learners mostly come from families who are dealing with poverty and a lack of resources.

In addition, school structures in these communities are seldom equipped or sufficiently resourced for the task. Despite such conditions, some educators persist for many years in the classroom and experience success and job satisfaction. Regardless of such stressors and burdens, it seems that many female educators in leadership positions have attained hardiness in spite of the high incidence of adversity and constant exposure to poverty in a high-risk community. A gap is identified in existing research about the resilience of female educators in leadership positions working within the context of a high-risk community in the Western Cape. A qualitative descriptive design will be used to explore and describe resilience in the experiences of female educators in a high-risk context.

Proposal

Note: For each study a descriptive proposal has to be submitted and is used as the main document for evaluation. The proposal should reflect the ethics of the research throughout. Attach a proposal approved by the Scientific/Proposal Committee of your research entity.

[ATTACH THE RESEARCH PROPOSAL]

Scientific/Proposal Committee approval

This study should have been reviewed and approved by a Scientific/Proposal Committee.

More information

The proposal needs to be approved by a Scientific/Proposal Committee before it will be reviewed by the HREC. The HREC relies on the scientific expertise of this committee regarding the evaluation of the scientific merit and design of the study.

Yes <input checked="" type="checkbox"/>	Details	
	Name of formal Scientific/Proposal Committee:	AUTHeR
	Title, initials and surname of all of the members of Scientific/Proposal Committee present during the review.	Dr N. Claasen; Dr C. Niesing; and, Dr H. De Beer
	Date of approval:	2018/04/23
No	Reason:	Click here to enter text.



Letter confirming approval of protocol

The HREC has to have proof of confirmation of approval by the Scientific/Proposal Committee.

[ATTACH CONFIRMATION OF APPROVAL OF THE STUDY PROPOSAL BY THE SCIENTIFIC/PROPOSAL COMMITTEE ON THE MANDATED TEMPLATE.]

Remember to save your document regularly as you complete it!

5. SECTION 5: ADDITIONALLY REQUIRED INFORMATION ABOUT ETHICAL IMPLICATIONS OF THE RESEARCH NOT PROVIDED IN THE PROPOSAL

Note: The information contained in this section is *additional* to what is contained in the proposal.

5.1 What will be expected of participants during data gathering?

What will be expected of participants during data gathering e.g. a one hour interview, venepuncture, needle prick, etc.

More information

Highlight what participants will be expected to do and what will be done to them, and how long it will take? This includes aspects such as procedures, sample collections and methods of information gathering and what the probable associated experience of participants will be. Provide particular details on any step that might violate privacy e.g. having to undress. This section supports you in the completion of the section in the informed consent form entitled, "What will your responsibilities be?"

Participants will be required to complete a short demographical survey (3 minutes) to provide a profile of the sample. Participants will then be required to take part in a semi-structured interview consisting of 5 questions (50-60 minutes). Interviews will take place at the

participant's place of work (schools) after school-hours in order to minimize disruption and ensure engaged discussion in a suitable venue.

5.2 Risks and precautions

Name and explain *all the possible risks* for *all procedures* that the participants might experience during the research. Use the template at the back of the approved risk level descriptor document to guide you into identifying all the possible types of risk as well as the probability and magnitude of harm. Ensure that you also include reference to various biological sampling techniques e.g. venepuncture, buccal swabs etc. By completing this section it will help you to answer the two sections on "Are there risks involved in your taking part in research?" and "What will happen in the unlikely event of some form of harm occurring as a direct result of your taking part in this research study?" in the informed consent form.

Risks (e.g. physical, psychological, social, legal, economic, dignitary and community) Identify all the possible risks.	Precautions (When describing these precautions be clear on how they will mitigate all the identified risks)
<p>There is a possibility that the participants could experience some emotional discomfort, e.g. negative emotions as they reflect, think about, and talk about their possible traumatic experiences of working within the context of a high-risk community. Also, since this activity is not part of their ordinary daily experiences, participants might be slightly uneasy.</p>	<p>The researchers are professional persons who are committed to ethical guidelines as to the research process, and particularly, the data collection which entails direct contact with the educators of the selected rural high-risk community. Also, the student researcher is familiar with the context of the selected community. Therefore, she will pay attention to every aspect of the semi-structured interviews and explain all matters regarding the semi-structured interviews the participants.</p> <p>The participants will be given the assurance that they will be protected from (intentional) emotional harm, for example, the researcher will guard against manipulating the</p>

participants, and steps will be taken to avoid coercion. This will be done, for example, by paying careful attention to the providing of information about the research, giving the details of purpose of the planned study, interview questions to be expected as well as information about the time and venue where the data collection will take place. Should any adverse incidents occur or if participants experience intense negative emotions, the participant will be given the opportunity to be excused, for example, for 20 minutes; and if she chooses not to complete the interview, options will be given, such as - if needed - she will be directed to the social worker associated with the school or the contact details of a registered counselor will be provided whereby the participant can be offered counselling (any costs will be covered by the student researcher).

5.3 Benefits for participants

Describe 1) the potential *direct* benefits that the study might hold for the *individual participants*; or 2) the *indirect* benefits that the study holds for the *society at large* or for *the researchers and the organisations/institutions* they are working for, through the knowledge gained. By completing this section it will help you to answer the section on “Will you benefit from taking part in this research” in the informed consent form.

Direct benefits for participants	Indirect benefits for society at large or for the researchers/institution
There are no direct benefits for the participants.	Yes, indirect benefits for society at large, since the proposed research aims to investigate resilience amongst educators working in high-risk communities as well as future interventions.

Yes, indirect benefits for the researcher's institution, because this research will add to important scientific knowledge as to resilience studies and more specifically research conducted in the South African educational context.

5.4 Risk/benefit ratio analysis

The overall benefits should, in general, *always outweigh the risks*, for a study to be considered ethical. If this is not the case, there needs to be a *strong justification* for why research ethics approval should be given.

Benefit outweighs the risks	<input checked="" type="checkbox"/>	
Risks outweigh the benefit	<input type="checkbox"/>	Justify: Click here to enter text.

5.5 Facilities

Describe the place(s) and facilities in detail where the study will be implemented. This description is applicable to both institutions and the community. Also describe the availability of measures to handle emergencies in an applicable manner and how this will be executed.

Interviews will take place on a time and day suitable to the participants at their place of work, preferably in an office or meeting room without any disturbances and preferably after school hours in order to ensure focussed discussion without any interruption. This will be done in order to minimise the impact on the participants' time, ensure maximum availability and prevent any inconvenience for the participants. Interviews will take place in a private office or meeting room (depending on the school's facilities) to ensure privacy and interruption will be avoided by using a "not to be disturbed notice on the outside of the door. Schools in this community are all secured by gates and fences and windows protected by burglar bars. On the days that interviews are to take place, it will be established before the interview whether the area is safe to enter and if not, the interview will be re-scheduled. The assistance of the local police service will be requested if at all

necessary to ensure safety during the interviews for both the participant and the student researcher

If any emergencies would occur, the student researcher would complete the data collection opportunity with the needed respect toward the participant; and, then she would contact the study-leader and/or co-study leader within 24 hours to consult with them as to applicable manners to manage the emergency.

5.6 Legal authorisation

Describe in detail *which bodies* must grant legal authorisation for this study (e.g. Department of Health, Medicine Control Council, etc.). Mention *whether authorisation has already been obtained*, with reference to attached proof, or *how you will go about getting authorisation* before the study commences.

Conditional approval will be granted to obtain this authorisation but the study cannot commence before the HREC has received the final documents.

Approval has been sought from the Western Cape Department of Education and the approval letter has been obtained. Approval has also been sought from the Circuit Managers and the approval letters have been obtained.

[PLEASE UPLOAD ALL DOCUMENTS INDICATING LEGAL AUTHORISATION]

5.7 Goodwill permission /consent

Describe in detail *what interest group representatives* must give permission for this study (e.g. community leaders, church leaders, tribal chiefs or other). Also mention *whether permission has already been obtained*, with reference to attached proof, or *how you will go about getting permission* before the study commences.

Conditional approval will be granted until proof of goodwill permission has been granted but the study cannot commence before the HREC has received the final documents.

N/A

[PLEASE UPLOAD ALL LETTERS OF GOODWILL PERMISSION]

5.8 Criteria for participant selection and recruitment

Describe in full which inclusion and exclusion criteria will be used to select participants and justify each of your choices. If you include one of the following in your exclusion/inclusion criteria, the need for it in the research has to be justified i.e. *race or ethnic origin, person's health or sex life, a person's inherited characteristics or biometric information*. Ensure that your exclusion criteria are not merely the opposite of the inclusion criteria.

Inclusion criteria	Justification
Gender: Female	Specific research focus on females as a research gap was identified
Work: educator in a primary or secondary school in the Delft community	Specific research focus on educators in primary or secondary schools within the selected high-risk community
Working position: principals and vice-principals (part of management of school)	Specific research focus on leadership roles and this is limited to principals and vice-principals as part of management of the school
Working experience: participants must have been working in a leadership position in the selected community for at least 3 years	This minimum is deemed a sufficient tenure to be exposed to the spectrum of experiences when working in a high-risk environment
Language: English or Afrikaans	These mediums are widely spoken and tuition is offered in these mediums in the selected community.
Participation must be voluntarily	In order to ensure ethical and responsible research, participants cannot be forced or coerced into participation.
Participants are willing to be (digitally) recorded.	

	Recording will be done to ensure reliability and trustworthiness of the data, and to ensure availability of data after the researcher has left the field.
Exclusion criteria	Justification
None specified	Click here to enter text.

5.9 Participant recruitment

Recruitment of human participants must take place within a specified time frame/schedule (i.e. specified starting and ending date) and cannot continue indefinitely. Explain how you will go about recruiting the participants.

More information

This process should take place in such a way that the participants do not feel intimidated by the process or implicitly “bribed”, but decide absolutely voluntarily to participate. It should be fair and equitable. Include aspects of community entry e.g. advertisements, community advisory boards and the use of gatekeepers and mediators etc.

Once HREC approval and Western Cape Education Department permission have been granted, participants will be recruited based on willingness to participate in the study. A list of all 22 primary and secondary schools in Delft has been compiled and attached to the Research Proposal. Of these schools the ones with female principals and vice-principals will be identified that meet the inclusion criteria. An independent person will then contact these schools and ask for an opportunity to explain the proposed research to the potential participants as well as matters of informed consent, stressing participants’ voluntary participation, and their right to privacy. Participants will be given enough time to both consider their participation and to ask questions prior to attendance and participation. If the mediator cannot provide sufficient answers, the student researcher will be contacted to offer the information.

The independent person, who is familiar in working with the schools in the high-risk community, will be trained by the student researcher in the following way: A meeting will be arranged with the person and the student researcher will inform this person about the aim of

the research, procedure, including all matters about approaching potential participants, paying attention to the inclusion criteria, and informed consent.

5.10 Informed consent (consent, permission, assent and dissent)

The focus in this section is on a detailed informed consent *process description*. According to law all participants must be fully informed about the implications and risks associated with participation in the study.

More information

How will you go about contacting them and explaining the study and accompanying implications to all participants? Ensure that participants are aware that participation in the research is voluntary and that they may withdraw from the study at any time. Where research is not carried out in participants' mother tongue, explain how you will go about conveying the information in an understandable manner. Where participants are not literate, a witness should be involved in obtaining informed consent. Be clear on who will obtain the informed consent (independent person) and how the researcher will be included to explain the research and answer questions. Discuss the role of the independent person. For your convenience you can use the template for informed consent as well as the accompanying checklist. Be clear on your description of the use of consent, permission, assent and dissent. For minors ensure that parental permission and child assent or adolescent consent (where applicable) is obtained for all participants.

The independent person will be asked to approach potential participants of the various schools. Purposive sampling will be used and the inclusion criteria will be provided to the appointed mediator. The independent person will approach potential participants and explain matters related to the purpose of the research and matters as to participation as described in the consent forms. Participants who are willing to partake in the research will have sufficient time, e.g. 5-7 days, to consider participation, and once the decision is made; they will inform the independent person and student researcher will then make appointments to conduct the data-collection opportunities. Care will be taken to ensure that Informed Consent Forms are signed in the presence of the independent person in privacy (example behind closed doors or in an office). Although informed consent will be sought from the participants prior to data collection, consent will be affirmed at the venue on the day of data collection (see 5.9). The researcher (student) will be available before signing the informed consent form to answer queries about the research.

The template for informed consent will be used for the planned study.

[PLEASE UPLOAD YOUR INFORMED CONSENT FORM FOR APPROVAL AND THE INFORMED CONSENT CHECKLIST]

5.11 Incentives and/or remuneration of participants

Is any form of incentive and/or reimbursement offered to the participants?

If “Yes”, describe it in full in terms of *what, how, where, when, how much, terms and conditions*, etc. Remember to work according to the TIE principle (**t**ime, **i**nconvenience, **e**xpenses e.g. transport and meals).

If no remuneration is offered, *justify why this is not the case* (Please mark with X in the relevant block and provide details).

Yes	No	Description
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Participants will receive no payment for participation and their participation will not incur direct costs as the researcher will travel and meet with participants at their place of work. The participants will be given a token of appreciation which amounts to no more than R50 per participant. This could include, for example, a bottle of water for consumption during the interview and a small journal book and pen.

5.12 Announcement of study results to participants

Indicate *what, how, when and to whom* you will communicate the results of the study to the participants.

What?	Written feedback of the results, namely a summary of the main findings and concluding results of the study will be given to the participants.
How?	Once the research is completed, participants will be contacted and a session scheduled to offer the feedback about the findings of the research at a particular school in the high-risk community on a particular day and time.

When?	The feedback about the findings of the research will be given at a particular school in the high-risk community on a particular day and time. This will be scheduled on completion of the study and after the mini-dissertation has been examined, e.g. beginning of 2019.
To whom?	The female principals and vice-principals (participants) of the primary and secondary schools in the high-risk community who participated in the semi-structured interviews.

5.13 Privacy and Confidentiality

Explain how you will ensure both privacy and confidentiality throughout the research.

Privacy

Privacy is concerned with who has access to *personal information and records* about the participant as well as *privacy during physical measurements* e.g. anthropometric measures or *psychological procedures* e.g. interviews/focus groups. Explain how privacy will be ensured in your study.

Privacy will be ensured in the following ways: i) By conducting one-on-one interviews; the research team will keep to the ethical guidelines and the research procedure will be directed by the code of conduct; ii) only the research team will have access to the personal information and collected data.

Participants' rights will be respected and ensured in the following manner: participants will be informed and assured of their right to privacy. They have the right to be informed about the research, the right to freely choose to participate in a study, and the right to withdraw at any time without penalty. Overseeing the potential consequences of revealing participants' identities is important. Protection of participants' identities applying to publications needs to be considered. Participants will be informed how results will be disseminated.

Confidentiality

Confidentiality ensures that *appropriate measures* will be implemented to *prevent disclosure of information* that might identify the participant either during the course of the research or afterwards e.g. anonymising data or pooling results. Explain how confidentiality will be ensured in your study.

Regarding data capturing and issues of confidentiality, the data will only be used for the purposes as set out in this proposal, in accordance with ethical principles and no manipulation of or changes to the data will be made.

Audio-recordings will be transferred from the recording device soon (e.g. 48 hours) after the data collection opportunities took place, since it could be a large threat to confidentiality if the device is stolen. All data will be saved on a password secured computer and a USB as back-up to which only the student researcher and study-supervisors have access to. Recordings, transcripts and any other data will be archived for six years after completion of the study after which period it will be destroyed via shredding by an appointed person. Participants will be informed of this and given the right to withdraw consent for use of their data. Withdrawal is only possible up to data-analysis stage.

The co-coder and the transcriber will be obliged to sign a confidentiality agreement. Also, anonymity regarding the responses of the participants is to be maintained throughout the research and participants' names will not be mentioned as numbers/codes will be used instead.

5.14 Management, storage and destruction of data/biological samples

Describe how you will manage the collected data/biological samples as well as the storage thereof.

Data/biological samples management

For management of data/biological samples, indicate:

- what data/biological samples will be stored
- how it will be stored

- how data in its various forms will be managed e.g. questionnaires, recorded interviews or biological samples
- who will manage the data/biological samples storage
- who will have access to the stored data/biological samples
- how will data be regained from other research team members
- and if data sharing is to occur, how will this be managed?

Ensure that you refer to both *electronic* and *hard copy versions* of data as well as *biological samples*.

A data management plan will entail the following: The collected data and audio recordings will be stored on a USB memory stick as well as on the hard drive of the student researcher's computer, both of which will be locked in a cupboard inside a locked office of the student researcher when she is not busy working on the research. During the research process, the data will also be stored on an external hard drive (over and above the USB and computer) that will be locked in a safe. The researcher's computer will be protected with a password. Both the hard copies, namely printed transcripts and working documents will be kept locked in a cupboard in the student researcher's office and only the student researcher and study-supervisors will have access for a limited period.

The sharing of the raw data will be sent electronically to the transcriber, without the name of the participants, and the transcriber will delete the raw data once the transcribing is completed. The textual data will be sent electronically to the co-coder, and once the co-coder's function is completed, he/she will delete the data from his/her computer.

Transcripts and working documents along with original recordings will be safeguarded by storing them in a locked cupboard inside the office of the student researcher and the electronic data will be password protected..

Storage and destruction of data/biological samples

Describe:

- where and how data/biological samples will be stored
- for how long it will be stored
- who will be responsible for storage
- how it will be destroyed?

Ensure that you refer to both *electronic* and *hard copy versions* of data as well as *biological samples*

The collected data and audio recordings will be stored on a USB memory stick as well as on the hard drive of the student researcher's computer, both of which will be locked in a cupboard inside a locked office of the student researcher when she is not busy working on the research. Both the hard copies, namely printed transcripts and working documents will be kept locked in a cupboard in the student researcher's office and only the student researcher and study-supervisors will have access for a limited period. During the research process, the data will also be stored on an external hard drive (over and above the USB and computer) that will be locked in a safe. The researcher's computer will be protected with a password.

For how long it will be stored: The recorded information will be transferred to the (student) researcher's password-protected computer. The sharing of the raw data will be sent electronically to the transcriber, who will delete the raw data once the transcribing is completed. The textual data will be sent electronically to the co-coder, and once her -Prof Marais' (co-coder) function is completed, she will delete the data from her computer.

How will it be destroyed: Two weeks prior to the student's graduation, all data (electronically as well as hard copies) will be handed over to the study leader who will ensure that it is stored for six years at the North-West University, where after it will be destroyed by an appointed person.

5.15 Monitoring of research

Describe how you as the researcher will monitor:

- both the *implementation and progress* of the research
- compliance with the approved protocol
- the management of ethics throughout the research process
- the management of amendments during the execution of the research study, should they be needed
- how *incidents and adverse events/serious adverse events* (if applicable) will be reported.

The study-leader will be responsible to complete a monitoring report and in this report it will be indicated how the research was implemented in accordance with the research proposal. This will be done by following the research process as discussed in the research proposal's methodology section. In this way, compliance with the planned study, i.e. the research proposal will be monitored.

The (student) researcher will also have regular contact (via email, telephonic and if possible face to face consultation) with the research supervisor and co-supervisor to discuss the research progress. The research proposal will be used as a reference point for the discussions, to ensure compliance with the research proposal.

The student researcher will keep a reflective journal throughout the research process in which reflections and observations made during the research will be written. These reflections will be used to understand the research and critically review the researcher's understanding and experiences of the research process. Any ethical issues that may arise from the research could then be reflected and further discussed with the research supervisor.

The research will be critically reviewed by means of the various aspects related to the collected data (e.g. data analysis) and will be critically reviewed by a co-coder. These critical reviews will allow the researcher to gain further insights into the research and assist the monitoring and evaluating the research throughout the research process.

Provisions will be made for any incidents or adverse events to be discussed with the research supervisor immediately, i.e. on the same day, or within 24 hours, for guidance in dealing with the issues. If any amendments are needed to the research proposal, it will be reported to HREC immediately, and a request for the amendment will be send to HREC. The researcher will not

continue with the research (collecting data from participants) until the amendment is approved by HREC.

5.16 Misleading of participants (if applicable)

Is use made of any form of misleading in the research, where the participants are not told the complete truth (e.g. placebo or psychotherapeutic interventions)?

More information

*In the case of using a placebo (e.g. drug or psychotherapeutic intervention), justification has to be provided that there is no alternative treatment with proven efficacy. When such an alternative treatment exists, the **standard of care** should be provided to both the experimental and control group.*

If “Yes”, in either case of using a placebo or during a psychotherapeutic intervention:

- justify in full why it is necessary
- describe how the participants will be protected against potential negative consequences of the placebo or misleading information/action.
- when you will disclose and debrief
- describe how you will disclose to them that they were misled.

Yes	No	Justification	Precautionary measures
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Click here to enter text.	Click here to enter text.
Disclosure			
		When?	How?
		Click here to enter text.	Click here to enter text.

5.17 Use of previously collected data/biological samples (if applicable)

When your research study is making use of previously collected data or biological samples, provide a comprehensive description of the following.

What was the purpose of the original collection?

[Click here to enter text.](#)

What will your purpose be?

[Click here to enter text.](#)

Give a description of how research integrity was ensured in the original study by referring to:

- **how informed consent was obtained from participants**
- **what they consented for**
- **the circumstances under which the data/biological samples were gathered**
- **how the ethics of data/biological sample collection was ensured?**

[Click here to enter text.](#)

Give a detailed description of:

- **how data/biological sample storage was managed**
- **where and how data/biological samples were stored**
- **for how long it was stored**
- **who was responsible for storage**
- **how it was ensured that no tampering occurred?**

[Click here to enter text.](#)

Foreseeable risks for participants or researchers involved in using the previously collected data/biological samples?**Risks**

[Click here to enter text.](#)

Participants:**Researchers:****Precautions**

[Click here to enter text.](#)

Will re-consent be necessary?**If “Yes” motivate:**

- **why**
- **for what**
- **how this re-consent will be obtained.**

Yes**No****Why?**

[Click here to enter text.](#)

<input type="checkbox"/>	<input type="checkbox"/>	For what?	Click here to enter text.
		How?	Click here to enter text.

[ATTACH A LETTER FROM THE STUDY LEADER/PI GIVING PERMISSION FOR THE USE OF THE DATA/BIOLOGICAL SAMPLES]

[ATTACH THE ETHICAL APPROVAL OF THE ORIGINAL STUDY]

[ATTACH THE INFORMED CONSENT DOCUMENTATION FOR RE-CONSENT (IF APPLICABLE)]

5.18 Use of filed privileged information (if applicable)

Filed privileged information may be used for research purposes with the research ethics committee *waiving informed consent*. Give a detailed description of the process under the following headings.

The nature of the information to be used:	
Click here to enter text.	
Process of obtaining permission/ethical approval for access:	
Click here to enter text.	
Process of data collection:	
Click here to enter text.	
Process of anonymization of the data:	
Click here to enter text.	
Foreseeable risks for participants whose filed privileged information is being accessed:	
Risks	Precautions
Click here to enter text.	Click here to enter text.

5.19 Justifiability of statistical procedures

Statistical consultation

Indicate how you ensured the suitability of the statistical procedures to be used in this study e.g. consultation or proof of expertise.

Click here to enter text.

Justification of sample size

Indicate how the sample size was determined e.g. power calculation or previously reported study designs.

Click here to enter text.

Method of randomisation (if applicable)

If randomisation is to be used in this study, please indicate the manner by which randomisation will be assured.

Click here to enter text.

Statistical methodology

Describe the means by which the statistical analyses will be conducted i.e. descriptive statistics, comparisons to be made, specific statistical tests to be used and the manner in which co-variance will be corrected for.

Click here to enter text.

Remember to save your document regularly as you complete it!

6. SECTION 6: MATTERS THAT NECESSITATE ADDITIONAL INFORMATION

6.1 Sec 6a: Vulnerable participants

Please complete this section if your study includes *minors, adults with incapacities, persons in dependent relationships e.g. prisoners, students, persons with physical disabilities, collectivities and research-naïve communities*. (Mark ALL options as “Yes” or “No” with X in the appropriate box – more than one option may be “Yes”).

Description	Yes	No
Minors	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Adults with incapacities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Persons in dependent relationships e.g. prisoners	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Students	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Persons with physical disabilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Collectivities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Research-naïve communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Specify: Click here to enter text.		

Description

Give a detailed description of the vulnerable group by referring to:

- who they are
- where they come from
- what makes them vulnerable.

[Click here to enter text.](#)

Justification for inclusion

Explain the necessity for including this specific group of vulnerable people as human participants (subjects) indicating the *direct benefit to the participants themselves* or the *indirect benefit of an improved scientific understanding*.

Click here to enter text.

Additional precautionary measures to reduce the risk of harm

Explain any additional precautionary measures you will take to reduce the possibility of harm.

Click here to enter text.

Remember to save your document regularly as you complete it!

6.2 Sec 6b: Infection, genetic modification and commercialisation of cell and tissue lines

What will you be doing with the cell or tissue line?

Infection of the cell or tissue line	<input type="checkbox"/>
Genetic modification of the cell or tissue line	<input type="checkbox"/>
Commercialisation of the cell or tissue line	<input type="checkbox"/>

Number

How many cell and/or tissue lines will be used in the study?

Description	Number
Cell lines	0
Tissue lines	0

[OPEN UP THE APPROPRIATE AMOUNT OF SPACES IN SECTION 0 ACCORDING TO

0]

Product information

Provide detailed product information, so that the reviewers can evaluate the ethically justifiable use of the cell and tissue lines. Give the necessary details below.

More information

Human origin and consent:

For standard cell and/or tissue cultures from banks such as the ATCC consent already exists for general, ethically justifiable and medically related research.

Potential dangers and risks:

*Tissue banks such as the ATCC classify cell and/or tissue cultures as “bio safety level 1, 2 or 3”, depending on potential for infection with pathogens which may be harmful to man, or cancerous characteristics that would make growth in a person possible after undesirable, accidental inoculation. **NB!** These cell cultures may never be used in people.*

Cell Line or Tissue Line**Approved Name & Code****Description**

Click here to enter text.

Click here to enter text.

Source / Origin / Supplier**Catalogue No.****Biosafety level?**

Click here to enter text.

Click here to enter text.

Level 1

Level 2

Level 3

Method of Storage and Maintenance

Click here to enter text.

Potential Dangers**Precautionary measures**

Click here to enter text.

Click here to enter text.

Other Relevant Information

Click here to enter text.

To add additional tables, copy the whole table above (select, then press Ctrl + C), click here, press enter and then paste (Ctrl + V).

What is the infectious agent to be used (if applicable)?

Click here to enter text.

Has the participant given informed consent for commercialisation of their cell line?

Yes**No**

If "Yes" attach a copy of the completed informed consent form

If "No", justify why not:

Click here to enter text.

Has a benefit sharing agreement been undertaken with the participant if commercialisation of their cell line is being undertaken?

If "Yes" attach the agreement. If "No" justify why this is the case.

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	If "Yes" attach a copy of the completed benefit sharing document
		If "No", justify why not:
		Click here to enter text.

Expertise and facilities

Do you have the necessary expertise to work with the cell and/or tissue cultures? Provide full details. Mark "Yes" or "No" with X in the appropriate box. Provide additional details as requested.

Yes	Details	
<input type="checkbox"/>	Principal investigator	Researchers/Students/Fieldworkers
	Click here to enter text.	Click here to enter text.
No	How do you plan to get the expertise required?	
<input type="checkbox"/>	Principal investigator	Researchers/Students/Fieldworkers
	Click here to enter text.	Click here to enter text.

Facilities

Describe the facilities that are in place to work with the cell and/or tissue line.

Click here to enter text.

Biosafety

Explain the measures you have in place to protect the safety of researchers/workers/the environment against the potential detrimental effects of the infection, genetic modification or commercialisation of the cell and/or tissue and waste. Also specify methods and safety measures for the disposal of cell and/or tissue cultures. If available, attach the standard operating procedures (SOPs) of these processes.

Click here to enter text.

Remember to save your document regularly as you complete it!

6.3 Sec 6c: Use of Drugs/Medicines

Please complete this section if any drugs or medicines are used or administered in this study.

Number

How many types of drugs / medicines will be used in the study? If more than one dosage form or brand name of the same drug (active ingredient) is used, it must be counted and mentioned separately. Where applicable, placebos must also be mentioned and calculated.

Description of Drugs / medication	Dosage
Click here to enter text.	Click here to enter text.

[OPEN UP THE APPROPRIATE AMOUNT OF SPACES IN SECTION 0 ACCORDING TO
0]

Product information

Provide detailed product information as requested

Drug 1

Approved Pharmacological (Generic) Name	Brand Name(s) (if applicable)
Click here to enter text.	Click here to enter text.

Registered at the MCC-SA? ²		If "Yes", MCC-SA Registration Number ³	If registered at the MCC-SA, is this for the indications, dosages and administrations as used in this study? Provide details where necessary.
	Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Click here to enter text.	Click here to enter text.

Accepted Dosage(s)	Accepted Administration Route(s)
Click here to enter text.	Click here to enter text.

Pharmacological Action, Therapeutic Effects & Indications	Side-effects, Precautions & Contra-indications
Click here to enter text.	Click here to enter text.

Other Relevant Information
Click here to enter text.

Proof of preclinical approval of the product
Click here to enter text.

To add additional tables, copy the whole table above (select, then press Ctrl + C), click here, press enter and then paste (Ctrl + V).

Special authorisation for use in humans:

² MCC-SA = Medicine Control Council of South Africa.

³ The MCC-SA registration number can be found on medicine product leaflets.

If any of the medication is not registered with the Medicine Control Council or, if it is registered but the study deals with indications for which it is not specifically registered, or if other doses, dosages, dosage forms or administration routes are used than what is registered, special approval must be obtained for the clinical test from the Medicine Control Council.

Has such special authorisation been obtained? Please mark with X in the appropriate box and complete further as applicable.

Yes	No	Authorisation Number	Date of Authorisation
<input type="checkbox"/>	<input type="checkbox"/>	Click here to enter text.	Click here to enter a date.

If “Yes” please upload a copy of the approval letter. If “No” please explain the manner in which you plan to go about obtaining approval before the study begins.

NB! Final approval of the application by the HREC is dependent on the approval of the study by the Medicine Control Council. No study may continue before written approval is obtained.

If “No” type explanation here, or type “Not Applicable”.

[PLEASE UPLOAD MCC APPROVAL LETTER]

Explain the measures that will be in place to protect the workers, participants and the environment against the potential side-effects of the medicinal substances and waste (disposal).

Click here to enter text.

Remember to save your document regularly as you complete it!

6.4 Sec 6d: Use of drug delivery systems

Please complete this section if any drug delivery systems are used or administered in this study.

Number

How many types of drug delivery systems will be used in the study? If more than one dosage form of a drug delivery system is used, it must be counted and mentioned separately.

Description of drug delivery system	Dosage
Click here to enter text.	Click here to enter text.

[OPEN UP THE APPROPRIATE AMOUNT OF SPACES IN SECTION 0 ACCORDING TO
0]

Drug delivery system information

Provide detailed drug delivery system information as requested. ? If more than one drug delivery system is used, it must be counted and mentioned separately.

Drug delivery system 1

Approved Name

[Click here to enter text.](#)

Registered at the MCC-SA?		If "Yes", MCC-SA Registration Number	If registered at the MCC-SA, is this for the indications, dosages and administrations as used in this study? Provide details where necessary.
Yes	<input type="checkbox"/>	Click here to enter text.	Click here to enter text.
No	<input type="checkbox"/>		

Accepted Dosage(s)	Proof of Accepted Administration Route(s)
Click here to enter text.	Click here to enter text.

Side-effects	Contra-indications	Precautions
Click here to enter text.	Click here to enter text.	Click here to enter text.

Other Relevant Information

[Click here to enter text.](#)

To add additional tables, copy the whole table above (select, then press Ctrl + C), [click here](#), press enter and then paste (Ctrl + V).

Special authorisation for use in humans

If any of the drug delivery systems are not registered with the Medicine Control Council or, if it is registered but the study deals with indications for which it is not specifically registered, or if other doses, dosages, dosage forms or administration routes are used than what is registered, special approval must be obtained for the clinical test from the Medicine Control

Council. Has such special authorisation been obtained? Please mark with X in the appropriate box and complete further as applicable.

Yes	No	Authorisation Number	Date of Authorisation
<input type="checkbox"/>	<input type="checkbox"/>	Type no. here, or type "Not Applicable".	Click here to enter a date.

If "Yes" please upload a copy of the approval letter.

If "No" please explain the manner in which you plan to go about obtaining approval before the study begins.

NB! Final approval of the application by the HREC is dependent on the approval of the study by the Medicine Control Council. No study may continue before written approval is obtained.

If "No" type explanation here, or type "Not Applicable".

[PLEASE UPLOAD MCC APPROVAL LETTER]

Explain the measures that will be in place to protect the workers, participants and the environment against the potential side-effects of the drug delivery system and waste (disposal).

Click here to enter text.

Remember to save your document regularly as you complete it!

6.5 Sec 6e: Use of Food, Fluids or Nutrients

Please complete this section if any food, fluids or nutrients (alone or in combination) are used or administered in this study. This also applies to dangers with abuse, whether or not it holds any potential danger for people, animals or the environment.

Note: This does not include the provision of a regular plate of food for maintenance during residence.

Number

How many kinds of food, fluids or nutrients will be used in the study?

More information

If more than one dosage form or brand name of the food, fluids or nutrient is used, it must be counted and mentioned separately. Placebos are also included, except if the placebo treatment includes no administration.

Description	Number
Food	0
Fluids	0
Nutrients / nutrient combinations	0

[OPEN UP THE APPROPRIATE AMOUNT OF SPACES IN SECTION 0 ACCORDING TO

0]

Product information:

Provide detailed product information, so that the reviewers can evaluate the ethically justifiable use of the food, fluids and nutrients.

Food, Fluid or Nutrient		
Approved Name	Normal Quantities and Uses	
Click here to enter text.	Click here to enter text.	
Potential Dangers with Abuse	Contra-indications	Precautions
Click here to enter text.	Click here to enter text.	Click here to enter text.
Other Relevant Information & Literature References		
Click here to enter text.		

To add additional tables, copy the whole table above (select, then press Ctrl + C), click here, press enter and then paste (Ctrl + V).

Explain the measures that will be in place to protect the workers, participants and the environment against the potential detrimental effects of the food, fluids or nutrients and waste.

Click here to enter text.

Remember to save your document regularly as you complete it!

6.6 Sec 6f: Use of Radio-Active Substances

Description:

Where any radio-active substances are used in experiments or administered to participants, give full details thereof, including the isotopes and possible risks it may hold for the participants/researchers/workers/environment.

Click here to enter text.

Competence and licensing:

Do you have the necessary competence and licensing from the Department of Health at your disposal to work with radio-active substances? Mark “Yes” or “No” with X in the appropriate box. Provide the authorisation number if “Yes”.

Yes	Details	
<input type="checkbox"/>	Study leader	Researchers/Students/ /Fieldworkers
	Click here to enter text.	Click here to enter text.
	Authorisation number	Click here to enter text.
No	How do you plan to get the expertise required?	
<input type="checkbox"/>	Study leader	Students/Researchers/Fieldworkers
	Click here to enter text.	Click here to enter text.

Attach a copy of the approval certificate from the Radiation Control Officer.

[PLEASE UPLOAD THE APPROVAL LETTER FROM THE RADIATION CONTROL OFFICER]

Facilities

Describe the facilities and procedures to ensure safe use and disposal of the radio-active substances? Explain the measures you have in place to protect the safety of participants/researchers/workers/environment against the potential detrimental effects of the radio-active substances and waste. If applicable, also specify methods and safety measures for the disposal of radio-active contaminated body fluids and tissue.

Type here

Remember to save your document regularly as you complete it!

6.7 Sec 6g: Use of Toxic Substances or Dangerous Substances

Please complete this section if any toxic or dangerous substances are used or administered in this study. This also applies to dangers with abuse, whether or not it holds any potential danger for people, animals or the environment.

Number

How many toxic substances/dangerous substances will be used in the study?

Description	Number
Toxic substances	0
Other dangerous substances	0

Product information

Provide detailed product information, so that the reviewers can evaluate the ethically justifiable use of the toxic and dangerous substances.

NB! If more than one such substance is used, select and copy the whole table and paste as many tables underneath as is necessary.

Substance 1

Approved Name	Normal Uses & Dosages	
Type here	Type here	
Action & Toxic Effects/Dangers	Contra-indications	Precautions
Type here	Type here	Type here

Other Relevant Information

Type here

To add additional tables, copy the whole table above (select, then press Ctrl + C), click here, press enter and then paste (Ctrl + V).

Explain the measures that will be in place to protect the workers, participants and the environment against the potential detrimental effects of the toxic or dangerous substances and waste

Possible detrimental effects	Precautions
Type here	Type here

Remember to save your document regularly as you complete it!

6.8 Sec 6h: Measuring instruments and questionnaires that need psychometric interpretation

Please complete this section if any measuring instruments or validated questionnaires are used in this study that needs psychometric interpretation.

NB! Do not complete this section for any other types of questionnaires.

Name

Which psychometric measuring instruments and validated questionnaires will be used in the study?

Description

Click here to enter text.

Information about the measuring instrument/questionnaire

Provide detailed information on the psychometric measuring instrument/questionnaire, so that the reviewers can evaluate the ethically justifiable use thereof.

NB! If more than one psychometric measuring instrument/questionnaire is used, select and copy the whole table and paste as many tables underneath as is necessary.

Psychometric measuring instrument/questionnaire

Approved Name	Normal Application
Click here to enter text.	Click here to enter text.

Reliability	Validity
Click here to enter text.	Click here to enter text.

Other Relevant Information

Click here to enter text.

To add additional tables, copy the whole table above (select, then press Ctrl + C), click here, press enter and then paste (Ctrl + V).

Validation for target group:

Is the measuring instrument validated for the target group (e.g. for South African circumstances)? Provide full details. Please mark with X in the appropriate box and provide details.

Yes	No	Details
<input type="checkbox"/>	<input type="checkbox"/>	Click here to enter text.

Remember to save your document regularly as you complete it!

6.9 Sec 6i: Possible impact on the environment

Please complete this section if the study to be undertaken will have any impact on the environment as determined by evaluation of the study using the risk level descriptor for

environmental impact. If this section is to be completed, please ensure that a completed copy of the risk level descriptor for environmental impact is attached to the application that is submitted.

Please indicate the risk level of the current study in terms of environmental impact.

Category	Description	Select
0	<p>None</p> <p>Effect on the environment: Potential for incidental and/or transient changes to valued flora and fauna, ecosystem processes and structure, including ecosystem services; or</p> <p>Legal implications: No legal implications. No need to apply for any environmental authorisations; or</p> <p>Potential impact on reputation of the NWU: No discernible impact on reputation.</p>	<input type="checkbox"/>
1	<p>Mild</p> <p>Effect on the environment: Potential for acceptable, short term changes to valued flora and fauna, ecosystem processes and structure, including ecosystem services; or</p> <p>Legal implications: Complaints for the public and/or regulator. No need to apply for any environmental authorisations; or</p> <p>Potential impact on reputation of the NWU: Potential impact on reputation.</p>	<input type="checkbox"/>
2	<p>Medium</p> <p>Effect on the environment: Potential for acceptable, longer term changes to valued flora and fauna, ecosystem processes and structure, including ecosystem services; or</p> <p>Legal implications: Departmental enquiry and correspondence. Environmental authorisation may be required; or</p> <p>Potential impact on reputation of the NWU: Limited, reputation impacted with small number of people.</p>	<input type="checkbox"/>
3	<p>Severe</p> <p>Effect on the environment: Potential for <u>un</u>acceptable, short term changes to valued flora and fauna, ecosystem processes and structure, including ecosystem services; or</p> <p>Legal implications: Notification of intent to issue a directive. Environmental authorisation required; or</p> <p>Potential impact on reputation of the NWU: Reputation impacted with some stakeholders.</p>	<input type="checkbox"/>
4	<p>Very severe</p> <p>Effect on the environment: Potential for <u>un</u>acceptable, longer term changes to valued flora and fauna, ecosystem processes and structure, including ecosystem services; or</p> <p>Legal implications: Withdrawal of permit. Environmental authorisation required; or</p> <p>Potential impact on reputation of the NWU: Reputation impacted with significant number of key stakeholders.</p>	<input type="checkbox"/>
5	<p>Intolerable</p> <p>Effect on the environment: Potential for <u>irreversible</u> changes to valued flora and fauna, ecosystem processes and structure, including ecosystem services; or</p> <p>Legal implications: Referral to the National Prosecuting Authority. Potential investigation by authority with prosecution and fines. Environmental authorisation required; or</p> <p>Potential impact on reputation of the NWU: Reputation impacted with majority of key stakeholders.</p>	<input type="checkbox"/>

Explain the type of environmental impact that the study will have.

Type here

Name and explain *all the possible risks* for the environment that may occur during the research. Use the template included in the approved risk level descriptor document for studies with environmental impact to guide you into identifying all the possible types of risk as well as the probability and magnitude of harm. Please also include *all the precautions* that will be taken in order to mitigate the risks to the environment.

Risks (e.g. effect on environment, legal implications, potential impact on the reputation of the NWU, etc.).	Precautions (When describing these precautions be clear on how they will mitigate all the identified risks)
Type here	Type here

Remember to save your document regularly as you complete it!

7. SECTION 7: OTHER ETHICS EVALUATIONS AND RISK INSURANCE

7.1 Sec 7a: Evaluation by other Research Ethics Committees

Please complete this section if this study has been or will be evaluated by any other research ethics committees, for example with multi-institutional studies. Provide information about all research ethics committees involved in the review and approval of this study.

Name of the Research Ethics Committee	Date of Approval/In Process	Contact Number or E-mail address of the research ethics committee	Approval no.
Type name here, or type "None"	Type details here	Type details here, or type "Not applicable"	Type details here, or type "Not applicable"

Remember to save your document regularly as you complete it!

7.2 Sec 7b: Risk Insurance

The North-West University has insurance at its disposal to cover the risk of claims against the University in case of damage to participants due to professional negligence – the maximum cover is currently R100 million per annum (all studies included). However, this is only available if studies are ethically approved and researchers have kept to the proposal.

Describe the potential risks to which the participants/researchers/assistants/field workers are going to be subject to in so far as complications may lead to summonses.

Type	Risks
Participants	Click here to enter text.
Researchers	Click here to enter text.
Assistants and/or field workers	Click here to enter text.
Others	Click here to enter text.

These potential risks are covered by:

North-West University	<input type="checkbox"/>
Sponsor/s	<input type="checkbox"/>
Other: Specify: Click here to enter text.	<input type="checkbox"/>

Is this insurance adequate (measured against the potential risks)?

Please mark with X in the appropriate box.

Yes	No	If “No”, indicate what will be done to ensure that there is sufficient coverage?
<input type="checkbox"/>	<input type="checkbox"/>	Click here to enter text.

Remember to save your document regularly as you complete it!

8. SECTION 8: DECLARATIONS

Applications and declaration are filled in and signed by:

Sec 8a: Study Leader

Sec 8b: Statistical Consultant

Sec 8c: Research Director

The pages with declarations and signatures must be **scanned** with this form.

[SCAN ALL SIGNED DECLARATIONS]

Health Research Ethics Application

Study Leader (Title, Initials and Surname)	Study Title (see § 1.1)
Dr I. van Schalkwyk	Resilience in a High-risk Community: Experiences of Female Educators in Leadership Positions

NWU Ethics Number

NWU-00060-18-S1

8.1 Sec 8a: Study Leader

Application and Declarations by Study Leader

I, the undersigned, hereby apply for approval of the research study as described in the preceding proposal and declare that:

The information in this application is, to the best of my knowledge, correct and that no ethical codes will be violated with the study;

I will make sure that the study is managed ethically justifiably from start to finish;

In the case of human participants;

I will put it clearly to all participants that participation (including assent) in any research study is absolutely voluntary and that no pressure, of whatever nature, will be placed on any potential participant to take part;

I will put it clearly to all participants that any participant may withdraw from the study at any time and may ask that his/her data no longer be used in the study, without stating reasons and without fear of any form of prejudice;

every participant who takes part in the study will receive the accompanying form for informed consent and it will be ensured that every participant understands the information (including the process and risks) fully;

every participant will sign the informed consent in writing before the study commences, or a witness will stand in on behalf of the participant when the participant is illiterate;

the written permission of the parent or legal guardians of all minor subjects will be obtained before the research commences;

any foreseeable risk is restricted to the minimum, any permanent damage is avoided as far as possible and that appropriate precautions and safety measures are in place;

confidentiality of all the information of all participants will be respected and ensured;

I and all co-workers/assistants/field workers are appropriately qualified, capable and legally competent to implement the proposed studies/procedures/interventions;

I will not deviate from the approved proposal and that I understand approval for the study will be cancelled if I deviate from the proposal without the approval of the Health Research Ethics Committee;

the study is scientifically justifiable;

where necessary, all contracts, permits and the applicable documents of relevance will be obtained before the research commences;

I will ensure that all data/biological samples are stored safely and remain in the possession of the North-West University;


I will report in writing any incidents or adverse events/serious adverse events that occur during the study without delay to the Health Research Ethics Committee;

I undertake to respect intellectual property rights throughout and to avoid any form of plagiarism;

I will obtain permission for amendments to the protocol and report annually (or more often for medium and high risk studies) to the Health Research Ethics Committee on the prescribed monitoring report concerning progress of the study;

I will notify the Health Research Ethics Committee should the study be terminated.

Name (Title, Full Names & Surname)	Qualifications
Dr Izanette van Schalkwyk	PhD - Psychology

	2018/04/28
Signature	Date

Remember to save your document regularly as you complete it!

8.2 Sec 8b: Statistical Consultant (If applicable)

The statistician of the Statistical Consultation Service of the North-West University completes this section (where applicable).

Have you ascertained that the statistical analyses to be used in this study is justifiable according to your judgement?

Please mark with X in the appropriate box and provide details.

Yes	No	Remarks
<input type="checkbox"/>	<input type="checkbox"/>	Click here to enter text.

Name (Title, Full Names & Surname)	Qualifications
Click here to enter text.	Click here to enter text.

	Click here to enter a date.
Signature	Date

Remember to save your document regularly as you complete it!


8.3 Sec 8c: Research Director (School director if Education request)

I, the undersigned, hereby declare that the above study has been reviewed by a Scientific/Proposal Committee and may proceed to the Health Research Ethics Committee and that the Study Leader/Researcher has enough physical facilities, equipment and money at his/her disposal to implement and complete the study.

Research Director:

The director of the research entity signs here.

Name (Title, Full Names & Surname)	Capacity
Prof Petra Bester	Research director

	2018/05/02
Signature	Date

Remember to save your document regularly as you complete it!

Credits

Compiled by the Faculty of Health Sciences Ethics Office for Research, Training and Support

1.4 Summary

Section 1 has illustrated that a research proposal of acceptable standard was compiled taking into account the relevant literature on the proposed title as well as considering all foreseen ethical aspects. Upon approval by the relevant forums and obtaining the necessary regulatory permissions, the study proceeded. The research report, which focusses on the main findings in terms of the barriers and buffers to resilience of female educators in leadership positions, will be presented as a manuscript in article format in Section 2. Section 3 will conclude with a summary, reflection and recommendation for future studies.

Section 2

2.1 Manuscript in article format

This mini-dissertation is submitted in article format as indicated in the 2018 General Academic Rules (A4.4.2 and A4.10.5) of the North West University. The manuscript and article style adhere to the requirements for a specific journal, namely *School Psychology International*, to which it will be submitted. Exceptions have been made with regards to the length of the manuscript for examination purposes. Before the manuscript is submitted for publication, the length of the manuscript will be shortened to comply with the submission guidelines of the chosen journal.

2.1.1 Guidelines to authors for *School Psychology International*

Aims & Scope

Published six times a year, *School Psychology International* (SPI) highlights the concerns of those who provide quality mental health, educational, therapeutic and support services to schools and their communities throughout the world. It offers articles reflecting high quality academic research in this field as well as examples of proven best practice.

SPI aims to promote good practice in school and educational psychology throughout the world. Subscription to this resource provides with access to a forum for sharing ideas and solutions in current school psychology. The journal encourages innovation among all professionals in the field and presents descriptions of best practice with research studies and articles which address key issues and developments in school psychology world-wide.

Article types

SPI publishes original research and review articles of international interest in all practical and academic areas of school and educational psychology. Manuscripts should be

between 3,000 and 6,000 words in length, including Tables, Figures, References, and any Appendices. Manuscripts should be as concise as possible, while retaining a clear presentation of the subject matter. SPI will at times publish articles longer than 6,000 words if warranted by the contribution of the study (e.g., high quality multi-study manuscripts). However, a compelling justification and rationale for a longer format should be included in the submission letter. Articles over 7,000 words may be published but will require authorisation from the Editor. Authors interested in including additional information beyond the 6,000 word limit are encouraged to utilise Supplementary Materials to accompany the article online.

Supplementary Materials provide an opportunity for archiving information that enhances the full context of the article yet is not required to understand the article itself. Supplementary Materials may include appendices, data sets, curriculum or intervention materials, tables/figures, or extended statistical analyses that would augment the article content.

A variety of research methodologies are actively encouraged (including quantitative and qualitative research, single-subject designs, and longitudinal studies), and the editorial team seeks manuscripts with methodological and statistical sophistication and rigour. Research designs appropriate for uncovering causal relationships rather than resulting in simple descriptions are particularly welcomed. In all cases, the research design and statistical analyses must be appropriate for the given research questions and powerful enough to uncover meaningful conclusions and implications. Related to the submission of review articles, the editorial team particularly encourages those that use a systematic and rigorous process for identifying, synthesising, and reporting the extant research on the topic.

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2.2 Manuscript

Resilience in a high-risk community: Experiences of female educators in leadership positions

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Abstract

Educators from schools in South African high-risk communities face enormous challenges as a result of learners mostly coming from families who face poverty and a lack of vital resources. Schools are often the target of gangster activities and other violent crimes, rendering the schools vulnerable. Regardless of stressors and burdens, it seems that many female educators in leadership positions have attained hardiness in spite of the high incidence of adversity and constant exposure to poverty and other socio-economic ills. In this qualitative study, nine participants from seven schools in a high-risk community willingly participated in semi-structured interviews. Thematic analysis based on the data gathered from the interviews revealed that the resilience of these educators are exhausted by certain discouraging intra-personal and inter-personal interactions, as well as the many risks associated with educating in a high-risk community. However, participants' experiences of resilience are fuelled by intra-personal strengths, quality inter-personal connections and support from the community. A key attribute to fortify the resilience of female educators in leadership positions, is a deep compassion for learners and education. Personal growth and self-transcendence are keys to sustained resilience. It is recommended that the need for meaningful support among female educators in leadership positions is addressed via formal and informal collaboration in these high-risk communities.

Keywords: educators, high-risk community, leadership, positive psychology, resilience, workplace well-being

Introduction

According to the Global Happiness Policy Report (2018), schools are deemed the primary place where the values of a particular culture are instilled in children. Parents and caregivers (including educators) play a pivotal role in children's socialization, the development of their sense of self, the extent to which they value themselves (self-esteem) as well as social-emotional competencies. Children's ability to respond and adapt to life's challenges and difficulties are very much shaped by caregivers and educators (American Academy of Paediatrics, 2003). It can safely be said that the extent to which caregivers and educators convey pessimism, distrust and a negative outlook on life, this will become their learners' reality. On the flipside, the extent to which optimism, trust and a sense of hope for the future is portrayed, this will positively influence learners' perception of the world and their outlook on life. A positive school environment as an enabling space, which is resourced and staffed by positive educators, is the fulcrum for ensuring well-being in the youth and empowering them to grow into healthy, balanced adults which can ultimately give rise to healthy communities (Global Happiness Policy Report, 2018). It seems as if this realisation has not only dawned on educators, but also adolescents. In a longitudinal study on adolescent pathways of resilience, it was found that education has become a greater indicator of well-being, while family as an indicator of well-being was ranked lower than education (Theron, 2018).

Rutter (1991) made the important statement that schooling matters greatly, since the benefits are long-lasting, and especially as schools are about social experiences as well as academic performance. It has been found that schools that can provide a safe routine, consistent and fair boundaries in terms of discipline and that are staffed by nurturing educators can encourage post-divorce resilience (Englund, Egeland, & Collins, 2008). As much as the educators' roles are key in contributing towards the psychological well-being of learners and the enhancement of resilience, it is evident that educators in schools in South

African high-risk communities face multiple challenges (Louw, Bayat, & Eigelaar-Meets, 2011). The majority of these educators' learners come from families who are dealing with poverty and lack of resources, which include a shortage of items one would consider essential for daily and basic needs (Cronjé-Malan & Van Schalkwyk, 2015). Apart from the discouraging array of the learners' psycho-social needs in resource restricted areas, school structures are seldom sufficiently equipped for the task of educating learners (Van Schalkwyk & Marais, 2017). Despite such conditions, some educators persist for many years in the classroom and experience success and job satisfaction (Brunetti, 2006). According to Mansfield, Beltman, Price and McConney (2011), educators' resilience enables them to overcome difficult challenges and recurring setbacks as well as to persist vigorously in their work. However, no studies could be found on female educators' experiences of resilience within the context of a high-risk community, which indicates a gap in existing research literature. Accordingly, the focus of this study is to explore and describe female educators' experiences of resilience where these educators are in leadership positions in the context of a high-risk community.

Positive Psychology provided the theoretical framework for this study, and can be defined as "the scientific study of optimal human functioning that aims to discover and promote the factors that allow individuals and communities to thrive" (Seligman & Csikszentmihalyi, 2000, p. 13). In this context, the key constructs considered include workplace well-being, resilience, leadership and high-risk community.

Workplace well-being

In the workplace context, the concept of employee well-being extends beyond the physical realm to consider mental and emotional well-being. Workplace well-being refers to a healthy work force including the employee's positive feelings (Harter, Schmidt & Keyes, 2003). According to Rothmann (2013), who gives a South African perspective on employee

well-being, flourishing employees prosper and learn, are happy, engaged, self-motivated, and successful.

Resilience

Resilience has been hailed as a notoriously difficult and complex phenomenon to define (Theron & Dunn, 2010) and a significant amount of research has surfaced on the topic since the late 1980s (Liebenberg & Ungar, 2009; Luthar, Cichetti, & Becker, 2000; Masten, 2001). Some of the definitions that are highlighted, describe resilience as a “pattern of positive adjustment in the presence of significant individual or environmental threats” (Masten & Reed, 2002, p. 76). Resilience also refers to the specific quality of the interchange between a person and the environment, socially and culturally (Luthar & Cichetti, 2000). For purposes of this study, the definition given by Masten (2015, p.10) was used as a departure point, namely “the capacity of a dynamic system to adapt successfully to disturbances that threaten system function, viability, or development”. According to Theron and Dunn (2010), resilience research is pointing towards educators being the advocates of adolescent resilience and in the South African education context, educators are being tasked to provide pastoral care to learners in need (DoE, 2000).

This study focused not only on resilience in general, but specifically on the experiences of resilience in female educators functioning in leadership positions. As highlighted at the 2018 Female Principals Conference, hosted by the Directorate of Institutional Management and Governance Planning, Western Cape Government (Education Department), there are over 3000 principals appointed to schools in the entire Western Cape, South Africa. Fewer than 320 of these principals are females. This has underlined the ill-representation of females at senior educator levels, and provided the sharp focus of this study on female resiliency.

Leadership

A leadership position for the purposes of this study is deemed as a leadership role in the management of a primary or secondary school, namely in the position of principal or deputy-principal, with a minimum tenure of three years in such a position.

High-risk community

A high-risk community can be described as a community in which poor housing, high levels of crime and violence (including gangster violence), domestic violence, school drop-outs, scarce provision of care facilities for children, teenage pregnancies, poverty, high levels of unemployment as well as economic inactivity, are commonplace (Felner, 2006). The contextualisation of the specific demographic area in which the study was conducted, is important to note.

South Africa has a notably high rate of contact crime, which includes murder, sexual offences and assault (Crime Statistics SA, 2017-2018). In Delft in the Western Cape, 195 murder cases were reported from 2017 to 2018 (an increase of 6.6% from the previous year), rendering this urban area one of the ten worst precincts in the Western Cape (Crime Statistics SA, 2017-2018). Apart from the high incidences of crime, the many social ills due to alcohol - and -substance abuse, violence, gender-based violence, a lack of exposure to positive role models and xenophobia are common in this community (Delft census, 2011). The Delft community was the focus of the study, as it is one of 20 identified high-risk communities in South Africa (Crime Stats SA, 2017)⁴. The population of Delft has rapidly increased over the last 13 years to more than 1 million inhabitants. Of these, many are backyard dwellers with up to three families occupying one house in some instances (Kinnear, 2014). The manifestation of extreme poverty linked to challenges such as dysfunctional families, malnutrition,

⁴ The name of the community is made known as the study focused only on participants from this particular community.

unemployment and gangster activity is a dilemma in Delft (T. Franciscus, personal communication, October 11, 2017).

Typical of this resource-poor community is the phenomenon of under-performing schools, which fail to achieve a 60% matric pass rate (Louw et al., 2011). This is on top of the high drop-out rate, which is estimated at more than 50% in this community (C. Layman, personal communication, October 9, 2018). Despite the drop in the number of under-performing schools in the Western Cape at the end of 2016 (Hyman, 2017), the occurrence of “no fee schools” and school feeding schemes are still common in Delft. Clearly, in this community the impact of objective factors (such as the lack of money for food and limited access to education and services) as well as subjective factors (such as financial insecurity and fear for personal safety), which are all associated with poverty and social ills (Prilleltensky, 2012), cannot be denied.

Research question and aim of study

The aim of this qualitative study was to explore and describe the experiences of resilience of female educators in leadership positions in the context of a high-risk community. The research question that guided this inquiry was formulated as follows: *What are the experiences of resilience of female educators in leadership positions in a high-risk community?*

Method

Study design

A qualitative descriptive approach was used in order to explore and describe the experiences of participants.

Participants

The sample was drawn from female educators in leadership positions from the 22 primary and secondary schools in Delft. Non-probability and purposive (purposeful) sampling was used. Accordingly, nine participants with the highest number of years' of

experience as educators in leadership positions were selected to best understand the research problem and answer the research question of female educators' experiences of resilience within the context of a high-risk community. Data saturation (Bowen, 2008) and "information power" (Malterud, Siersma, & Guassora, 2016) guided the researcher's quest for an adequate sample size. Information power indicates that the more relevant information the sample holds, the lower number of participants actually required.

Measures

Each participant was required to complete a short demographical questionnaire, in order to compile a profile of the participants. The demographical information aided in providing some indication of the participants' experiences in the particular setting, as well as their added responsibilities outside of the workplace (such as having to attend to children and dependants).

On completion of the demographic questionnaire, an interview was conducted with each participant following the carefully crafted interview guide to solicit rich information in order to answer the research question. An overview of the demographic profile of the participants is provided in Table 1.

Table 1.

Demographic profile of participants (n=9)

Race	Age	Position	Experience in position	Experience elsewhere	Dependants
African	52	Principal	8	12	4
African	50	Deputy	4	26	2
African	46	Deputy	3	11	2
African	51	Deputy	9	14	4
African	42	Deputy	7	10	2
Coloured	44	Deputy	8	23	2
Coloured	45	Principal	5	23	2
Coloured	55	Deputy	10	32	2

Data collection

Data was collected using semi-structured interviews, since this allowed a certain structure to the interview which aided consistency across all the participant interviews, yet the open-ended and additional probing questions allowed for the collection of rich data to develop thorough descriptions of resilience in a high-risk community.

Ethical considerations

The research proposal was approved by the Health Research Ethical Committee of the North-West University (ethics number: NWU-00060-18-S1). The Western Cape Department of Education as well as the Circuit Managers of the participating schools granted permission to conduct the research. Informed consent was provided by all the participants and they were informed that their participation was entirely voluntary and that they could withdraw without reason. Confidentiality and anonymity were assured by omitting participant names from the

data and assigning them numbers instead. The transcriber and co-coder signed confidentiality undertakings and all audio-recordings were deleted once transcribed.

Data analysis

Thematic analysis was used and key themes were identified to provide a sufficient understanding of the experience of resilience and the key constructs associated with this. Thematic analysis was conducted manually and the emerging themes then confirmed by Atlas.ti. The analysis was approached both deductively and inductively. The deductive reasoning allowed for the answering of the research question by using existing theory in relation to the key concepts of his research. Qualitative research allows for an inductive approach which involves the process of observation and pattern identification in order to answer the research question. Therefore, thematic analysis was used for the identification of themes via deductive reasoning and categories via inductive reasoning.

Trustworthiness

Fourie and Van der Merwe (2014) indicate that trustworthiness can be ensured when using well-established methods in the qualitative investigation in the data collection, data analysis and the intervention process. According to Lincoln and Guba (1985), adhering to the ideals of transferability, confirmability and credibility is essential to ensure the trustworthiness of any qualitative study. Credibility was enhanced through using a well-established data collection method to ensure that the findings of the study are a true reflection of the participants' perspectives. To guarantee credibility, the researcher recorded all individual interviews, listened to the recordings and became fully acquainted with transcripts by reading and re-reading them. Transferability was ensured by describing the context, participants and settings of the study in detail. Dependability was sought by ensuring the research process was coherent, well developed and reviewed. Confirmability was ensured by keeping evidence of the analysis of data and verification of the findings.

Findings

“And when you get into the class and you teach them, you feel that they need you. And you feel that you are giving them something that they will hold on for the day and for the whole of their life.” (P2/S1)

The findings of this qualitative study are presented as three main themes with sub-themes (see Table 2). The main themes and sub-themes are presented with a brief discussion expanding on (i) congruent findings, (ii) contradictory findings, and (iii) new insights given the current study and existing literature. In order to show the credibility of the themes, each theme is supported by excerpts from the transcribed data.

Table 2.

Summary of main themes and sub-themes

Main theme	Sub-theme
1. Barriers to resilience	1.1 Intra-personal barriers
	1.2 Inter-personal barriers
	1.3 School environment in the high-risk context
	1.4 School as a workplace in the macro context
2. Buffers to resilience	2.1 Intra-personal buffers
	2.2 Inter-personal buffers
	2.3 School environment in the high-risk context
	2.4 School as a workplace in the macro context
3. Key attribute that fosters resilience	3.1 Deep compassion for learners and commitment to their calling as educators
	3.2 Self-actualisation
	3.3 Self-transcendence

An inductive approach revealed certain barriers and buffers to resilience that cut across various life domains, namely intra- and inter-personal, the school context within the particular high-risk environment and the school as a workplace within the macro context.

The first theme deals with the barriers (inhibitors that erode resilient functioning and tap energy) to female educators' resilience in the high-risk community. Each participant and school were given a number and is therefore indicated as P (Participant) and S (School) respectively.

Theme 1: Barriers to resilience

1.1 Intra-personal barriers

Influence of negative emotions and fear.

Female educators in leadership positions referred to the strong influence of negative emotions. They mentioned that the ineffective managing of such emotions can hinder performance. Participants also observed that fellow educators' mostly ineffective dealing with negative emotion, can even lead to disease (P6/S5): *"If I look at my colleagues then they become ill and they become frustrated, because it's like they don't realize that you can choose your emotions."* Reference was also made to how debilitating it is to constantly live and work in fear (P9/S5): *"Jy moet ten alle tyd waaksaam wees in terme van enige onluste wat uitbreek of bendegeweld wat op die gemeenskap 'n impak het. Jy is konstant bekommerd ... so dit het 'n impak op die welstand van die skool."* ('You have to be vigilant at all times in terms of riots or gangster violence that break out and impact on the community. You are constantly worried ... so it has an impact on the well-being of the school.')

Difficulties balancing work and life.

Participants referred to the administrative burden over and above the teaching responsibilities, which often result in long hours and the difficulty to attain a healthy work-life balance (P9/S5):

"Daar is 'n wanbalans, as jy gaan kyk na jou lewenswiel, moet dit 20% hier wees en 25% daar, maar in my geval is die skoolwerk 'n absolute 60 na 70% ... dan kom jy laat by die huis aan en dan is daar nog steeds 'n ouer wat bel en sê: 'Juffrou, my dogter is nie by die huis nie'." ('There is no balance, if you look at your wheel of life, it should be 20% here and 25% there, but with me schoolwork is an absolute 60 to 70%... and then I arrive late at home and still a parent would phone and say, "Miss, my daughter is not home yet."').

1.2 Inter-personal barriers

Discouraging social interactions.

Participants referred to the importance of social interaction within the context of the school. However, discouraging social interactions hinder their functioning and exhaust their resilience. Examples of such discouraging social interactions pertained to gender discrimination (P3/S2): “... *once they see a female, that is a minus for you, whereas when they see a male, there’s a different approach*”, cultural discrimination and racial insubordination (P4/S3): “... *in an African culture where you find a male is the one ... and does not want to hear what the other female has to say – a female have to be a quiet, silent person all the time*” as well as disrespectful behaviour from their learners (P3/S2): “*It’s frustrating to be disrespected, more especially by a child*”.

Many roles and responsibilities of leadership.

Participants mentioned that being female educators in leadership positions, brought a heightened awareness of the various roles and responsibilities at that level. One of the barriers to resilience was verbalised as having to be everything to everyone (P7/S6): “*Almal kyk op na jou en almal gaan nou kyk wat gaan die Hoof nou in plek stel.*” (‘*Everyone looks up to you and everyone wants to see what the Principal will put in place now.*’). All of the participants are either mothers in their own right or are taking care of dependants at home. The ever-tormenting guilt-feeling of being a working mother, was evident (P7/S6): “... *want ek het baie skuldige gevoel, veral as dit kom by my kinders se sport. En aan die begin was dit vir hulle net so moeilik, want dan sal hulle altyd gesê het, ‘Mommy, but you’re never at our sport’.*” (‘... *because I felt very guilty in the beginning, especially when it came to my children’s sport. And in the beginning it was just as hard for them, and they would always say, “Mommy, but you are never at our sport.”*’). Some participants commented on the prevalence of absent parents and child-headed households in this community. This often results in the female educators

performing nurturing roles to disoriented or scared learners (P7/S6): “... *is ons ma’s of ons is verantwoordelik vir iemand anders se kinders, as dit nie ons eie is nie*” (‘... we are mothers or we are responsible for someone else’s children if not our own.’).

1.3 The school within the context of a high-risk environment

Parents as stakeholders in the school system.

Eight of the nine participants highlighted that some parents pose a great risk to educator resilience. Many parents are young (compare the incidence of many teenage pregnancies in this community) and unemployed (P1/S1): “*The parents are not working and are young. So if the parents are not working, there’s no food at home and she cannot come to school.*” In addition, the parents are mostly illiterate, angry or argumentative, have substance-abuse problems and often show up at the school without an appointment while being under the influence of some substance (P2/S1):

“When the parents come for whatever reason for the school, they are forever being rude. And most of the time, you feel you are not safe, because sometimes they come to school drunk, so a drunk person can do anything to you...”

A further complicating factor is that many households have diverse parents hailing from different cultural and racial backgrounds (P5/S4): “... *we’re having a Coloured learner who has a Zimbabwean father or a Nigerian father or we have an African parent, a child who will have a father of another nationality, so it’s more diverse than usual.*” Participants voiced that parent involvement is minimal, adding to the responsibility of the educator (P9/S5): “... *En dit is een van die groot uitdagings in ons onderwys vandag, dat ons ouers se deelname is baie minimaal. Ons kry 30% bywoning van ouers by ouervergaderings.*” (‘And that is one of our big challenges in education today, that our parent involvement is so minimal. We have 30% parent attendance at parent meetings.’)

Learners’ behaviour as a challenge.

Mention was made of the learners' behaviour which poses a risk to educator resilience due to their ill-discipline, disrespect and violent and challenging behaviour (P2/S1): *"A risk is the ill-discipline of the learners, most especially the Afrikaans ones."* This learner behaviour was seen as a result of often being exposed to violence and trauma (P1/S1): *"Their trauma is being abused, maybe by an adult and taking all the future of this child for a loaf of bread."* Complicating matters further, is that many learners are often older than the expected grade age (P3/S2): *"...the learners they are much older than expected for the grades they are in, like in grade 7 we have learners who are over fifteen years."*

The spill-over effect of the high-risk environment on the school.

The factors that render this community a high -risk, were identified as barriers that exhaust educator resilience. Educating in this impoverished community meant that malnutrition is rife and feeding schemes often provide the only meal to learners (P5/S4): *"...today maybe he didn't eat, but fortunately they eat there in the school feeding system."* The participants referred to the fact that schools are often the target of gangster activity and crime and violence impact on the physical safety of learners and educators (P3/S2): *"Some of our learners are in gangs and the gangsters come to look for them at school... the structure itself is unsafe, they jump over the fence."* Some participants reflected on the level of abuse and trauma that the learners and educators are exposed to as a result of gangster activity and crime (P9/S5): *"Nou wat doen jy as kind as hier 'n booswig met 'n rewolwer teen jou sy druk? Die onderwyser word getraumatiseer. Die kind word getraumatiseer"* ('Now what do you do as a child if a criminal puts a gun in your side. The child is traumatised. The educator is traumatised.') Finally, many learners are exposed to domestic violence which can fuel violent behaviour at school (P3/S2): *"... the violence they experience in most cases, it's from home."*

1.4 The school as a workplace in the macro context

Performance outcomes expected by the employer versus the needs of the educators as employees.

Participants referred to their employer's pressure to deliver good pass rates. This highlighted the concern that some schools in the area are under-performing, which reflects negatively on the educator's performance (P6/S5): *"We had a meeting with the District Director because we are an under-performing school and he was very harsh with the staff."* Given the performance outcomes required from educators, some participants voiced that they felt unsupported in their task (P1/S1): *"So there is not too much support that there is for the society and then us, as school, we also don't have."* The limited physical resources at some schools also influenced optimal functioning at the level required (P1/S1): *"Some of the other schools have little physical resources like basins and toilets."*

Special-needs children.

Particular mention was made of the high prevalence of special-needs learners in the schools and the fact that educators are often not skilled and schools not sufficiently equipped to deal with these special demands (P4/S3): *"Most of the teachers here, they were not trained to be remedial or special needs teachers...There is a real need for a special needs school in Delft ... it will minimise the challenges that the community is facing."*

In summary, barriers to the resilience of female educators in leadership positions, were identified on an intra- personal and inter-personal level, within the school community as well as the school as a workplace on a macro level.

Theme 2: Buffers to resilience

The second theme deals with the buffers (enablers that build and sustain resilient functioning and fuel energy) to female educators' resilience in the high-risk community:

2.1 Intra-personal buffers

Recognition of a personal calling and spiritual well-being.

The participants spoke about their calling as educators and their dedication to teach learners about more than mere academics. This perspective acts as a buffer and fuels their resilience (P5/S4): *“God has given me one thing, to love the job that I’m doing. I really love it. I don’t feel that there is pressure, like it’s a burden to work. I wanted to have this job.”*

Most participants spoke with reverence about the strengthening source of their relationship with God and taking part in spiritual activities (such as prayer or reading the Scriptures) (P1/S1):

“When I start the day, I thank Him that He’s going to give me the strength to work and I utter the words, I say, ‘In the name of Jesus, I’m the one Principal that will never go for stress leave’.”

Positivity as a conscious decision.

Participants mentioned that resilience lies in having a positive mind-set and a joyful demeanour as well as choosing not to be a victim and living in the moment (P6/S5): *“I choose to be joyful. I choose to be present. I choose to be anything other than a victim.”* The choice to remain positive amidst the risks and adversity, is a conscious decision taken every day, which sustained resilient coping (P7/S6): *“So ek moet altyd met daai positiewe houding ... met daai energie kom.”* (*‘So I have to come with a positive attitude and energy.’*)

Self-care strategies.

All the participants deployed various strategies to nurture themselves. This included reflection, de-briefing, rest and relaxation, physical exercise, self-development, setting firm boundaries, being mentored and using humour to set things in perspective (P8/S7): *“Ek is nou waar dit my tyd is wat ek gebruik. Somtyds op ‘n Saterdag sal ek nou al 06:00 in die oggend tot vanaand 21:00 in die tuin werk.”* (*‘This is me-time. Sometimes on a Saturday I will work in the garden from 06:00 to 21:00.’*)

2.2 Inter-personal buffers

Teamwork.

The importance of teamwork and support for each other were mentioned by many participants as a way to sustain their resilience: *“I think teamwork is the one thing that sustains me to be here”* (P2/S1).

Social intelligence and communication skills.

Understanding people and having good inter-personal skills whilst interacting with others, is another buffering strategy for resilience (P5/S4): *“... another quality is the understanding of people and the character that I have, is that of having an inner eye of seeing that there is something wrong... to be observant.”*

2.3 Importance of the school community within a high-risk environment

The school as a part of the community was recognised by the participants as a strengthening factor (P3/S2): *“But the community, like the ones that are facing the school, they’re always looking after the school.”* Participants valued the fact that the school is an asset to the wider community and they strived to empower learners in order to uplift the community (P2/S1): *“At least if you give them education and give them the light, they will become better people than what we are seeing now.”* This desire to give back to the community was mentioned by many participants as a rewarding exercise that sustain resilience and keep them motivated to remain educators in this community, while they can work elsewhere (P9/S5): *“Dis die passie om ‘n verskil te maak in ‘n gemeenskap spesifiek soos Delft.”* (*‘It is the passion to make a difference a in community, specifically like Delft.’*)

2.4 The school as a workplace in the macro context

Although being an educator does pose many challenges in this environment, participants were cognisant of the formal and informal support provided by the Department of Education (P9/S5): *“Ons het op ‘n Vrydag ‘n ‘Staff Support Session’. Ons kry ‘n gasspreker en so gesels ons- inspireer nou weer. Dit is sisteme en stelsels wat ondersteunend is.”* (*‘On a*

Friday we have a Staff Support Session. We get a guest speaker and so we chat and get inspiration. Those are supporting systems.')

In summary, participants' experiences of resilience were buffered by intra-personal and inter-personal strengths, by the functioning of the school within the community and by the support provided by the school as employer.

Theme 3: Key attributes that foster resilience

Participants were asked to single out one key attribute that fosters resilience. The third theme deals with these identified attributes:

3.1 Passion

All of the participants mentioned that it is impossible to be a resilient educator in this community, without a sincere love for children and a calling for education as a profession (P6/S5): *"It's a decision. It's a goal coming here, knowing that you have a purpose here, that you have a calling."*

3.2 Self-actualisation

The majority of the participants spoke about their desire to be the best version of themselves. They prioritised continuous self-development and having a sense of purpose (P1/S1): *"For me, sky is not a limit. I grow and jump above the sky. Want to see what is beyond."*

3.3 Self-transcendence

Participants underlined that education cannot be confined to the classroom and that the lasting effect of education must be to empower and develop others. This desire to develop others and leave a legacy was regarded as a strengthening strategy also positively impacting the wider community (P9/S5): *"Die rol wat jy in hierdie lewe moet vervul, is 'n rol van ontwikkeling... om ander te ontwikkel. ...onse nalatenskap is die verskil wat ons maak weens*

die feit dat ons in ander belê.” (“The role we have to fulfil in life is one of development, to develop others... our legacy is the difference we make by investing in others.”)

In conclusion, the participants identified their calling and a passion for education as vital sources of resilience. In addition, aspects of self-actualisation and self-transcendence stood out as keys to functioning resiliently within this high-risk community.

Discussion

Resilience has been researched extensively over the years (Liebenberg & Ungar, 2009; Luthar, Cichetti, & Becker, 2000; Masten, 2001) and the one common denominator in all the resilience definitions, is that resilience is evident when adversity is present. As per Masten and Powell (2003, p.4): “Resilience refers to patterns of positive adaption in the context of significant risk and adversity.” “Significant risk and adversity” are blueprint elements of the particular high-risk community. The participants showed an honest and realistic insight into daily life and working conditions in Delft. Yet, the participants managed to display resilient dynamism despite extremely difficult conditions.

Barriers and buffers to the resilience of female educators in leadership positions support the notion of the Job Demands-Resources Model, posited by Bakker and Demerouti (2008, 2014). In this model, job resources are associated with those buffering aspects that assist to reduce job demands, achieve work goals or stimulate personal growth, for example, social support, supervisory coaching, performance feedback, opportunities for development and time control (Buruck Kugler, & Brom, 2016). Evident in the experiences of the participants regarding those factors fortifying their resilience, were attempts to connect socially with colleagues, friends and family, reliance on mentors and support structures for formal and informal feedback as well as the intrinsic motivation to serve the school and wider community. Careful consideration of self-care seemed successful as efforts to sustain and nourish their resilience. This notion of self-care is congruent with that of Clarà (2017) and

Hitge and Van Schalkwyk (2017) as factors that mediate and promote resilience (Masten, 2015). On the flip side, job demands are those physical, psychological, social and organisational aspects that inhibit or act as stressors in the workplace. Through the eyes of the participants, they often have to educate learners who are hungry, abused, traumatised and neglected, which places a huge demand on their resiliency. This is over and above the concern for their own safety and the frustration of having to recurrently interact with many young, unemployed, often illiterate and argumentative parents dealing with substance-abuse problems.

Based on work conducted by researchers affiliated with the Resilience Research Centre, the ecological aspect of resilience has been brought to the fore. An ecological perspective implicates those mandated to help (social workers, child and youth care workers, psychologists, nurses, educators) as well as those expected to provide support (communities, family, and peer groups) in the process of intervening to provide children with opportunities to realise their potential. Based on this view, resilience includes the capacity of individuals to navigate their way to resources that sustain well-being; the capacity of individuals' physical and social ecologies to provide those resources; and lastly the capacity of individuals, their families and communities to negotiate culturally meaningful ways for resources to be shared (Ungar, 2008). The themes of participants relying on the support of others, the school community and the workplace to fuel and sustain resilience, are congruent with this ecological view of the interdependence of individuals and the environment posited by Ungar (2008), Theron (2006) and Rothmann (2008, 2013).

The effect of negative emotions on well-being is well-documented (Fredrickson, 2006, 2009; Fredrickson, Mancuso, Branigan & Tugade, 2000). The eroding influence due to the frequent experience of negative emotions, was voiced as a barrier to female educators' resilience. According to Castro, Kelly and Shih (2009), educators find it difficult to balance

work and home life. Hence the participants' inability to "draw the line" was seen as a barrier to resilience. On an inter-personal level, discouraging interactions that highlight gender and racial bias, as described by Elsesser (2016), were deemed as obstructing female educator resilience. The administrative demands on educators and the meeting of diverse needs of learners were noted by Castro, Kelly and Shih (2009) as a negative influence on the resilience strategies of teachers in high-need areas. This underlines the impact of the many roles of female educators - from coping as a working mother and female leader in the school to taking on the additional responsibility of mothering neglected, abused learners. Hostile parents, lack of parental involvement and unrealistic expectations from parents were regarded by Struyven and Vanthournout (2014) and Coetzee (2013) as reasons for teacher attrition. This supports the finding that resilience is often tapped by the demanding interactions with parents as stakeholders in the school system. Research by Clarà (2017) as well as Grimova and Van Schalkwyk (2016) supports the exhausting impact of disrespectful, disruptive and violent behaviour of mostly ill-disciplined learners on resilience. The spill-over effect of the unique context of a high-risk community on the school as a barrier to resilience is largely unsupported by existing literature. Although poverty, malnutrition and crime are the factors that render this community as high-risk (Felner, 2006), it is the constant presence of adversity (crime, domestic violence, violence against women and children, gangsterism, substance-abuse of parents and learners, teenage pregnancies, child abuse and neglect, malnutrition and a lack of resources) that is unique to this setting. This puts the spotlight on the tenacity of the educators to resiliently persist under these circumstances. The demanding nature of teaching (performance outcomes and many administrative tasks, limited physical resources due to a lack of funds and having to attend to special-needs learners) is known in existing literature (Castro et al. 2009; Coetzee, 2013; Mansfield et al. 2011; Strydom, Nortjé, Beukes, Esterhuysen, & Van der Westhuizen, 2012). The demanding nature of education combined

with working in this high-risk and high-need context, adds to the research-worthiness and value of these female educators' experiences of resilience.

Female educators in leadership deploy an array of strategies to build resilience (Castro et al. 2009). Heeding a personal calling, nurturing spiritual well-being, implementing character strengths, positive emotions and attending to self-care are identified buffers to resilience supported by literature (Distelberg, Martin, & Oloo, 2015; Hitge & Van Schalkwyk, 2017). The value of relational well-being and inter-personal competencies (Ryff & Singer, 2001; Seligman, 2011) were echoed in the participants' experiences of teamwork, quality social connections and communication skills. The role of the school as an asset and resource to the wider community as well as the safety and support that are provided when the community "watches over" the school, can be linked to the concept of collective resilience and flocking (Ebersöhn, 2013; Ebersöhn et al., 2018). Flocking is used as a strategy towards collaboration which creates support in a setting affected by limitations and constraints. This insight emphasises the unique inter-dependence of schools in high-risk communities, and how this strategy buffers against continued adversity.

Brodsky and Cattaneo (2013, p.335) found that "resilient women were motivated by an ongoing appreciation and recognition of even the smallest resources, strengths, and successes". This was evident in the participants' appreciation of aspects that fortify resilience. Having a purpose in life and deep commitment to education were emphasized as strong buffers to sustained resilience, which is congruent with eudaimonic well-being (particularly psychological well-being) posited by Keyes (2002, 2005, 2007) and purposeful living (Ryff, 1989). Identifying, relying on and building strengths as a means to self-development and self-actualisation (Peterson & Seligman, 2004) were keys to sustained resilience in the lived experiences of participants. Transcending the self (Lyubomirsky, 2008) proved to be an ultimate fortifier of participants' resilience.

Limitations and recommendations

Qualitative research is context-specific. The findings of this study should therefore not be generalised to other settings. The study specifically focused on female educators in leadership positions, which necessarily limited the purposive sample.

It is recommended that a mixed methods design of qualitative and quantitative approaches could be used in future research to offer a generalisation of the findings for the South African context. Future studies could also yield broader findings if a larger sample is drawn from the entire female population of educators in Delft. Accordingly, a further recommendation is to widen the research to include even more schools in the Western Cape.

Lastly, it is recommended that the need for support among female educators in leadership is addressed via formal and informal collaboration in this high-risk community to encourage meaningful support.

Conclusion

Experiences of resilience of female educators in leadership positions in the context of the selected high-risk South African community, entail certain impediments but also strengths to function well. Deep compassion for children and being truthful to their calling as educators stood out as core components of their resilient overcoming. Female educators in leadership display a sensitive and unique understanding of the context, which includes a very sober acceptance of the risks associated with education in this context. However, an honest realisation of the risks was not viewed as setbacks that rendered these educators powerless. In fact, these many risks and dangers fuelled their efforts and served as stepping stones for well-being and resilient living, making these female educators in leadership true champions of resilience.

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Section 3

Summary, reflection and conclusion

Summary

The aim of this qualitative study was to explore and describe the experiences of resilience of female educators in leadership positions in the context of a high-risk community. The objectives to understand and describe the factors that influence the resilient functioning of female educators in leadership, were attained through the gathering of rich data. The collected data provided valuable insights into the barriers that exhaust and buffers that fuel resilience. Data was gathered by conducting semi-structured interviews. Thematic analysis was used to code the data and organise the findings into themes. In summary, the research question can be answered by the findings that barriers to the resilience of female educators in leadership positions, were identified on an intra- personal and inter-personal level, within the school community as well as the school as a workplace on a macro level. In addition, the participants' experiences of resilience were buffered by intra-personal and inter-personal aspects, by the functioning of the school within the community and by the support provided by the school as employer. Lastly, participants identified their calling and a passion for education as vital sources of resilience. In addition, aspects of self-actualisation and self-transcendence stood out as keys to functioning resiliently within this high-risk community.

The key findings of this qualitative study revealed the barriers and buffers to resilience, to be congruent with the job demands and job resources as posited by Bakker and Demerouti (2008, 2014), as well as those distinctive characteristics enabling participants toward even higher levels of resilient coping.

Based on the study, the female educators in leadership positions in the specific high-risk community identified various risks and barriers in terms of their resilience. On an intra-personal level, it was recognised that psychological functioning was jeopardised if negative

emotions were not managed effectively. The difficulty to attain a healthy work life balance was singled out as draining their resilience. On top of the educational responsibilities of female educators in leadership positions in this community, they spoke about the heavy administrative burden. In addition, educators often have to take on many learners' serious domestic difficulties in this high-risk setting and act as "nurturers" or stand-in parents. On an inter-personal level, various discouraging interactions were mentioned as exhausting resilience capacity. These included discrimination on racial, cultural and gender levels. The disrespectful behaviour of learners was deemed as particularly exhausting from a resilience perspective. It can therefore be surmised that education in this high-risk community entails many pitfalls to sustained resilience. The risks associated with teaching in this setting include the factors that categorise this area as high-risk (such poverty, unemployment, crime and limited resources), as well as the constant presence of adversity and difficult conditions that these female educators have to face every day. As per Pienaar (2018), it is difficult to escape the world of gangs, alcoholism and violence in Delft. It is not just an occasional hurdle to overcome. Instead it is the constant presence of difficulties in the learners' home contexts and the working conditions that place the resilient functioning of these educators in leadership positions at the forefront.

Over and above these intra-personal and-inter-personal barriers to resilience, the fact that the schools operate within a high-risk environment was deemed as a resilience-exhausting factor. The many young, unemployed and illiterate parents as well as the learners' disrespectful and ill-disciplined behaviour towards educators, out significant pressure on the resilient functioning of females in leadership. The spill-over effect of the high-risk community's prevalence of poverty, malnutrition, crime, murder, trauma, parents' substance abuse and violence against children (including sexual violence), made education in this setting extremely demanding. On top of this, the demands and expectations of the employer

(Department of Education) proved cumbersome. The limited physical resources at the schools impacted on performance levels and the educators' need for support, also in view of the many special-needs learners they have to educate. All these factors made it difficult for these educators to sustain resilience.

Female educators deployed many strategies to counteract these barriers and fuel their resilience (buffers). On an intra-personal level, factors such as heeding their personal calling and taking care of their spiritual well-being proved effective towards maintaining their resilience. The broaden-and-build model (Fredrickson, 2001, 2009) of positivity and the effect of positive emotions combined with nurturing self-care were considered practical ways to preserve resilience. The empowering effect of quality social connections was once again affirmed as teamwork, inter-personal competencies and communication skills were identified as resilience fuelling interactions (Ryff & Singer, 2001; Seligman, 2011). Even though the environmental context posed a risk for safety, well-being and resilience, the educators experienced much support from the community and regarded the school as an asset in the wider community. In addition, the schooling system as employer offered opportunities for formal and informal support (debriefing, counselling, school-based support teams) which helped to sustain educator resilience.

Inter-personal support among colleagues was considered very powerful to sustain resilience and maintain good working relations in the face of the exhausting barriers. Using humour to diffuse difficult situations in the classroom and staff room as well as constructive feedback among colleagues were strategies that supported quality social connections.

Female educators in leadership positions were honest about the disempowering impact of teaching in this particular high-risk community. For example, the horror of witnessing parents' violent behaviour towards fellow-educators, such as a parent verbally abusing and

physically attacking an educator in her classroom, speaks to the pressure on educators' resilience and efficient coping with the "bad" and the continuous aim of living the "good".

Finally, findings indicate that educators in leadership positions are intentionally harnessing three resilience-fostering attributes. Firstly, the personal calling of serving as an educator and their deep compassion and sincere love for their learners were believed a core resilient component. Secondly, the desire to become the best version of themselves, with a clear goal towards continuous self-development and growth, was highlighted as fuelling energy for resilience. Lastly, the desire to empower others and leave a legacy that is beyond the goal of self-actualisation, was also fuelling their resilience (Lyubomirsky, 2008).

Brodsky and Cattaneo (2014) distinguished between the concepts of "resilience" and "empowerment" as these two concepts are frequently used in support of each other or interchangeably. The two researchers therefore created a trans-conceptual model where resilience refers to the internal factors and empowerment entails those aspects of the external environment of persons' functioning. This distinction is valuable for the current research, since the female educators' resilience (indicating their personal strengths) "happens" amidst a context clouded with various disempowering real life situations and risks. Masten (2015) referred to "the capacity of a dynamic system to adapt successfully to disturbances that threaten system function, viability, or development" as "ordinary magic" (p. 10). In the same sense, the resilient overcoming of these female educators amidst the risks and dangers of this community is entrenched and a part of their everyday living and working.

It is in this unique setting of adversity and the constant presence of difficult conditions that the overcoming resilient power of these female educators in leadership positions, offer the value to resilience research. Although resilience amongst educators is well documented (Castro, Kelly, & Shih, 2009; Clarà, 2016; Coetzee, 2013; Grimova & Van Schalkwyk, 2016; Struyven & Vanthournout, 2014), this resilient overcoming of educators in leadership

positions in this context points towards the value of these insights for resilience research. The spill-over effect of the unique context of a high-risk community on the school as a barrier to resilience, is largely unsupported by existing literature. This puts the spotlight on the tenacity of the educators to resiliently persist under the difficult circumstances that render this community high-risk. The demanding nature of education combined with working in this high-risk and high-need context adds to the research-worthiness and value of these female educators' experiences of resilience.

The construct of resilience for the purposes of this study was considered from a Positive Psychology perspective, which provided the theoretical framework, whilst acknowledging the post-modern paradigm. Given (2008) explained that while modernist, positivist approaches saw research as a window on the world, with the objective social researcher applying research methods with appropriate rigor in order to discover and capture the reality of the phenomenon being investigated, postmodernists demand that researchers recognise the social or constructive nature of the research process itself. This paradigm was important for the study, and attempts were made to understand the participants' experiences in the context of the contemporary world as well as their specific context.

The findings of the study are expected to further understanding of the resilience experiences of female educators in leadership positions within a high-risk community, specifically those barriers that exhaust and buffers that fuel resilience.

Limitations

Although the qualitative design of this study allowed for very rich information and vivid examples to be gathered, the description of the experiences is limited and specific to this context, being Delft in the Western Cape. Therefore, it is not possible to generalise the findings.

The focus of the study was specifically on female educators in leadership positions. However, this has necessarily limited the purposive sample. These limitations also offer opportunities for future research, and for this reason it is addressed in the next section dealing with recommendations.

Recommendations

It is recommended that a mixed method design of qualitative and quantitative approaches could be used in future research to offer a generalisation of the findings for the South African context. Future studies could yield broader findings if a larger sample is drawn from the entire female population of educators in Delft. Accordingly a further recommendation is to widen the research to include even more schools in the Western Cape.

A real need was expressed by the educators for formal and informal forums that would foster collaboration and support amongst the educators in different schools. It is envisaged that the findings of the study will be disseminated to all female educators in Delft and not only to the participants of the study. It is hoped that this event would encourage interaction and the sharing of experiences and support among educators in Delft. This feedback session could therefore mark the start of such collaboration.

A further practical recommendation is to focus on interpersonal strengths in the school communities in high-risk, high-need contexts. Both the positive (fuelling) and negative (exhausting) factors should be considered in light of the United Nation's Sustainable Developmental Goals (SDG) and how South African school communities can contribute to these by "thinking new".

The insights gained from this study can prove valuable to pin-point those strategies and mechanisms that can build and fuel educator resilience in high-risk communities. A guideline for a visual and compact "check list" for the maintenance of personal resilience has been

designed based on the findings of this study (refer Appendix D: “Example of dissemination of findings”).

Reflection

Former President Mandela (1978) said, “*There are certain precautions you should take to prepare yourself for a fruitful study career. You must brush up your knowledge through systematic reading of literature and newspapers.*” These sage words by South Africa’s Madiba, who understood and valued the role of education, certainly rang true for me during this journey. The study has offered me many opportunities for extensive reading, learning, reflecting, critical thinking and self-development which were indeed valuable and had a profound impact on my development.

The first process of approval through the various forums and finally the Health Sciences Research Ethics Committee seemed at times arduous and tedious, but this process created a platform for my research and has helped me shape my thinking and approach. This paved the way for planning and implementing this qualitative descriptive study.

The experience of gathering data through semi-structured interviews at the different schools in the community, was both humbling and inspiring. I was fortunate to conduct my interviews within a short space of time (thanks to the help of the independent person), which aided in creating and maintaining momentum, while also allowing me to quickly become more adept with the interview process. I was inspired by the participants’ willingness to participate and their eagerness to “tell their story”. Each interview opened new horizons of insight and I am very grateful for the deeply rich and insightful data that I could gather. However, travelling around Delft and visually taking in the signs of poverty, unemployment, insufficient housing structures, long queues at the local clinics and the constant presence of law enforcement officers, shed new understanding for me personally on the living and working conditions in the community.

Coding the data, identifying patterns and developing themes, stretched my mind and lateral thinking. Deep and discerning discussions ensued. Finally arriving at consensus with the co-coder and study leaders about the themes was a small victory.

With such rich data from the verbatim transcriptions, it was often hard to include only one or two excerpts from the interviews. Yet, this process of discernment forced me to streamline my thoughts and helped me to pen down the essential findings and validate these against literature. The positive experience of being warmly welcomed in the schools and having the privilege to observe the educators in their working environments, added to the authenticity of the data-gathering process and aided me to put the interviews and the data into vivid perspective.

The insights gained from this study can prove to be valuable to pin-point those strategies and mechanisms that can build and fuel educator resilience in high-risk communities. As mentioned in the Global Happiness Policy Report (2018), schools are deemed the primary place where the values of a particular culture are instilled in youngsters. Parents and caregivers (including educators) play a pivotal role in children's socialisation, the development of their sense of self, the extent to which they value themselves (self-esteem) as well as their social-emotional competencies. Children's ability to respond and adapt to life's challenges and difficulties, is very much shaped by caregivers and educators (American Academy of Paediatrics, 2003). If these educators themselves are constantly drained of resilience, burnt-out and ill from stress, it begs a great question of the quality of education in these high need and high-risk settings. The value therefore lies in building and fuelling educator resilience and allowing this resilience to spill over to their learners.

The state of education in South Africa is regarded as poor (Carelse, 2018), with the Organisation for Economic Co-operation and Development (OECD) ranking the education system in the bottom two out of the 76 countries that the organisation reported on (Nonjinge,

2018). The lack of adequately skilled and motivated educators was regarded as one of the many reasons for the worrisome state of South Africa's education. "In order to achieve a successful education system, the department of education should develop capacity within the teaching force" (Nonjinge, 2018). The findings of this study may be useful in harnessing resilience-building strategies in educators in order to create this (resilient) capacity that is so needed and called for.

Finally, this journey has enriched me and broadened my learning horizons tremendously. However, in keeping with the female educators' aspiration to transcend the self and leave a legacy, I sincerely hope that I can harness this rich information and use the insights to constructively give back to the community. Among others, I envisage this by way of a compact checklist for the maintenance of personal resilience (refer Appendix D: "Example of dissemination of findings"). The need for support and collaboration among female educators in leadership positions was clearly voiced. The sharing of these findings is a practical, first step to establish such a forum for discussion, collaboration and sharing of experiences. In this high-risk setting, everything can be gained from educators coming together to voice their challenges and to learn from one another how these challenges can be overcome by practical, effective strategies that sustain and fuel resilience.

Conclusion

Female educators in leadership positions in Delft face unique risks that exhaust resilience. These risks cannot be disregarded and no attempt is made to do so either. Instead, the honest and very sober realisation of these barriers offers opportunities for intentional efforts to enhance and fortify educators' personal and interpersonal health, particularly in the workplace in a high-risk context.

Embracing the buffers that fuel and sustain educator resilience is what unlocks the value of this study and contributes to resilience research and health science. In the words of one the participants (P3/S2):

“We always stand up for our teachers, because we know what kind of teachers we have.”

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Appendix A

Photographs



Barricaded windows



Play area



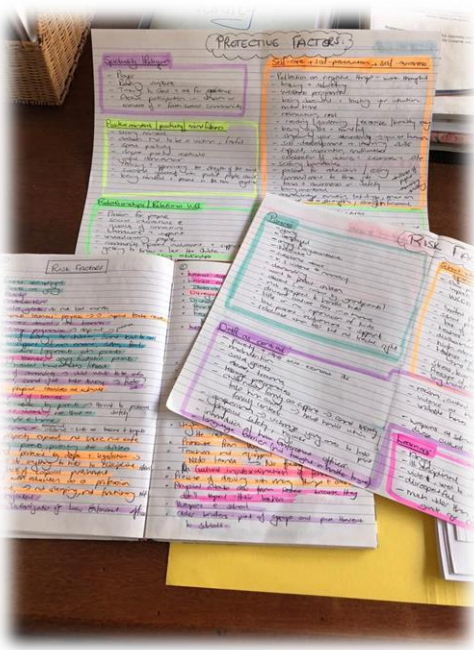
Typical housing in Delft



Delft surrounds



Fencing around a school



The coding process



Media coverage of Delft learner

Appendix B

Transcript of Interview 4

Liezl Byliefeldt: No it's fine, no. We - just as long as we speak loud and clear. Okay, I'm going to ask you a few questions, as I said I'm talking about resilience and particularly want to find out what do educators - female educators in leadership positions, how they view the risk environment in which they work, and then what do they do to keep standing? So if I talk about a risk factor, I'm referring to those negative stressors and objective factors that are influencing your functioning. Could you maybe name a few of those risk factors that you encounter as a female educator in your role here?

Participant: Firstly, I can say that one of the risk factor that we are experiencing, firstly is the parents I can say, let me put like that. The parents in the sense that they will come here. They just pop in the school [and done 00:01:05]. And what will be happening is that, the Principal will say - because I'm the one who dealing with social problem kids, "Ms.," that is the name they usually call me, "Please attend this." [Or is 00:01:19] the time I have to be in class. Or is the time I have to [inaudible 00:01:23] my admin work, and then I have to attend it, because I cannot say to the parents, "Okay, I can't."

And then some of the other problem that we're encountering is that, we have our support staff, because I'm working with the support staff and [the 00:01:43] males and you'll find that they - in an African culture where you find a male is the one that who's - have to give [roles 00:01:57], does not want to hear what the other female - a female have to be a quiet, silent person all the time.

And then I have to try to convince the male - the male person or persons, that this is what has to be done. Or how do you [fit 00:02:23] - because it come to a point where I said, "No, let us leave the policy one side, what the policy is saying or what is the job description." Your job description is, 'What do you want?', which we'll be doing now here in school. And a person will come up with ideas, but later you find that those ideas - he does not follow them or will not fulfill them, what he have said.

Liezl Byliefeldt: Okay.

Participant: Okay, and concerning the curriculum with the teachers, unfortunately I should be saying I'm lying, we - I don't have a problem because I am the one who's in charge with the curriculum, I'm a curriculum [coordinator 00:03:12] in our school, it is very effective policy on it. I don't get any problems.

Liezl Byliefeldt: Okay.

Participant: There are no risk [inaudible 00:03:21], you see? On the side of the department, I work mostly with the Support Department, I have a good relationship with them. I don't have any trouble, even our second manager, he is a very good leader, I can say. We don't have - I don't have any problem, when we are given a task to do, we follow it and then we fulfil it, [complete it in 00:04:00] time.

Liezl Byliefeldt: So what I'm hearing is that there is the issue with the parents who are illiterate, perhaps under the influence of whatever substance and they just rock up at school at any given time and then that is your baby to handle? You are called out of the class, so I'm hearing that it impacts on your time management on your prioritizing and that your focus might be - you're called away from your educating task and you've got to deal with an issue?

Participant: Yeah. With an issue, yeah.

Liezl Byliefeldt: Okay. How do you feel - does that impact your functioning?

Participant: It does, because like what happen is that, I do have a program for a day.

Liezl Byliefeldt: Okay.

Participant: And then now, even tomorrow, the following day, I will have something that you have to do. Now what I have missed out on that day, I have to start with it.

Liezl Byliefeldt: Okay.

Participant: And now it has an impact. And then you will find that I have to now do things - I will have to juggle now around, so that I can complete all my work in time.

Liezl Byliefeldt: Okay. So I hear it has put you a little - it puts you under stress?

Participant: Stress.

Liezl Byliefeldt: You - not constantly, but you often feel that you're behind and you're rushed?

Participant: Yes. I'm rushing things now.

Liezl Byliefeldt: Okay.

Participant: And you will find that things are sometimes - instead of giving more time what all your effort on this, you find that you are missing certain aspects of the things that you should be doing, you understand? So that is one of the things that is happening, is that you are

planning. You have your to do things that you have to do for the day, then you find that you - because of the unforeseen things that are popping up, that creates a problem for [inaudible 00:05:50], yeah.

Liezl Byliefeldt: So there's no real way for you to - to actually - you are planning, I hear that you're prepared, that you have planned a curriculum or a lesson plan,

- but that you have no real surety that you're going to see that through for the day and that causes perhaps some stress?
- Participant: [inaudible 00:06:08] yeah.
- Liezl Byliefeldt: Or it puts you under pressure tomorrow to repeat things or do something else?
- Participant: Yeah, it does [happen 00:06:13] like that. But what happen is that, at a certain time, when I reflect for the whole week my work, and then I find that certain things I didn't complete. And then why [inaudible 00:06:23] complete? And then I see, okay the reason was like this. Like what now do we usually - I usually make it with the secretary, on those cases when there are parents popping up to say they're coming to see Miss ... and then, "Do you have an appointment?"
- If he does not have an appointment, come and sit here at half past two. When I know that, at that time, I'm out from the classroom. I'm little bit - okay I'll be doing my other schoolwork, admin work at that time and then it's okay. I can slot in for any visitation from parents.
- Liezl Byliefeldt: Okay so it takes a bit of juggling and [inaudible 00:07:00] setting boundaries? And -
- Participant: Yes.
- Liezl Byliefeldt: It sounds like a lot of communication with your support staff or secretaries or your colleagues to say I'm [bind 00:07:08] here, I'm busy or I'm tied up here?
- Participant: Yes, not to be disturbed.
- Liezl Byliefeldt: Okay. Apart from the administrative burden and the education burden – or the challenges that you face, working in this particular context - Delft is regarded as a high risk environment, how does that impact you? What are those risk factors that you find impact your functioning?
- Participant: One it's gangsters. Gangsterism and what happen is that, we have – our boys are 13, 14, 15 - I think it is one, two of that. I'll just give you an example of what happened, not recently but I think it's two years back. We had one boy, he was not - quarreling with one, they were quarreling.
- Liezl Byliefeldt: Hmm-mm (affirmative).
- Participant: And then the other one complained and said, "Teacher, this one took [up 00:08:05] my cap." And then the teacher now, solve it. Everything was done. Everything. That was during break time at half past twelve. And then what happened, now the teacher solve it, now the children went to class.
- But before they [would 00:08:24] move in class, I was on the ground duty, I was just standing, looking at the [inaudible 00:08:28]. And then I see 'mos', there's a group of children, they are fighting and then I wonder, "Why?" And then I heard, no they are fighting. Then I just scream to say they have to

stop, but they didn't stop. I just pull one away from there. And then the other one was just keeping his face down, because I think that he was hurt.

Liezl Byliefeldt: Hurt.

Participant: And then I check him and what happened is that, that boy just were – just ten coming towards to me now -

Liezl Byliefeldt: Towards you, so a physical attack on you?

Participant: And then what happened is that other teachers saw this quickly and then he grab this boy and he just beat him, so that he have to stop what he wanted to do. And - but the boy just - because he was so angry, I have to tell you. He was very angry and then he didn't move towards to me now, he turned back - because all of them, the teachers was just telling them, "You have to go to the classes," the children went to the class. That boy just ran to the classroom where that boy he was fighting with, he went to that boy - he wanted to fight with that boy and then the other teacher said, "No, this child is disrespectful now. He should not be doing like this." And it tells me that we are not safe even inside the schoolyard.

Liezl Byliefeldt: Inside your school, hmm.

Participant: And immediately after that, we have talked to the boy to say he must go home. Must call the parent, give him a letter and then he just went. And didn't come with a parent, he come with a weapon - like a knife. He was just wondering around here, next to the school fence and then we thought - I spoke to the Principal. The Principal, "Something like this happen, please you have to call in the Police because now, it will be the time for the school to be out."

Liezl Byliefeldt: [inaudible 00:10:24]. Finished, yeah.

Participant: And then what will happen, that boy who have a problem, can stab maybe that child will stab me or stab anyone in school.

Liezl Byliefeldt: Because he's angry. There's now still anger issues.

Participant: He's angry. [inaudible 00:10:36] anger, yes.

Liezl Byliefeldt: something that happened to me, because it should - I don't know what that boy should have done to me. You're not safe.

And what happened even - you find there are children who - the bigger boys, the brothers, sometimes they want to come to school, "No I've come to fetch a key." A key at this time? "Who's your brother? Say the name. Okay, in which class?" "No I don't know, but the brother is in grade whatever." "How can't you know your brother is - which grade is - and which class is it? Okay then, just sit here in the office and then I will go

quickly around." Now you go around to the class, when you come back, you find the person is gone.

Liezl Byliefeldt: Gone, hmm. And you don't know where he has gone or what he's -

Participant: Don't know where or sometimes I remember other day, there were three of them, they enter from the big gate and then they went the other side. Then when I see them, they went the other side, I call another teacher, I said, "Those kids, they know that they should [start 00:11:44] in the office", because we say every time, all visitors have to start in the office. And then when they go that side, the teacher went, I went also, accompany the teacher and the teacher said - ask them, "Why you didn't start first with the office? What you want here?" "No we're coming for our brother," and all that and that. And the child said, "I don't know these people. I do not."

It's not safe really. And I remember also there - sorry, that I think last year, it happened in October that time. It's a grade seven learner, they had their problem at a location and then now what happen, these boys, the gangsters, they come in on our school, they demand it. We're wanting that boy.

And then when we hear about this, then we said, "No, this can't be happening." We cannot allow children to come inside and they demand one child [inaudible 00:12:42] have to release that child. That means there is a problem. And then when I find out, I find out that, no there was a fight in the community, and now they want this boy, because they have to do something. And then I tell them, it's better you have to leave. You have to ask their parents when they are there - when the boy - when the school is out, then you can go to their parent. But what happen is that when the mother - we call in the mother. The mother told us a story that no, the brother - it's not that he is a gangster, you don't know how [inaudible 00:13:18].

Liezl Byliefeldt: How true that is.

Participant: Yeah, how true is it. Child is not a gangster, but what is happening is that, they are jealous of him. So now because he don't want to become a gangster, they have to make him feel - they have to beat him up so that he has to agree to be part of the gang - the group.

Liezl Byliefeldt: Hmm, yeah. It's manipulation.

Participant: Yes. And the mother said no, he is asking the School that - he's taking his child out. Taking his child to Eastern Cape. He's not going to let his child to spend even a night here in Cape Town, because his child is not safe.

Liezl Byliefeldt: Safe.

Participant: Yeah.

Liezl Byliefeldt: Okay. You've explained quite well the type of risks and the safety issues, given that and those are the risk factors, the stress factors we've spoken about, what do you have or do to protect you? So protective factors are

those positive things that keep you sane, the - a coping mechanism or some strategy. What do you use in your instance?

Participant: What - it's not so much that we have in place. What we are doing, we inform the [unintelligible 00:14:29] to be, we inform - even we do have people who are coming usually to school, when we have problems, like for safety reasons. And then you'll be here at school for a short time and then when everything has cool off, and then they will be away. They won't be [going 00:14:46] again to school.

Liezl Byliefeldt: So you ask for support? You reach out to formal support structures?

Participant: For support, yes. Yeah, so that we can get support from people so that we can be safe inside our school so - because like for example we had one security, one parent - he is a parent, he is a security, and then usually during the day, he is here [inaudible 00:15:09].

Liezl Byliefeldt: And personally for you - when you -

Participant: Go home.

Liezl Byliefeldt: When you leave here, go home, what do you do to keep sane?

Participant: I wanted [inaudible 00:15:18] but there's nothing. I just go out home, because usually like I'm just - every time I'm just saying, "Oh God, help me." I'm just -

Liezl Byliefeldt: Okay.

Participant: It's just the grace of God that make me - I have to be safe until I come at home.

Liezl Byliefeldt: Okay.

Participant: Because I'm just thinking, when I need to come out from a - in a car, out from the gate, what can happen? Because there's a lot of things can happen.

Liezl Byliefeldt: Correct. Okay, so you rely on your religion?

Participant: Yeah.

Liezl Byliefeldt: Spirituality and you said home is a safe place?

Participant: It's a safe place.

Liezl Byliefeldt: Is there a support structure there? Is - are you - you feel cherished?

Participant: I'm feeling safe. Safe with my children and my husband is there.

Liezl Byliefeldt: You feel safe? You feel supported?

Participant: I feel very safe with them, because here in Delft, no. No matter like - I have nine years in this area, it's not safe really. No matter like I can say, I know the child, I taught him or that one cannot do nothing to him, so those kind of things.

- Liezl Byliefeldt: Okay.
- Participant: Even what happen is that, our own Principal, she came out here, and then when she came towards that [inaudible 00:16:30], she saw some of our children and say, "No don't sit there. Please can you please sit next to the gate. So that your transport, when they come, then they can see you." While she was talking to the learners and then they grab her -
- Liezl Byliefeldt: Okay, we can carry on. I'm sorry about that, okay. Okay so religion plays an important role. The - okay, sorry let me just gather my thoughts. And then home is a safe place, so you have people around you that you feel that you can talk to?
- Participant: Yes.
- Liezl Byliefeldt: That you can - and that keeps you sane, that helps you? Is that enough for you to make you come back after you've had a bad incident? For instance that one that you explained on the playground, where that learner attacked you, yes?
- Participant: What I usually do, I think maybe because I ... I can say that I'm a free person, with a free spirit. I usually - I don't meditate, but I like to go through what happened within me -
- Liezl Byliefeldt: Reflect?
- Participant: I'm reflecting every time and then like, I like to share what was taking place [inaudible 00:17:36]. Share with the people that I know that they will give me a feedback or they will say what advice - which way should I do with this kind of a situation [inaudible 00:17:59]. And what - our Social Worker from the District, I usually share with her many times, she is the one sometimes who will say, "No Miss ... , what you should do, call such a person or the Wellness Program," we do have Wellness Program - the department. They are very helpful and then they can assist you when you feel you are not okay. Because what is happening is that, they are willing to help. They are willing to help the district, with any problem that we are experiencing, like for myself because I'm working with the support department, [inaudible 00:18:43].
- Liezl Byliefeldt: Hmm-mm (affirmative). Do you have a mentor?
- Participant: No, I don't have a mentor.
- Liezl Byliefeldt: Okay. If you had to single out that one coping mechanism that keeps you remaining in Delft and teaching for nine years, what would you say is that one thing?
- Participant: You know one of the things is the children of this area. These kids, I want to tell you, when they come to school and they come with the mind – they come with heart to say that here we're getting love.
- Liezl Byliefeldt: Okay.

Participant: We're getting cared by these teachers and you'll see that through their eyes, because what is happening is that, when they see - even like for example if you can go outside maybe me and you, you just see, they will just come - they do like this.

Liezl Byliefeldt: Hug.

Participant: And they - other time I ask our Psychologist. I said, "Can you please tell me," because I think that there is a policy which says that we are not supposed to hug them, so - but they love that. And it kills me when they come and then I have to - as if I have to push them, it's not nice, because at home, they are coming from broken homes. When they are coming to you, they love [inaudible 00:20:33] taken care of and then she said to me, "Come on your side," and then I come every time on my side. When they're rude to me, [inaudible 00:20:40]. That is, you see?

Liezl Byliefeldt: So it's almost a sense of purpose? You have a very specific role that you play, not only from an education purpose, but from a nurturing point of view for these children? It is a primary school, so there are lots of tiny little children still, but I do hear you've got 14 and 15 years olds, that have not made grade seven, but typically it's the youngsters who really need love, care, attention and your - just your nurturing nature and that - would you say that that is a very distinctive thing, what makes you stay here and commit to teaching in Delft?

Participant: Yes, this is one of the things. And if I can tell you my vision was that even - I said, "There are those who are never taught even." There was a young girl who came here with a parent, they never saw me. They just heard that there is a teacher in that school, "Just go to Miss" And they needed a school, because they didn't find any school. No school wanted to [accepted 00:21:49] them. And then I said, "Okay, what you can do," I give them certain schools and then I say, "When you go to the school, say Mrs. [.... 00:22:01] sent you."

Liezl Byliefeldt: Okay.

Participant: Okay. "Just say Mrs. ... sent you. And there's my number, give them so that they can phone me back and [inaudible 00:22:11] tell me also how [inaudible 00:22:13]." And you find that the child will be accepted in that school.

Liezl Byliefeldt: Okay.

Participant: And there are also some - like we have young parents even who have children here, and then the parents are unemployed and one of the cases for example, a parent said to me, "It was a burden to me while I was at school, no one helped me. I could not read. I could not write." And my heart goes to all my children - because she's got two children in our school. I wonder how are they coping? And when they are going to come to me and

say, "Help me," how will I do? And then I said to her, "Listen, there is - there are neighbours. You can even ask the neighbours to assist them. Not to say that you are running away from the responsibility.

No, because you know. And also you can ask the teacher to assist your children more if they don't understand. Because when you're coming at home, they won't find answers. They won't find support so that they can be explained how this homework [inaudible 00:23:28]." And then I said on that moment, "I need to speak to somebody here in Delft," because it doesn't mean that it's only one or two. There are a lot of young parents who need to be supported.

- Liezl Byliefeldt: So your staying power here is to do with the children, as you've explained the nurturing, but also being there, being a pillar of strength and wisdom for the parents?
- Participant: Parents also.
- Liezl Byliefeldt: And for also setting them on their way?
- Participant: Yes.
- Liezl Byliefeldt: And that makes you - that energizes you? Does it make you want to keep on staying in this -
- Participant: That is what keeps me here is - here in Delft, actually is just - it keeps me more, I have to be here without - no matter the circumstances, what are problems are we experiencing here, you understand? So I'm telling myself that I have to be here. I will not be running away and say, "No ooh, 'hene', these children and their parents, let me leave." No. It keep me - every morning when I come here, I have to come with an open mind, knowing that I will be getting those kids - parents who need to be assisted.
- Liezl Byliefeldt: Sjoie, that's very insightful and very humbling to hear, that you have such a willing nature. I think your school in Delft in particular, is a better person for the type of teacher that you are, and that you are portraying, because I'm sure that example also is visible to your peers and your colleagues?
- Participant: Yeah.
- Liezl Byliefeldt: And it's something that they aspire to?
- Participant: Yes, because what happen is that, any - whatever you go through with them, in the classes, with their - personally with themselves, they know that my door is always open. They will come to me, "Miss... , please - there's something like this [inaudible 00:25:30]."
- Liezl Byliefeldt: Okay.
- Participant: And then I also - I won't say that I'm so - I'm 100%, but I'm helping most of the time in their - whatever challenges they're facing.
- Liezl Byliefeldt: They're facing, okay.
- Participant: Yeah.

- Liezl Byliefeldt: So you're approachable also? Okay.
- Participant: Approachable. I'm always willing to assist where I can.
- Liezl Byliefeldt: Anything else that you'd like to add? Something that you've now thought of that you'd like to share?
- Participant: Wow, one of the things I want to - as you heard what I'm saying now about the young mothers and we have children here - I am very fond of those children who are struggling.
- Liezl Byliefeldt: Okay. You have a real heart for them?
- Participant: Yeah.
- Liezl Byliefeldt: For the little ones who need ...
- Participant: Those who are - who can't read, who can't write. Who have social problems, those kids won't find that they are not loved. They are not taken care of. One of the things I was asking - I do have a proposal but it's not typed, I had to write it out. I said, "When - we want to have a limit in our school." Yes, I understand that you were saying we should have a - inclusive school - schooling and most of the teachers here, they don't - they were not trained to be remedial teachers or special needs teachers, you see? So, I thought that if I can get two, three [inaudible 00:27:02], we will have for the [inaudible 00:27:04] phase and the [inaudible 00:27:05], we have a social welfare group, where we will be assisting all these categories I've said now. And - but unfortunately, I've been told that the Department don't have money.
- Liezl Byliefeldt: Funds aren't available.
- Participant: And what happen is that, most of the schools - special school, school of skills, we have few of them, but in Delft we don't have - none. And our kids, they need to be - place [inaudible 00:27:38] find our kids another place.
- Liezl Byliefeldt: And they cannot go elsewhere, because the parents are here, and they don't have transport -
- Participant: Parents [unintelligible 00:27:43] transport [inaudible 00:27:44].
- Liezl Byliefeldt: How do they get where - other, the special school is? They won't have the resources to stay there.
- Participant: They won't, yeah.
- Liezl Byliefeldt: So that really is something that can - that's a gap, that's a real need -
- Participant: Yeah. Need - this is a real need.
- Liezl Byliefeldt: Is a special school for special needs.
- Participant: Special needs here in Delft. And it will be - and also what happen is that, it will minimise the challenges that the community is facing.
- Liezl Byliefeldt: Yes, and I think it'll also minimise the challenges that the teachers are facing.

- Participant: Facing also.
- Liezl Byliefeldt: Because you can work in a class with able-bodied, able-minded children and the special needs are attended to in an area facility that's specific for them.
- Participant: True.
- Liezl Byliefeldt: So I can see that that would enhance your performance, your functioning and it would tap a little bit less on your resilience, am I right?
- Participant: Yes. True.
- Liezl Byliefeldt: Okay.
- Participant: That will be - it will increase the passion for those few that [inaudible 00:28:40] being now overloaded with the kids that can't read, can't write and it's not like the teacher's fault, but the child I think, maybe [inaudible 00:28:50] or sometimes the child have - had an accident while they're still growing up, when [they 00:28:57] were small maybe, you see? Those are the things and yeah, I'm hoping, I don't know - I hope one day, there will be somebody, so that we can have - we can get people with passion, who can assist and say, "No, let us do something."
- Liezl Byliefeldt: Yeah.
- Participant: Because like there are many people who coming in and you have people from - there's one day to stay here, there's facilities [inaudible 00:29:25] herself, and then she says she's working with the people from - is it the [inaudible 00:29:31] in Langa? There's one place in Langa also. And then she say the [teacher 00:29:36] will love, also here in Delft. I say, "Okay, it's one by one is two. Me and you", and [inaudible 00:29:41] trying to get other people who are interested and then when we can try to come up with something and -
- Liezl Byliefeldt: [inaudible 00:29:46] proposal.
- Participant: [inaudible 00:29:46] these children.
- Liezl Byliefeldt: And that's an excellent proposal. That's something - I'm looking at it of relieving the stress from the teachers, because you're not - as you say, not many of the teachers are remedial teachers, they've not been skilled for that. But they now have to teach children that are in their class, because there's no other facility.
- Participant: No other facilities.
- Liezl Byliefeldt: So if you can - I can think of it, that could potentially be a recommendation from my side, from my study is to say that, we need a special school so that the teachers can focus on their strong points and that would tap less on their resilience and their strengths.
- Participant: True. Yes, that would be great.
- Liezl Byliefeldt: Wonderful.

Participant: It will have a good impact now when the teachers are just focusing on those children that are progressing and those ones struggling, they have the school where they will be helping them.

Liezl Byliefeldt: Okay.

Liezl Byliefeldt: Thank you that was a very good discussion.

Participant: I hope that I did -

Liezl Byliefeldt: Absolutely. You've mentioned a few things that have been mentioned by other people, which shows me that it's a real issue, but there are a few new things that I heard now, so I want to thank you very much. Can I stop the recording?

Participant: Yeah.

Liezl Byliefeldt: We're done with that. Let me just [inaudible 00:30:54].

Appendix C

Example of data analysis

Interview 1 - Liezl Bylieveldt

1

Liezl Bylieveldt: Okay, as a leader and as a female Principal in Delft, what do you think are the risk factors?

Participant: The risk factors - not for me, for the children -

Liezl Bylieveldt: Okay?

Participant: Is that most of the children at the school, their parents are not working. Their parents are young - are young mothers and it results in - with so many consequences that would affect one's leadership, because at the end of the day you account for the results and the measure that is used to - for you to account, is the same measure as with all other parents that have got everything that are working. That ... yes.

Macro level as employer

Unemployed parents Young No food Social grants Challenge for teacher's performance

So if the parents are not working, it becomes that the child - there's no food at home, and she cannot come to school and if she cannot come to school, she is left behind. And is not only being the challenge for me, it's the challenge for the teacher. Because when you put together amongst [inaudible 00:01:28] the one child that comes to school, only when - maybe the grant or [inaudible 00:01:35] is still there after the [inaudible 00:01:39] there's nothing. So it does not come, does not get work. Does not - I have some tests and then at the end, the total average is affecting the teacher.

So those are the challenges that we are facing. And at the end of the day, some of these children - because specifically girls, they don't have anything at home, so at some stage is - [their 00:02:06] trauma is being abused, maybe by an adult. Look like giving something to this children and at the end result, [too 00:02:16] young, teenage pregnancies. Then we also experience some young teenage pregnancies, due to the fact that they have nothing. They're looking at any love that will come, but this love come in a different [improper 00:02:32] ways. Yes.

Liezl Bylieveldt: And would you say that those - you've now very nicely explained the types of risks that your children are subjected to, how does that impact on you? If you go home at night, what is it that you take home with you?

Participant: It really traumatize you and you think of - maybe I'm also failing these children, if I'm not creative to get some more help from the outside people and is not always, if you ask for donation, even for the uniform [inaudible 00:03:14] they don't have food, they don't have uniform and they feel very small to be in the class, [whoroby 00:03:19] all other

Trauma Failing the kids

Appendix D

Example of dissemination of findings

5 FACTORS TO FUEL RESILIENCE

PASSION
Love what you do and do what you love.

STRENGTHS
Focus not on what is wrong, focus on what is strong.

SELF-CARE
Exercise, rest, relaxation, me-time and setting boundaries. *live laugh love*

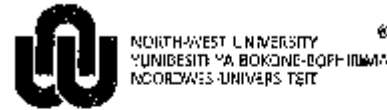
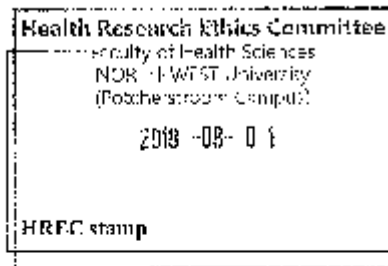
SELF-DEVELOPMENT & BEYOND
Keep on learning, develop your skills and empower others.

SPIRITUALITY
Nurture your relationship with God.

I AM A CHAMPION OF RESILIENCE

Appendix E

Informed Consent Form extract



**INFORMED CONSENT DOCUMENTATION FOR FEMALE EDUCATORS
RESILIENCE IN LEADERSHIP POSITIONS IN A HIGH-RISK COMMUNITY**

TITLE OF RESEARCH STUDY: Resilience in a High-Risk Community: Experiences of Female Educators in Leadership Positions

ETHICS REFERENCE NUMBER: NWU-00060-18-S1

PRINCIPAL INVESTIGATOR: Dr Izanette van Schalkwyk

POST GRADUATE STUDENT: Mrs Liesl Byliefeldt

EMAIL ADDRESS: 209770266@nwu.ac.za

CONTACT NUMBER: 072 367 7739 / 021 975 8450

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

This study has been approved by the Health Research Ethics Committee of the Faculty of Health Sciences of the North-West University (NWU ethics approval number **NWU-00060-18-S1**) and will be conducted according to the ethical guidelines and principles of Ethics in Health Research: Principles, Processes and Structures (Doll, 2015) and other international

Appendix F

HREC Approval



Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: <http://www.nwu.ac.za>

**Health Sciences Ethics Office for Research,
Training and Support**

Health Research Ethics Committee (HREC)
Tel: 018-265 2291
Email: Wayne.Towers@nwu.ac.za

18 June 2018

To whom it may concern

APPROVAL OF THE RESEARCH STUDY FROM THE HEALTH RESEARCH ETHICS COMMITTEE (HREC) OF THE FACULTY OF HEALTH SCIENCES

Ethics number: NWU-00060-18-S1

Kindly use the ethics reference number provided above in all future correspondence or documents submitted to the administrative assistant of the Health Research Ethics Committee (HREC).

Study title: Resilience in a High-Risk Community: Experiences of Female Educators in Leadership Positions

Study leader/supervisor: Dr I van Schalkwyk

Student: L Byliefeldt-29294878

Application type: Single study

Risk level: Medium

You are kindly informed that this application was reviewed at the meeting of the Health Research Ethics Committee, Faculty of Health Sciences, North-West University, held on 23/05/2018. Following review of the application, it has been decided that the study is approved. Approval in this letter means that **final ethics approval** was indeed granted for the **research methodology and the ethical aspects** of this study and that the HREC has **no further ethical concerns** relating to the research ethics process, except for the outstanding documentation indicated below, which must be provided to the HREC by the researcher. It is important to mention that this letter indicates that there are no further ethical concerns that exist, regarding the execution of the research. A final ethics letter will be issued upon the receipt of the following documentation:

- a. A copy of the approval letter from you as the Circuit Manager of the Western Cape.
- b. A copy of the approval letter from you as the Provincial Department of Education in the Western Cape.

The mentioned document, as indicated above, should be submitted to Ethics-HRECProcess@nwu.ac.za by the researcher, for review before the ethics approval certificate can be provided. This approval is provided for a year, after which continuation of the study is dependent on receipt of an annual (or as otherwise stipulated) monitoring report and the concomitant issuing of a letter of continuation for another year.

If you have any questions or need further assistance, please contact the Faculty of Health Sciences Ethics Office for Research, Training and Support at Ethics-HRECApply@nwu.ac.za.

Yours sincerely