



Academic resilience attributes of Tembisa Township post-school youth of Gauteng Province in South Africa

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Thesis submitted in fulfilment of the requirements for the degree *Doctor of Philosophy in Education Management* at the North-West University

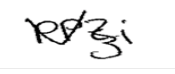
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DECLARATION BY CANDIDATE

I, **Precious-Pearl Zandile Mlotshwa**, hereby declare that this thesis, submitted for the qualification of *Doctor of Philosophy in Education Management* in the Faculty of Education & Training at North-West University has not previously been submitted to this or any other university. I further declare that it is my own work and that all material used has been recognised.

Signature: 

Date: 31 May 2018

DEDICATION

This thesis is firstly dedicated to God the Almighty who granted me the courage and wisdom to complete this PhD. I give a special dedication to my beloved late parents Mr and Mrs Sibisi, thank you for watching over me and for emphasising the value of education. To my son Ayanda and my daughter Thandolwethu, thank you for your patience and understanding.

Last and most importantly I thank my husband Mr Paulus Mlotshwa for the love, encouragement, support and sacrifice throughout this journey. I could not have made it without you.

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ABSTRACT

The purpose of this research was to investigate academic resilience attributes and identify aspects in the context of post-school youth participants' lived experiences that have contributed to sustaining these youth, leading to academic success. The objective was to draw from the experiences of the youth in Tembisa and highlight the resilience attributes and resources to decisively utilise data to contribute to the nurturing of school and community-academic resilience programmes and interventions.

The study used a qualitative approach to collect data from eight participants on one-on-one interviews and two focus groups of seven participants each from Ekurhuleni TVET College: Tembisa campus. The study was framed by the resilience and ecological perspective, which proposes that individual and collective processes are directly related and that youth's responses to real life environmental stresses reflect the presence of positive academic resilience attributes. The analysis of data generated from the interviews suggests that resilience is both intrinsic and extrinsic. Data also suggest that academic resilience requires the presence of modifications to the environment to support schools and learners to succeed. The analysis revealed that protective and supportive buffers for youth ensured that academic resilience became sustained.

Findings revealed the importance of protective factors to instil, nurture and promote academic resilience. Post-school youth remain exposed to pressing challenges perpetuated by the existence of the circle of poverty among challenges in Tembisa Township. Despite the reality of poverty, findings further revealed that there are strengths and coping strategies in Tembisa that need attention and support for academic resilience to be realised. The study recommends the strengthening of school resources and the establishment of community-wide academic support programmes. The programmes ought to aim at reaching out to the youth and learners whose resilience trajectory is influenced by extrinsic factors.

Keywords: Resilience, Academic resilience, Risk factors, Protective factors, Youth, Learners, TVET, Township, Post- School, Post-school youth, Poverty, Community, School

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ACRONYMS

CET	: Continuing Education and Training
CSIR	: Council for Scientific and Industrial Research
DHET	: Department: Higher Education and Training
DoE	: Department of Education
EEC	: Ekurhuleni East TVET College
EMM	: Ekurhuleni Metropolitan Municipality
EOH	: Engineering Open House
EWG	: Ekurhuleni West TVET College
FET	: Further Education and Training
FLP	: Foundation Learning Programmes
GCIS	: Government Communication and Information Systems
GDE	: Gauteng Department of Department
HE	: Higher Education
Merseta	: Manufacturing, Engineering and Related Services Sector Education and Training Authority
MICT SETA	: Media Information and Communication Technologies: Sector Education and Training Authority
NATED	: National Technical Education
NC(V)	: National Certificate Vocational
NDP	: National Development Plan
NEETs	: Not in Employment, Education or Training

NFTN	: National Foundry Technology Network
NSF	: National Skills Fund
NSFAS	: National Student Financial Aid Scheme
NQF	: National Qualifications Framework
NWU	: North-West University
NWU-IRERC	: North-West University: Institutional Research Ethics Regulatory Committee
PSET	: Post-School Education and Training
RPL	: Recognition of Prior Learning
SA	: South Africa
SACN	: South Africa Cities Network
SAIF	: South Africa Institute of Forestry
SD	: Skills Development
SDL	: Skills Development Levies
SETA	: Sector Education and Training Authority
SoCR	: State of South African Cities report
SRC	: Student Representative Committee
TIEs	: Traditional Informal Enterprises
TIS	: Traditional Informal Sector
TVET	: Technical, Vocational, Education and Training
W&R Seta	: Wholesale and Retail Sector Education and Training Authority
YEA	: Youth Employment Accord
YES	: Youth Employment Strategy

CHAPTER ONE

INTRODUCTION AND OVERVIEW

1.1. INTRODUCTION

The South African youth constitute 37 per cent of the country's population, according to Statistics South Africa (2014), cited in the National Youth Policy (2015-2020:3). The youth consist of those in and out of school. According to the National Youth Policy (2015-2020:11), youth is anyone falling between the ages of 14 and 35. The country faces many challenges and social ills which impact on the status of youth and their optimal development as stipulated in the National Youth Policy (2015-2020:10); Theron and Theron (2014:297). Normand's (2007:16) study on resilience provides an understanding of the various challenges faced by the youth. The author indicates that many youth experience school drop-out, poverty, crime, unemployment, substance abuse, violence, teenage pregnancy, lack of resources, limited basic needs such as shelter, food and good education. Thus the youth struggle to cope, according to Guoxiu., Restrepo Henao, Theron and Vanderplaat (2015:7).

Research has shown that unfavourable circumstances in the environment result in youth who experience learning difficulties as encapsulated by Theron (2008: 215); Daniel, Wassell and Gilligan (1999:70); Ungar, Russell and Connelly (2014:66). As a result, Theron (2008:45) contends that "these are youth who do not perform well in schools". The result of poor performance is youth who resort to dropping out of school. According to Normand (2007:2), there is an increase in the number of youth who drop out of school due to socio-economic challenges faced by South African communities, in particular, townships. Townships are still underdeveloped in South Africa. They have poor infrastructure and resources are needed by schools to aid in the provision of education that is up to a reasonably good standards (Rakabe, 2016: 12). While the youth in South Africa drop out of school, they constitute the majority of the population that is affected by unemployment which, Mampane (2014:1) proclaims is dominantly evident in the townships. As a result of economic, social and political ills in the country, the youth experience challenges in reaching their optional capacity and development due to the lack of capacity to thrive under these difficult and challenging circumstances in the townships.

The above adversities that are faced by the youth have led to the need for studies on resilience and academic resilience, which are specific to the South African context. Theron and Theron (2010:5) motivate that those challenges of the youth call for qualitative studies on resilience which are aimed at exploring the phenomena's impact on the youth so that they can be supported to cope under difficult conditions and to improve in their education. Studies on resilience, in particular, academic resilience, in many South African townships remain limited. There is a lot to investigate on how education can be used as a tool to bring society out of poverty including studies on academic resilience that are aimed at establishing how resilience can be nurtured and used to support the youth of South Africa. South African researchers ought to consider the context when studying academic resilience. South Africa is unique through its culture, indigenous knowledge and education, which needs to be explored in order to understand youth resilience within the country's context (Letseka, 2012:47; Masolo, 2010; Morrow, 2007; Nkondo, 2007:88).

In the researcher's efforts to deal with issues affecting the youth, an important question to ask is, what is resilience? Herman, Stewart, Diaz-Granados, Berger, Jackson and Yuen (2011:259) define resilience as the "positive adaptation" or rather the ability to recover and maintain mental health, despite experiencing adversity and hardship. The concept of resilience is further defined as the attainment of unexpected social, cognitive and environmental competence despite significant adversity (Goldstein & Brooks, 2012:3; Michael, 1999:119).

Theron and Theron (2010:1) contend that one of the pathways to resilience that is in the South African youth report, is the educational aspiration or the profound hope that a good education will potentiate success, access to university and an upward trajectory thereafter. These authors remark that "sadly, research on education in South Africa has shown that youth from disadvantaged communities typically attend under-resourced schools that offer inferior education and that fewer than five per cent of these students succeed at university level". The author further states that "youth coping or not coping confirms that more studies on youth resilience are crucial to addressing issues of youth through the use of positive, strength-based and resilience promoting approaches" (Theron & Theron, 2010: 6). Bernard (1997:29); Donald, Lazarus and Lolwana (2002:83) and Ungar (2003:85) support the notion of the need for exploring risk and resilience interventions. They further argue that there is a greater need to move away from a deficit approach when dealing with youth who experience different environmental challenges. Theron and Theron (2010:6) support the conclusion that is

presented by Donald *et al.* (2002:85) which emphasises that efforts on resilience studies are important to contribute to the strengthening of educational interventions that promote abilities to survive regardless of life-threatening challenges that the youth are exposed to. This study sought to explore academic resilience attributes of the youth in a township setting called Tembisa, as an initiative of responding to the sector's recommendations and current need for resilience studies. This relates, in particular, to education in disadvantaged and high-risk communities of South Africa.

1.2 BACKGROUND

The community identified for this study was Tembisa Township where academic resilience and attributes were investigated to respond to this study's research questions and objectives. Tembisa is a township that was established in 1957 by the apartheid government, according to Statistics South Africa (2014: 320). The name is Zulu and it means 'to promise' or 'give hope'. Literature reveals that when Black residents were evicted from other areas in Johannesburg to live in what was to be called Tembisa, they saw the area as a place that would give hope, as they were no longer homeless (Rakabe, 2016:1). To date, Tembisa Township presents with challenges that do not give hope to youth but rather vulnerability, disadvantage, risk and loss of hope towards positive development. Amongst some of the challenges that negatively impact on education are lack of financial stability due to unemployment; limited educational interventions; crime; poverty and lack of infrastructure in schools and in the community. Limitations in positive educational interventions indicate that there is a need to step out of the norm when dealing with youth and explore possible coping mechanisms and resilience attributes that can inform future impactful interventions (Theron & Theron, 2010: 6).

According to Bracco, Piccinno and Dorigatti (2013:12), there are various resilience attributes and specifically academic resilience that prevail in resilience such as those that influence individual personality traits, family and community levels. These resilience attributes provide motivation for more studies that explore resilience attributes from different angles in society such as the environmental, educational and personal attributes. The need for understanding academic resilience in post-school youth influenced the purpose of this study which was to investigate academic resilience attributes and the extent to which youth are resilient in their schooling while faced with challenging circumstances presented by life in a township setting. The study sought to investigate influential elements to academic attributes that are inclusive

of individual responses, personality and ability to adapt; identify individual and environmental risk factors; protective factors at individual, family and community levels. The study engaged participants more on their experiences of individuals' protective factors linked to academic resilience as highlighted in literature and focusing on those that are unique to the South African context. South Africa holds values that make the country unique in dealing with its challenges. This study addressed these values in the South African indigenous way of coping with difficulties such as story-telling, cultural and religious practices that contribute to youth resilience. There is a strong correlation between individual and environmental factors that cannot be separated. An individual is the product of the context that influences their upbringing (Salis, Owen & Fisher, 2008: 465; Berk, 2006:26), hence the study of the environment enables for understanding academic resilience attributes.

Young people now live in the world of technology where cultural values are still embedded in the structures of the family, yet these seem to fade away due to the fast-moving times that the youth find themselves exposed to. When the youth experience difficult living conditions, the teaching process becomes challenging due to their inability to concentrate, participate and engage in meaningful discussions (Theron, 2008:45). Thus, there is a need to study coping mechanisms and academic attributes to sensitise teachers, researchers and those who work with the youth. The township may benefit from studies that can discover means for coping that will not have a great financial implication because poverty and unemployment remain a bigger challenge with a direct implication to learners' academic coping abilities (Rakabe, 2016:13).

1.3. MOTIVATION

This study is important to the field of education as it aimed at investigating attributes and interventions that harness academic resilience for post-school youth who come from a township setting. The study creates a deeper understanding of the realities to the concept of academic resilience as shared by individuals who have lived through the experiences and further contribute to the positive development of coping strategies and attributes to support the youth throughout their hardships. The study expanded to determine whether education, religion and culture serve as protective factors that should be preserved as values of what the country holds true to be mechanisms for coping under adversities. Furthermore, the study sought to create an understanding of the influence of practices such as Ubuntu, to determine if these have a correlation with the youth's academic resilience. In addition, this study sought

to contribute to guidelines on training programmes for youth that would become strength to the development of academic resilience. As earlier mentioned, according to Statistics South Africa (2014), the youth form a large proportion of South Africa's population. It is the young generation of South Africa that needs to be empowered and uplifted through support and guidance towards career development in order for the country to be progressive in the near future.

Research has shown that many studies conducted on resilience in South Africa have put more emphasis on risks and deficits and less emphasis on academic resilience attributes that provide coping mechanisms. The need to view youth and their circumstances differently with regard to education and academic success is necessary (Theron & Theron, 2010:1). Qualitative studies on resilience that are specific to the South African context, are becoming critical as youth issues remain pressing and ill behaviours overtake the townships and negatively impact on the education system in South Africa. Qualitative studies on resilience, in particular, academic resilience, influence the education of youth and inform programme interventions for professions in South Africa such as teaching, youth work, child and youth development and community development (Hlagala, 2012:36). The difference is achieved with the youth in townships when the way they are perceived shifts from a deficit approach to a positive approach that is strength-based and resilience-based (Ungar, 2003:90; Bernard, 1997:29 and Theron 2010:2).

1.4. PROBLEM STATEMENT

According to Theron and Theron (2010:7) and Normand (2007:15), the youth from disadvantaged communities and their families live with a number of stressors. These stressors include economic crises, poverty, mounting crime and violence, the HIV pandemic, food shortage, unemployment rates, the failing education system and natural disasters, which need to be investigated. The stressors are the same in Tembisa Township and need further attention (Dass-Brailsford, 2005:574; Theron & Theron, 2010:7). Tembisa Township was identified for this study to determine academic resilience attributes and the adversities specific to this community and how these can be addressed through the introduction of positive academic intervention programmes. The presence of the challenges and stressors contribute to the youth being marginalised and alienated in many ways. As a result, they are excluded from the growing economy (Rakabe, 2016:14).

The situation with academic performance in the townships presents the need to step out of the norm when engaging with youth and explore youth coping mechanisms that can contribute towards academic success. There is limited qualitative research on academic resilience attributes particularly on the youth in townships. This research may assist with understanding the correlation between resilience and academic success. The concept of resilience, especially when looking at youth who have been less privileged, proves to be a topic for analysis that, not many research studies have covered. Thus, the main objective of this research was to investigate how factors and attributes unique to the South African youth can be nurtured to impact on education and influence academic resilience.

South Africa has limited resources for youth that are aimed at contributing towards the holistic development of the youth in general and in particular for youth in townships. Normand (2007:2) remarks that “many youths from disadvantaged communities and their families live with stressors of hunger, overcrowded unhealthy accommodation, poor education, limited recreational facilities and high levels of crime, including high rates of abuse”. The types of abuse that the youth and many members of the population become exposed to are neglect, sexual, physical, emotional and psychological abuse

1.4.1. Research question

What are the distinctive academic resilience attributes with regard to education success in post-school youth within Tembisa Township?

1.4.2. Sub-questions

- What is the role of education, culture and religious practices in promoting academic resilience for the post-school youth?
- How can educational interventions help instil academic resilience in the post-school youth of Tembisa Township?
- What are the coping strategies that can be nurtured to support post-school youth resilience towards academic success and a positive lifestyle?
- What are the most significant challenges facing post-school youth in Tembisa Township?

1.5.RESEARCH AIM

The aim of this research was to investigate attributes of academic resilience and the influence on success with regards to education in post-school youth within Tembisa Township.

1.6.RESEARCH OBJECTIVES

The study sought to:

- Investigate the role played by education, culture and religion practices in promoting Tembisa's post-school youths' academic resilience.
- Recommend educational intervention programmes that can be implemented to instil academic resilience in Tembisa Township's post-school youth.
- Analyse the coping strategies that can be nurtured to support post-school youth resilience towards academic success and a positive lifestyle, and
- Examine the most significant challenges facing post-school youth of Tembisa Township and to establish how these could be hindering academic success

1.7.THE RESEARCH DESIGN AND METHODOLOGY

1.7.1. The research design

"A paradigm is a way of thinking about and making sense of the complexities of the real world including basic orientation to theory or research" (Du Plooy-Cilliers, David & Bezuidenhout, 2014: 26). Litchman (2010:83) states that all research is based on an epistemology, which is the awareness of the knowledge that exists around us. He further contends that research is a study of how knowledge is constructed about the world, who constructs it and what criteria are used to create meaning and methodology.

Creswell (2014:185) says there are two main approaches in research: qualitative and quantitative. "A qualitative study is used with the intention of gaining in-depth subjective responses from the sampling group of individuals through one-on-one interviews" (Du Plooy-Cilliers, 2014:98). The study is viewed by the world from an interpretivist perspective, which is where individuals cannot be compared to objects as positivism does, by focusing on the empirical and scientific view of the evidence.

This study utilised a basic interpretivist paradigm because the paradigm is aimed at searching for meaning and understanding of contexts in their uniqueness (Creswell, 2014:26). The approach chosen was the qualitative research methodology as this method sought to rely on linguistic features, as opposed to numerical data, whereby it employed meaning-based rather than a statistical form of data analysis (Elliot & Timulak, 2005:147). Creswell (2014:26) states that a research approach is any plan and any procedure for the research that extends the steps from broad and extensive assumptions to much more detailed methods of data collection, data analysis and data interpretation.

This study explored resilience in post-school youth living in a township and their unique academic resilience attributes. Babbie and Mouton (2010) state that a research design is a strategy that is used to find information; determine ‘what information needs to be found and how the information will be found’. An interpretivist paradigm, as explained by Du Plooy-Cilliers *et al.* (2014: 98) suggests that the interest lies in symbolism and the way in which people are able to use those symbols to create their own identity. The approach to this study was a qualitative approach that entailed the use of qualitative research techniques. These are captured in detail in the methodology chapter of this study. According to Du Plooy-Cilliers *et al.* (2014:175), qualitative studies consist of various methods “for generating data” and the examples which include the research methods such as focus groups and in-depth semi-structured one-on-one interviews. When using these methods in a qualitative study, the aim is to create an understanding of the lives of the targeted population as well as the socio-historical context that impact on the people (Du Plooy-Cilliers *et al.* 2014: 26).

1.7.2 Methodology

This study used the qualitative methodology as it sought to engage with participants within their context as explained by Creswell (2014:26). The qualitative methodology enabled the researcher to collect stories, experiences and words that helped to understand the ‘academic resilience’ phenomena and experience by the youth in Tembisa Township. The methods applied in this study included semi-structured one-on-one interviews, focus group interviews and a literature study.

1.7.3 Site selection

The setting selected for the study was a college called Ekurhuleni Technical Vocational Education and Training College (TVET): Tembisa Campus, in a township which maximised

the opportunity to engage with the research problem. The site for the study was a Technical Vocational Education and Training (TVET) College in Tembisa, which accommodates the Tembisa Township youth for various career-training programmes. The Ekurhuleni TVET College: Tembisa Campus, was accessible and closer to the researcher's place of residence as well as a reasonable distance to the researcher's workplace. The community is a Township with Zulu, Tswana, Xhosa, Vhenda, Tsonga and Shangaan speaking youth. Tembisa presented significant levels of vulnerability including poverty, unemployment, crime and substance abuse, to name a few. Access was acquired into the community and the campus through the researcher's knowledge of the area where the campus is situated. The researcher was able to use the TVET College for semi-structured one-on-one interviews and focus group interviews. The campus had security and trained counsellors on-site.

1.7.4. Participant selection

A population consists of all universal components, possessing the features and characteristics in which the researcher is interested (Davis, 2014: 107). This, therefore, includes the total group of people from whom relevant information is required (Pascoe, 2014:132). Due to the immensity of what encompasses a population, parameters for this study were put in place. The population for this study was youth learners between 18-30 years, who lived in Tembisa Township and were resilient in their conduct by virtue of being enrolled to further their studies and evident success at various study levels of their programmes proving coping ability. This was evident in the post school youth enrolment at Ekurhuleni TVET College: Tembisa Campus. The target was eight participants for one-on-one interviews and two focus groups with seven participants each.

The researcher used one-on-one interviews together with focus group interviews due to three participants not participating fully in the focus groups. The one-on-one session provided individualised attention so as to gain in-depth data from individuals that were reserved in the focus groups. The youth participants were identified as key informants for the study by the student researcher with the help of the principal and campus manager from the data base because of their experiences of risk and vulnerability, which translated to the presence of poverty, crime and unemployment. Rakabe (2016:13) confirms that the townships in South Africa, including Tembisa, struggle with social ills, risks and vulnerabilities that affect the youth. These conditions activate the resilience process. Exposure to poverty, unemployment, crime, and marginalisation allowed for the assumption that the youth in the study had

experienced risks. The study, therefore, investigated the strengths and academic resilience attributes that these youth adopted as their coping strategies. The researcher used purposive sampling to identify the interviewed youth. According to Du Plooy-Cilliers, David and Bezuidenhout (2014:137), purposive sampling is a type of non-probability sampling where participants are chosen deliberately.

The study intended to be considerate of gender and therefore adopted an inclusive approach where both male and female participants were identified. These were post-school youth who had direct experiences of community challenges, but more so had displayed academic resilience attributes while experiencing these challenges.

1.7.5. Data collection strategies

The study employed the use of the qualitative methodology of collecting data through focus-groups interviews, semi-structured one-on-one interviews and a literature study as recommended by Du Plooy-Cilliers (2014:175). Klenke (2008:130) identifies in-depth interviews as a means for participants to share “values and experiences that are meaningful to them”. During the process, the interviewer had the ability to motivate the interviewees to share their perspectives and experiences on resilience, academic resilience and the dynamics of the Tembisa community. Data collection is an essential tool which helps with understanding the quality of the information obtained (Groves *et al.* 2009: 150). The one-on-one interviews were scheduled for approximately an hour for semi-structured one-on-one interviews and one and a half hours for focus group interviews. This allowed for robust discussions and responses as guided by the interview questions. The researcher used an audio recording device and transcribed the data from the interviews.

1.7.6 Data analysis

Du Plooy Cilliers *et al.* (2014: 233) state, “Qualitative data analysis is used in a basic interpretivist study including a process of altering data into findings”. The process involves decreasing raw material, separating important from non-essentials, establishing patterns and common themes that cut across the collected data. The chosen data analysis method for this specific study included the use of open-coding, axial-coding and selective-coding techniques that assisted the researcher to package and transcribe the information. The researcher was able to run through the process of an inductive analysis of data with the aim of identifying recurring themes, patterns and codes. The qualitative research method using a thematic

approach allows the data to be identified with the themes of the study from the literature review (Bezuidenhout & Cronje, 2014: 60). Thematic coding has eight steps that are essential for gathering and interpreting the results (Bezuidenhout & Cronje, 2014: 236). The steps are discussed in detail in chapter three.

1.7.7. Trustworthiness

Trustworthiness is having credibility in the research findings and promoting the understanding of a phenomenon while not generalising findings to the population (Koonin, 2014:258). According to Cilliers *et al.* (2014: 259), four distinct elements assist in the development of trustworthiness. They are as follows: transferability, credibility, dependability and confirmability, which can be used in a study to ensure both reliability and validity which are used in quantitative methodologies. This study used qualitative data collection methods. The trustworthiness of the results for the study was important in providing the worldview of the realities of people within the field in focus and the in-depth analysis of their responses from the data interpretation (Koonin, 2014: 253). A qualitative researcher identifies the rigour of the inquiry by implementing credibility strategies, continuous and varied field experience, time sampling, flexibility, triangulation, member checking, peer examination and review, interview techniques, identifying the authority of the researcher and structural consistency (Creswell & Plano Clark, 2011).

The interpretation of non-numerical data, word responses, was used and it gave the study credible data in line with the study's aim. Credibility ensures reassurance and explanation of the data (Polit & Beck, 2008:539). Lichtman (2010: 228) states that trustworthiness refers to the way and manner that qualitative data is consistent, dependable, predictable, stable and reliable, as a result producing the same results or outcomes in the future as it had in the past. The trustworthiness of the results is important in providing the overall view of the phenomena with the realities of youth within Tembisa (Koonin, 2014: 253).

1.7.8 Validity and Reliability

In order to ensure validity and reliability of the study, there are many strategies that can be used in conducting a qualitative study. Koonin (2014:252) indicates that the commonly used strategy is triangulation. He suggests that "from an interpretive perspective, triangulation remains the main strategy used to ensure validity and reliability" (Koonin, 2014:252). Koonin (2014:253) discusses four types of triangulation: multiple investigators, multiple theories,

multiple sources of data and multiple methods to confirm emerging findings. Koonin (ibid) further asserts that the most common approach is the use of multiple methods of data collection. This research used triangulation whereby multiple methods of data collection were employed. These included semi-structured one-on-one interviews, focus group interviews and a literature study.

Reliability refers to the extent to which the findings of the study can be replicated. Creswell (2014:26) suggests that reliability can be problematic in social science because human behaviour is never static and neither is what many people experience more reliable than what one person experiences. He further states that a more important question for qualitative researchers is whether the results are consistent with data collection (Cresswell, 2014: 26). According to Merriam (cited by Normand, 2007: 9) reliability in qualitative research rests with others agreeing to participate freely on the consideration of the data being collected, on the results making sense and on consistency and dependability or reliability.

1.7.9 Researcher's role

The research was always considerate of the participants and their context as recommended by Creswell (2014:26). The role of the researcher in data collection for this study was to be acquainted with the participants' context. The researcher set up interview appointments; provided the participants with the explanatory statements for the study; gained consent for the study; facilitated the interviews and focus groups as guided by the interview questions. The researcher further asked interview questions, recorded interviews with an audio recording device and thereafter transcribed the data. The researcher also had to write notes from the interviews, receive and analyse experiences, stories, words provided by the participants; motivate participants to engage; observe and note participants' conduct. It was always critical for the researcher to ensure that there was sieving through the data, sorting, organising and selecting information, which enabled gaining clarity and giving a better understanding of the study (Du Plooy-Cilliers, 2014: 290).

1.8.ETHICAL CONSIDERATIONS

According to Brinkmann (2012:51), ethical issues arise in qualitative research due to the difficulties of investigating the privacy of individuals and placing accounts to the public. Brynard and Hanekom (2006) argue that a detailed literature review provides the direction in which ethical considerations in research ensure the protection of the interests of research

participants and serve as the basis for evaluating the researcher's conduct by dealing with what is good and bad or right and wrong through adhering to certain rules and conventions. Ethical considerations refer to an individual's moral or professional code of conduct and it sets the standard for one's attitude and behaviour. Ethical consideration seeks to protect the participants in terms of their rights to self-determination, privacy, and protection from discomfort, harm, autonomy and confidentiality, obtaining informed consent and the ethical approval authorised by the institution (Klopper, 2008: 62). The common processes include processing the research proposal through the research ethics committee. In this case, it was the North-West University research committee; gaining permission from the Ekurhuleni West TVET College and gaining consent from the youth who were between the ages 18-30. Explaining consequences for human beings and benefits of the study was discussed in detail within the permission and consent letters; voluntary and informed consent forms. The consent form indicated that the study was voluntary and that the youth could withdraw anytime.

Therefore, ethical considerations taken for this study were privacy in respect of the participants' information and through following protocol for shared information. In order to ensure the study was considered ethically acceptable, the researcher gained ethical clearance from the North-West University which provided a detailed description of what the study entailed. The researcher also submitted the ethics application for low-risk study which indicated that participants were not going to experience harm in any way and would be provided with counselling services as and when necessary.

Before the researcher was able to access the environment in which the interviews occurred, the researcher contacted the TVET College by email, phoned and travelled to the institution to seek information on individual learners. The process included the request for permission and consent to interview specific participants. The researcher informed the participants about the objectives of the investigation, the primary components of the design and the likely benefits and risks that could happen while participating in the research project if any (Brinkmann, 2012:53). It is the researcher's duty to inform the participants of their confidentiality and who shall have access to the interviews conducted or the materials used. Another responsibility of the researcher is the acknowledgement of the researcher's rights to publish the interview without identifying the participants' personal details or specific excerpts of the interview. Lastly, the researcher has to ensure the participants' accessibility to the transcripts and the analysis of the qualitative data (Brinkmann, 2012:54). The

researcher ensured that the participants' rights were respected and secured in every way possible.

Prior to the research process, the researcher requested for participants to fill in a recruitment letter and the informed consent forms. The participants did this as various meetings secured the campus manager. The consent form provided an outline of the study and informed the participants of their rights throughout the research process. Informed consent for the interviews presented participants with the following details:

- Participants were permitted to withdraw from the research when they desired to.
- Participants were not forced to partake in the study.
- Participation was voluntary and the participants' willingness was recognised and
- The researcher ensured participants' privacy was respected and that there was confidentiality of clients partaking in the study. It is a requirement to obtain permission for any person recording interviews (Powers, 2005:27).

Informed consent for the recording of the interviews guaranteed that transcripts and tapes would be kept securely. The researcher confirmed to ensure that there was no access to confidential data other than the researcher and supervisor. The consent presented that recordings were to be destroyed after after 7 years of study completion period. Furthermore, was that the participants' names would not be published.

The informed consent for this study also demonstrated the recognition for participants to be protected from harm (Sapsford & Jupp, 2006: 295). The researcher identified confidentiality as an essential element in this study. The study ensured that personal details would not be in an identifiable form as guided by Sapsford and Jupp (2006: 295). The researcher maintained confidentiality throughout the research process and after the study was terminated. This was guaranteed as no third parties had access to the gadget that was used to record the interviews. This aimed to maintain security and safety for participants and ensure that no harm was caused to participants.

An explanatory statement was provided to the participating institution and the individual participants, ensuring that their rights were of utmost importance while their contributions assisted in the accumulation of the body of knowledge. The researcher gave the participants an explanatory statement and a consent form with the assurance of confidentiality and that

names would be acquired for the future communication of their responses, only in the findings. Their contribution and dignity were respected (Louw, 2014: 267).

1.9. SIGNIFICANCE OF THE RESEARCH

There is limited qualitative research conducted in the area of academic resilience in South Africa specifically on studies that explore African practices and the attributes of academic resilience unique to South Africa. This then makes the approach to resilience unique. The study may contribute to the:

- recommendations for the development of educational training programmes and tools that can enhance academic resilience; and knowledge of whether culture and religion play a role in promoting post-school youth academic resilience;
- provision of direction on effective educational resilience-building programmes that support youth academic resilience within the education sector;
- provision of a consolidated analysis of coping strategies that can be nurtured to support post-school youth resilience towards academic success and positive lifestyle; and understanding of the most significant challenges faced by post-school youth within Tembisa Township to determine how these hinder the youth's academic success.

1.10. CHAPTER SUMMARY AND THESIS OUTLINE

Chapter 1: Introduction and overview

In this chapter, the introduction to the study, background, rationale and problem statement were presented. These were followed by the main research question, sub-questions, research aims, research objectives that gave focus to the study. Further in the chapter was the research design and methodology, ethical considerations, contributions to the study and lastly the chapter summary and thesis outline.

Chapter 2: Literature review

In Chapter 2, literature that is relevant to the study is reviewed. The chapter begins with the introduction and discussion of the literature study; background and sharing in detail the context for understanding the concept of resilience and multicultural issues surrounding resilience. A discussion is further provided giving a glance at the socio-economic status of Tembisa Township, the social context of South Africa and Tembisa, including the impact on

youth and an overview of a TVET college. Further, the chapter provides the study's theoretical frameworks. The role of culture and religion in nurturing academic resilience is discussed, and programmes that nurture the academic resilience of the youth in a disadvantaged community, post-school youth and post-school education and training are discussed and lastly the chapter's summary.

Chapter 3: Methodology

Chapter 3 presents the introduction, research paradigm, research design, data collection methods, data analysis, ethical considerations; confidentiality issues, trustworthiness, validity and reliability and the summary of the chapter.

Chapter 4: Presentation of findings, analysis and discussion

Chapter 4 begins with the introduction and then discusses the data analysis and findings from the institution and participants. Then follows the data collection; data organisation; data analysis; data findings; thematic analysis; discussion of semi-structured and focus group interviews; discussion of the focus group interviews data; overview of findings; and summary of the chapter.

Chapter 5: A summary of findings, Conclusions and Recommendations

Chapter 5 presents the findings, conclusions, and recommendations. It begins with the introduction; discussion of findings; limitations of the study; recommendations of the study; further research opportunities; synopsis of the study; concluding remarks and the summary of the chapter.

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

Chapter one of this thesis provided introductory discussions and arguments on critical areas of the study which outlined an overview and a detailed context of the study.

The purpose of this chapter is to provide a review of literature relevant to the study on resilience, in particular academic resilience attributes of post-school youth from a township context. The study is framed by literature that provides perspectives on individual, socio and environmental factors that are key elements to understanding a person's attributes of resilience (Aberdeen, 2012:52; Berk, 2006: 26; Brendtro, Brokenleg & Bockern, 2013:67; and Williams 2011:18). It is further contextualised through the use of perspectives from the youth participants who were identified as being in possession of academic resilience attributes gained through their personally lived experiences in the township with various environmental challenges such as poverty, unemployment and crime. This review chapter includes different sources of research literature which sought to provide an understanding of the context 'theoretical frameworks' as it relates to academically resilient post-school youth in a township.

The areas for discussion in this literature study emanate from the objectives and questions that guide this study. In order to understand the resilience phenomenon and address the objective of understanding coping strategies, there are discussions on the background to the concept of resilience, academic resilience; discussion of resilience factors. As the research addresses the role of culture in the research objectives, there are discussions on multicultural issues surrounding resilience. The research intends to identify significant challenges for post-school youth, therefore, socio-economic issues in Tembisa Township and South Africa that play a role in the youth's expression of value towards education are discussed. Further to the discussion are challenges and positive experiences that have the potential to contribute to academic resilience. It is important to bring context to the population in the study; therefore an overview of a TVET college is discussed. The context includes discussions on the value and role of education and religion. The role of culture and religion as support to the youth having a positive outlook on life is discussed including programmes that nurture resilience.

Lastly, the review will further discuss details on post-school and further education systems in TVET education informed by a number of legislative frameworks that shape post-school education. There is also an engagement that sought to bring the understating of the post-school youth population, attributes of resilience found significant in supporting the youth to continue with post-school education through TVET Colleges in order to obtain certification towards better job opportunities and an improved lifestyle.

2.2. National and international context of academic resilience and youth at risk.

Creswell (2014:31) indicates that “a literature study aims to summarise and locate studies that are related to the research phenomenon”. The objective of this section is to provide insight into the current primary and secondary literature on resilience and academic resilience.

Theron and Theron (2010:7) and Rakabe (2016: 7) reveal that there is “a global increase in communities, families and individuals who are placed at risk due to economic crises, mounting crime and violence, the HIV pandemic, food shortage, unemployment rates, the failing education system and natural disasters” which need to be investigated. Guoxiu *et al*, (2015: 15) state that studies of resilience in the South African context have largely been conducted using quantitative analysis instead of providing insights through qualitative methods that can only be achieved when using a qualitative approach. Theron and Theron (2010:1) present an argument that there are gaps in resilience studies that are specific to the youth in the South African context, particularly focusing on vulnerable families and communities. The argument on the need to study resilience is not new as Van Breda (2001: 1) advocates for the study on individual, family, community resilience including aspects of resilience-based policy, theory, cross-cultural perspectives on resilience in human and social sciences. The argument by Van Breda (2001:1) make it clear that the resilience phenomenon enables addressing issues affecting the population in a crystal manner, including academic resilience and issues that impact on the academic resilience of different groups in the economy. Many studies on resilience have explored the multiple contexts of vulnerability in the midst of challenges faced by the youth using quantitative methods. There are limitations in the exploration of strengths and presence of coping mechanisms as it relates to the qualitative understanding of resilience as a phenomenon (Theron & Theron, 2010:12).

Efforts to understand academic resilience attributes in a ‘previously disadvantaged black-only’ township schools have been lacking (Theron & Theron, 2014:297). The initiatives to

understand the academic resilience phenomena are critical to investigate as these enable a demonstration of coping strategies and the ability to overcome overwhelming risks in their environment. Studies on academic resilience provide the direction on how to develop an individual and contribute to a successful, competent and resilient individual even though there may be environmental risks, vulnerability and adversity (Mampane; 2012: 405). Mampane (2012:405) recommends the replication of resilience studies in more townships looking into different contexts of resilience such as the family, school and community. Exploratory studies on resilience have shown that a significant number of people affected by poverty, as a result, have no choice but to cope (Rakabe, 2016:34). This supports the notion of replication of resilience and academic resilience studies in various parts of South African townships. South Africa needs interventions and programmes that will decisively aim at nurturing academic resilience in order to create an understanding of a youth population beyond focusing on negative behaviours but rather the strengths they need to cope (Hlagala, 2012:47).

Resilience is important in promoting the well-being of the youth and supporting the positive holistic youth development. Resilience plays a significant role in contributing to a person's ability to adapt to stressful changes in their environment according to Tassoni (2005:300). Understanding the phenomena will contribute to dealing with social ills such as crime, teenage pregnancy, school drop-out and gangs, to name but a few (Guoxiu, Restrepo Henao, Theron, & Vanderplaat, 2015:7). Further, Tassoni (2005:301) and Charney (2004:1), emphasises that emotions determine the manner in which a person is able to cope with difficult circumstances and the manner in which they conduct themselves. It is with this understanding of the importance of nurturing supportive factors that this study was considered important as a contribution to help identify the positive academic resilience and holistic development of youth who are vulnerable and at risk. According to Brokenleg and Van Bockern (2003:22), holistic development can be achieved through understanding the Circle of Courage Model within the four segments: Belonging, Mastery, Independence and Generosity. The Circle of Courage enables the display of critical areas to address the individual's life experiences, looking at the advantages and disadvantages surrounding the person at individual, family and community levels. The Circle of Courage Model by (Brokenleg, & Van Bockern, 2003:22), Resilience Theory by (Sawyer & Burton, 2012:54) and the Ecological Systems Theory by (Salis, Owen & Fisher, 2008: 465) framed this study

in order to develop an understanding of academic resilience in the youth living in Tembisa Township.

2.3. BACKGROUND

According to Fallon (2010:16), academic success at high school level opens doors to future achievement and economic security; where she notes that it is ‘a dream for most youth who come from disadvantaged backgrounds who strive towards a better life’. Academic success provides opportunities, hope and brings change from negative life circumstances. Fallon (ibid) remarks that “Advanced reading, writing, and mathematical skills are necessary pre-requisites for academic success”. Understanding the value of academic success does not take away the reality presented by Ismael -Lennon (2010:1) that “young people living in the cities face insurmountable odds, yet they overcome stress factors such as poverty, poor school structures, peer pressure, and personal trauma; and go on to lead productive lives”. The presence of stressful conditions sets the process of resilience in motion where an individual is able to exercise and display the ability to cope with the environmental pressures leading to academic success in the cities. Townships are situated within the cities of the nine South Africa provinces (Rakabe, 2016:33). Tembisa Township, like most townships, is not in a rural area of South Africa but rather in a segregated part of a city that still suffers from poor infrastructure, overcrowding, poverty, unemployment and poor education (Mampane, 2014:9). The conditions in Tembisa put a lot of strain on academic achievement of the youth, who then have to find coping mechanisms, work harder and depend on support structures such as family, church and school in order to gain academic success.

In order for learners to perform to their optimal capabilities, support is needed in schools, home and the community. This remains a challenge for those that come from cities particularly from the previously disadvantaged townships as expressed in Ismael-Lennon (2010:1). The concept of resilience explains how the youth are able to lead progressive lives as Cassidy (2016:1787) explains the phenomenon as being able to succeed despite adversity. Ismael-Lennon (2010:1) in her study further discovered that the youth who lead productive lives because of the presence of resilience are “individuals who have potential to graduate from college, establish careers, and escape the crushing poverty in their environment”. Ungar *et al.* (2014:67) argue that resilience is very important for survival and that the school-based structured programmes directly contribute to the ability of learners to succeed academically and in many other areas.

In the context of academics and learners, Morales and Trotman (2011) argue that academically resilient persons are ones who cope with adversities and obstacles despite the hard conditions they encounter. These individuals are referred to as ‘academically resilient’, in literature. According to Rojas (2015:63), there are many risks and protective factors that foster positive academic outcomes. Amongst these factors, as the researcher explored the lives of youth in a community setting of Tembisa for this study, one can expect that family and individual environmental factors impact on academic resilience. An understanding of the resilience matrix supported by Kutlu and Yavuz (2015:131) in their study on the academic resilience of academics creates this expectation. Kutlu and Yavuz (ibid) state that in order to understand resilience, there needs to be the presence of factors: individual, family, environmentally positive and risk factors; and the adversity context which triggers resilience.

2.4. UNDERSTANDING THE CONCEPT OF RESILIENCE

Mampane (2014:1) states that resilience is the ability of youth to overcome overwhelming risks in their environment and develop successfully into competent individuals. Resilience is having the ability to look into tomorrow and hope for a better future. There are many different aspects to understanding the concept of resilience; such aspects include analysing social or relational resilience, spiritual resilience, cultural resilience or cognitive resilience (George, 2014:77; Theron & Theron, 2010:2). Charney (2004:290) discovered that resilience is a broad concept that has many angles for consideration, which resilience researchers can consider in their investigation to bring a vivid understanding of the phenomenon. These aspects include categorising resilience as psychological adjustment, academic adaptation, social competence or emotional intelligence. The various areas for understanding resilience need to be granted individual attention for a thorough analysis to unfold. Hence George (2013:290) found that it is not all individuals that are exposed to adversity who become stronger as others fail to cope.

Rojas (2015:63) presents resilience as a process where one demonstrates the ability to adapt in the face of adversity such as poverty and unemployment. Resilient youth are not hindered by challenging circumstances that make education difficult due to pressures of growing up in a previously disadvantaged location such as Tembisa. There is youth in Tembisa who have demonstrated resilience through their academic achievement in school and enrolment into a Technical, Vocational, Education and Training (TVET) College to better their education status. According to Gandara and Contreas (2009:1), taking initiatives to advance in

education and career opportunities is a clear indication of the presence of resilience. The same authors say that college education is a necessity in order to obtain a middle-class income; bridge the gap in earnings and opportunities between those with a college qualification and those without (ibid). Ungar (2014:67) supports the argument that academically resilient youth strive to achieve in their education in order to better their living conditions. These youth envisage a better future and are not confined to seeing life challenges as obstacles in their development but rather as opportunities and platforms to strive for change. Resilient youth in the community of Tembisa are those that are not bound by what they see as the low status in their standard of living. This is supported by the study of resilience on previously disadvantaged Blacks-only schools according to Mampane (2014:1) where he says these youth always strive for success. Academically resilient young people are those who choose to pursue education career paths. They look at their poor infrastructure and have the desire to make a difference. Resilient youth look at the level of education and want to bring about change and see challenges as opportunities to grow and use innovation in order to bring about change and not being exposed to a different life (Mampane, 2014:6; Ismael-Lennon, 2010:17). Evidence of discussion on the characteristics of a resilient youth is further seen in the young people who are enrolled in Tembisa TVET College. These youth provide perspectives and insights of their resilience attributes that inform interventions with other youths in similar conditions within Tembisa Township, through schools programmes and other support structures that the research envisaged to discover from engaging with the participants.

The study of resilience and academic resilience is a very important one to help answer some of the behaviours displayed by youth in society today. Among the youth who grow up in a township such as Tembisa that is faced with adversities, stressors of poverty and unemployment and many others are real, as mentioned in Theron (2012: 334). The youth in a township are confronted with crime, violence, drug and substance abuse and many social ills that have a potential to result in an unsuccessful adulthood if not managed and supported through interventions (Normand, 2007:68). It is important to ponder why some youth achieve academic success despite these challenges and obstacles. The answer may be that they are simply more resilient; they are better able to cope with adversity according to Rutter (2012:33).

2.4.1. Academic resilience

According to Williams (2011:18), “academic resilience refers to the heightened likelihood of success in school and in other aspects of life despite environmental adversities, brought about by early traits, conditions and experiences”. The above definition of academic resilience presented by Williams (ibid) is further supported by Ismael-Lennon (2014:2) as the will to excel and achieve academically despite environmental issues that cause vulnerability. This means evidence of academic resilience will be determined if a person has experienced hardship and risks in their environment. Lee (2009:37) defines academic resilience as the student’s ability to overcome academic setbacks, stress and study pressure associated with the school. Ungar *et al.* (2014:66); Normand (2007:67); Mampane (2014:6) support the definition provided by Lee (2009:37) as they further state that “academic resilience and success at school can be best understood as the outcome of interaction between both exceptional and common risk factors, contextual risk factors which are beyond the school, individual strengths and quality educational environment”.

2.4.2. Teachers role in nurturing academic resilience attributes

According Theron and Theron (2014:1), teachers are a protective factor that play a role in enabling learners to adjust to challenging life circumstances that make them vulnerable; this was through the stories of 16 resilient, Black South African students from impoverished families who participated in the study they conducted and proved that education services predominated their childhood and youth experience of formal support. In practical terms, this support, according to Theron and Theron (ibid) is characterised by the active teacher–community connectedness and student responsiveness; teachers and principals’ engagement in supportive actions that go beyond the scope of typical teacher tasks. Kutlu and Yavuz (2015:138) support the argument and findings by Theron and Theron (2014:1) stating that the school, particularly teachers, serves as an external protective factor for learners to cope through the provision of “teacher support and teacher qualifications, being experienced and having a vision that enables the professional teacher to address the learner holistically. The school structure provides stability, teaches and shapes the behaviour expected of the learner through the school culture (Kutlu & Yavuz, 2015:138).

2.4.3. Family's role in nurturing academic resilience attributes

A family is a structure that is defined by shared norms, values, morals that play a critical part in the socialisation, moulding of character and building attachment (Kagan, 2004: 241). According to Kutlu and Yavuz (2015:138); Sawyer and Burton (2012:54) and Van Breda (2001:57), the family is an external protective factor that promotes academic resilience. Family nurtures resilience through provision of the love, support, attention, guidance, support towards university education, self-sacrifice, being proud, offering opportunities, requiring high expectations and making the child not to feel hardships Van Breda (2001:57). Family as a protective factor contributing to academic resilience is also supported by Werner and Smith's (2001:37) work which found out that the extended family plays a critical role in supporting a young person to thrive regardless of adversities. They further state that positive schooling experiences, community-based mentors, and pro-social organisations are critical in ensuring a good balance.

2.4.4. Peers role in nurturing academic resilience attributes

Peers play a significant supportive factor role in enhancing academic success. The resilience matrix of the Resilience Theory researched by Bracco, Piccinno and Dorigatti (2013:1) argues that for resilience to be realised, there needs to be a protective environment. Peers form a buffer and they are viewed as a protective factor that is evident in the study conducted by Kutlu and Yavuz (2015:138). They say the role played by peers is realised when peers offer their time to spend with their peers to give love, support and hope. Further, they continue to point out that peers identified in their research influence behaviour, act in solidarity, and share. This activity thus contributes towards academic resilience.

2.4.5 Academic resilience factors that promote academic resilience attributes

There are a number of factors that affect academic outcomes according to Rojas (2015:63). The understanding of resilience factors remains critical in order to influence behaviour and inform intervention programmes (Mampane, 2014:9). These include risk and protective factors found both in the nature of an individual's 'internal factors' and also those that are influenced by family and the environment which fosters academic resilience (Pottinger & Stair, 2009). Mampane (2014:1) indicates that the "factors which contribute to resilience are key to the positive development of youth and knowledge of such factors is essential for promoting resilience in schools through both policy and practice". Rutter (1990:181) supports

the argument as he states that conceptualising and understanding resilience has been found by many resilience researchers as effective if the examination of the phenomena explores risk factors and protective factors. Ungar *et al.* (2014:66) confirm the argument presented by Rojas (2015:63) that understanding resilience includes unpacking internal and external factors. According to Ungar *et al.* (2014:66) resilience is a multidimensional construct involving exposure to risk and access to multiple external and internal resources.

2.4.6. Internal protective factors that play a role in promoting academic resilience attributes

According to Kutlu and Yavuz (2015:131), various internal protective factors play a role in the resilience of an academic. These factors, as stated in the definition of resilience by Rojas (2008:63), contribute to the ability to adapt and succeed in the face of adversity. They contribute towards change in the circumstances of the individual. The evidence of protective factors is found in youth who thrive and motivate themselves to gain higher education and training in order to advance opportunities for employment. Theron and Theron (2016:297) argue that “not all youth are equally negatively affected by adversity” hence it is important to understand internal protective factors. Among others, the internal protective factors as discussed by Kutlu and Yavuz (2015:137); Aberdeen Getting it Right (2012: 49); Goldstein and Brooks, (2012:3) and Sawyer and Burton (2012:54) are the willingness to learn something new and self-confidence. Being decisive hard working, having sound habits, being patient and having good humour are important attributes too. The sentiments on what is identified by the above authors as factors that positively influence academic resilience study are echoed by the findings of Rojas (2015:63) in his discussion of individual factors. Optimism, empathy, self-esteem, direction or mission; determination; perseverance; motivation; problem-solving skills; critical thinking; autonomy; internal locus of control; and a sense of purpose were mentioned. Subsequently, Ungar (2011b:1742) argues that though external factors are important for adjustment, so are individual-level factors such as a sense of humour, problem-solving acumen, or self-efficacy, amongst others.

According to Dass-Brailsford (2005: 574) in a study conducted on poor students who demonstrated academic resilience in South Africa, there is evidence that these young people have high motivation; they were entrepreneurial and were purpose-oriented which all play a role towards academic resilience.

2.4.7. Environmental protective factors that play a role in promoting academic resilience attributes

According to Rojas (2015:63) in a case study conducted on factors affecting academic resilience in middle schools students, there are various environmental protective factors that influence the academic resilience of a person. These factors include low family stress; strong relationship, parenting skills, secure attachment, the presence of role models, high expectations, family support, family guidance, opportunities for meaningful family involvement and respectful communication. Rojas (2015:63) has proven in his study on academic factors that these factors play a critical role in supporting a young person to achieve in their education. Ungar (2011b); Werner and Smith (2001) as cited in Theron and Theron (2014:297) state that “the salient contributions of supportive extended family, positive schooling experiences, community-based mentors, and pro-social organisations” contribute to youth ability to adjust and strive under difficult circumstances. Rutter (1998:465) supports the notion of the important role played by supportive sociological ecologies as he argues that they enable positive adjustment and resilience in difficult circumstances. The environmental protective factors may include family, role models, friends, schools, peers and the community (Van Breda, 2001:197)

2.4.8. Environmental risk factors that play a role in the demonstration of positive academic resilience attributes

According to Rutter (1998:465) and Van Breda (2001:197), supportive social ecologies contribute towards positive adjustment in environments that present with risk. Rojas (2015: 63) further explored and discovered that for an individual to display resilience attributes and the ability to thrive academically, there are contributions made by the challenges experienced within the environment. The challenging factors include poverty, family dysfunction, family conflict, low economic status, lack of social support, marital conflict and domestic violence. Harsh discipline, parents who are less supportive, less affectionate and who further lack positive parenting skills are additional risk factors. Theron and Theron (2014:1) further support the findings by Rojas as they present the risk factors such as poverty, chronic parental discord, violence, experiences of trauma, disability and ill health. Their argument is that these place young people at a high risk of negative developmental outcomes. Kutlu and Yavuz (2015:131), in their findings, indicated that further risk factors include death or loss of a relative, migration and illness which forces one to take a break from education’. Hardship

faced in the school environment negatively influenced by ‘political events’; education interrupted due to conflicts, inadequate access to educational resources such as books are further conditions that present risk to academic success. Additionally, bad management of the school’; unrest in family ‘father-mother arguments, being first born child with more responsibilities, indifference, father-mother authority and violence are additional factors’ (Kutlu and Yavuz, 2015:131).

It is understood that the study on resilience makes sense in the presence of risk and protective factors. This is evident in resilience theories (Van Breda, 2001:197; Greene, Galambos & Lee, 2008:76; Goldstein & Brooks, 2012:3) where it is understood that the resilience theory is the study of what and how circumstances directly or indirectly contribute to successful consequences in the face of adversity. The Resilience Theory has emerged as an important means for conceptualising social, educational and health-related risks. Thus, leading theorists identify elements that act as buffers, therefore interrupting and preventing further problems from occurring and re-occurring, according to Fraser, Richman and Glinsky (1999 as cited by Greene *et al.*, 2008:75).

2.5. MULTICULTURAL ISSUES SURROUNDING RESILIENCE AND THE DEVELOPMENT OF ACADEMIC ATTRIBUTES

According to Mampane (2014:7) there are many factors that trigger the presence and display of resilience whether academically or educationally related to formal school education or informal learning. This could be social through interactions with people and intellectually through mental capacities (Mampane, 2014:7). In many instances within the African context, it is known that there is a culture that shapes the socialisation of a young person’s upbringing in a community (Enslin & Horsthemke, 2004: 545; Letseka, 2012:47; Louw, 2001:15). According to Ismael-Lennon (2010:24), various multicultural factors surround resilience and academic resilience. These multicultural areas can be understood as cultural factors which are values, norms, practices, religious factors such as belief, faith and ethnicity factors like groupings and parents as role models.

Letseka (2012:47) presents a strong case on the belief that Ubuntu, norms and values embedded in the understanding of culture help us to understand the ability of a person to cope with challenging circumstances. In his argument, he states that “ubuntu-oriented attributes and dispositions amongst learners can serve as a moral theory and public policy”, which can

inform programme implementation towards consciously instilling academic resilience. Ubuntu is also supported to inform public policy through the findings of Nkondo (2007:88) in his study entitled 'Ubuntu as public policy in South Africa: A conceptual framework'. Furthermore, Letseka (2012:47) finds that Ubuntu, as it is embedded in the culture, believes in human dignity, giving a helping hand and caring. This is displayed in academic resilience through an individual taking the initiative to ask for help from teachers, peers and family. According to Rojas (2015:63), the protective external factors that Letseka (2012:47) argues about contribute towards academic resilience. He further states that parents as role models play a critical role in shaping a strong resilient youth and nurture secured attachment that acts as a buffer, which enhances resilience.

Phillips, Chamberlain and Goreczny (2014:1) argue that research studies conducted in differing religious orientations have proven that religious beliefs develop and nurture positive intrinsic and extrinsic coping factors that enable persons to cope under difficult circumstances. To expand on the above argument on positive factors, religious beliefs have shown that a believer develops the willpower to believe that the current difficult and challenging circumstances are not the ultimate end. Believers believe in standing firm in their faith and pressing-on trusting that hard work results in a bright future. Believers are not shaken by challenges; religious orientation teaches that trials are to be expected to make a person stronger and that the future will yield fruits and success once the storms are over. Intrinsic factors within religion teach that good is better than bad, therefore, negativity is to be avoided such as substance abuse as it does not yield positive developmental outcomes. The Resilience Theory, as presented by Greene, Galambos and Lee (2008:76) reveals that a person will always cope and succeed in the midst of adversity, provided there are strong intrinsic and internally developed fighting mechanisms embedded in morals, beliefs and faith of an individual. The extrinsic mechanisms found in youths' environment that act as external support are family, school, community and friendship structures that develop coping ability and resilience attributes.

In the research conducted on different religions as mentioned by Phillips *et al.* (2014:1), seven resources appear to coincide with religion. These are strong relationships, sense of identity, power and control over decisions, social justice, advocacy for the human needs, sense of belonging and cohesion, and rituals and holidays. The seven resources in religious studies are supported and viewed as important factors in the person's environment which

Aberdeen Getting it Right (2012: 52) say they act as protective buffers from the negative effects of the adverse experiences. These then build resilience academically, socially, and intellectually and more. Esparza and Sanchez (2008:193) say, in their findings on the study conducted on the role of attitudinal familism in academic outcomes, that the involvement of parents and support groups towards an individual, impact positively on academic achievement. Role models, therefore, play a critical role in shaping an individual towards being motivated to achieve academically and in their chosen careers. The impact and the role of intrinsic and extrinsic support factors discussed in this literature were evident in the lives of youth. It is thus true that culture plays an important part in enhancing the academic resilience of youth from Tembisa Township.

2.6. A GLANCE AT THE SOCIO-ECONOMIC STATUS OF TEMBISA TOWNSHIP

According to Krimi, Yusop and Hook (2010:1) townships are an evident manifestation of spatial and economic inequality in South Africa. In the South African townships, there are still large numbers of informal settlements, informal business activities and a lot of underdevelopment in terms of infrastructure, well-developed schools and the schooling system, housing and employment (Mampane, 2014:4). Rakabe (2016:1), argues that informal businesses, particularly in Tembisa Township, aggravate under development as ‘the informal businesses have their inherent low productivity and inability to link with formal markets’. Rakabe (2016:1) says that township businesses, in his analysis of Tembisa, are less productive due to the businesses falling within the non-retail Traditional Informal Enterprises (TIES) category, which is the opposite of the more productive Modernising Informal Enterprises (MIEs) classification. Rakabe (2016:2) further argues that township business activities resonate with Traditional Informal Sector (TIS). In this sector, activities remain small and typically involve the production or retailing of low-quality final goods and services for low-income consumers using little human capital, technology and adding little value.

This then says, the businesses owned by most black people in the streets and from home in Tembisa township are only sufficient for minimal survival and are insufficient to bringing wealth towards the development of the township’s living conditions that impact significantly on the success of the community and those who live in it. While Tembisa remains within TIES, this makes the township disadvantaged and vulnerable. Further, this contributes towards lower quality education, fewer employment opportunities, less abundance per

household as Tembisa has a large number of poor families who do not benefit from the small businesses initiated by individual township dwellers (Rakabe 2016: 3). According to Rojas (2015:63), the presence of resilience is better understood if a researcher purposefully targets participants who have first-hand exposure to marginalisation and poverty where there has been a demonstration of the ability to adapt in the face of adversity. Among many challenges, Tembisa has limitations in terms of funders as highlighted in the study by Krimi, Yusop and Hook (2010:1). Funders generally invest if there are good returns for their investment, which provides a clear indication that Tembisa remains underdeveloped as articulated by Rakabe (2016:1).

Ungar *et al.* (2014:66) clarifies why the poor remain poor. They state that resilience-promoting interventions for the disadvantaged youth are still influenced by the biases of funders, researchers and teachers. Henceforth, schools undertake many programmes yet remain less productive and continue to have trouble with limitations in terms of school programmes that respond to the needs of vulnerable learners. Tembisa schools, as explained in the study by Rakabe (2016:2), remain under-resourced.

2.7. THE SOCIAL CONTEXT OF SOUTH AFRICA, TEMBISA TOWNSHIP AND THE IMPACT ON THE YOUTH

The National Youth Policy (2015-2020:3) states that the youth form the majority of the South African population. The country is affected by challenges such as inequality, which translates to the vulnerability of Black South Africans, particularly the children, youth and women according to Moller (2013:915). The sentiments on South Africa's inequality are shared by Mampane (2014:9) that there is still a lot that needs to be achieved by the country, particularly to improve the lives of people in townships as they always move in circles of poverty, lack and underdevelopment. There are high rates of youth unemployment which require the youth to be empowered and exposed to skills and training that will contribute to the economy of the country and as well improve their living conditions (Guoxiu, Restrepo Henao, Theron & Vanderplaat, 2015:7). Many young people in South Africa are exposed to crime, substance abuse and ill behaviour as practised by various underprivileged communities for survival (Rakabe, 2016:4; Mallin, Walker & Levin, 2013). The youth in townships still battle with having families who are not supportive towards ensuring that they have a better future. This is due to their own struggles with poverty. According to the State of the South African Cities Report (2016:17):

“..the apartheid past has had a significant impact on the composition and functioning of South Africa’s cities and towns. Planned segregation created racially (physically) divided cities and towns that were still the reality in 1994, when South Africa became a fully democratic country. The apartheid spatial design produced cities that are incredibly inefficient, with many township areas placed on the periphery in locations that were both economically undesirable and deliberately underserved. The question in the State of South African Cities Report (SoCR) 2016 today is whether cities are succeeding in reinventing and restructuring the past through spatial transformation”.

A study by Rakabe (2016:2) revealed that though South Africa gained its independence in 1994, most townships still live under marginalisation. There are still many struggles with day-to-day survival skills. This could bring a perspective on why, in most townships, there is still a lot of crime as stated by Mampane (2014:8). Poverty results in criminal activities and survival measures by those who are unable to afford a decent lifestyle due to the lack of a proper income. Tembisa Township is no exception amongst the cities that are inefficient, economically undesirable and deliberately underserved (South African Cities Report, 2016:17). To survive in the face of adversity, a person needs to have resilience in order to impact on their future regardless of the odds. Education first and academic success becomes critical for the youth of disadvantaged townships.

The South Africa Cities Report (2016:17) further advocates for resilience in improving the issues in Tembisa as well as other cities as it states that:

“Ensuring urban resilience to global environmental factors and changes in the macroeconomic framework is essential to building a more sustainable urban future. An aspect of this resilience is a robust and dynamic local economy, which is directly related to the “competitiveness” of a city. Competitiveness in the modern world is associated with specialised business services and infrastructure, and a socio-economic environment that encourages innovation and attracts a high level of skilled individuals and investment (SoCR, 2016)”.

It is evident that there are youths in Tembisa who have not allowed circumstances to hinder them from striving towards a better future. This is seen through efforts of gaining further

education from the local TVET College that provides these youth with training and skills that can be applied to improve conditions within the community. As mentioned in the previous discussion, education and training are important to explore in order to enhance resilience in the community's youth. According to Statistics South Africa (2011), the characteristics of Tembisa Township indicated that there was "a total population of 463,109 in Tembisa with the young people between ages (0-14) constituting 22, 7%. The working age of 15-64 was at 75, 4%; while the elderly of age 65+ formed 2% of the population. The dependency ratio was said to be at 32, 7% of the population. Furthermore, the population density was at 10820 persons/km², while the number of schooling youth aged 20+ was at 3,7%. Statistics South Africa(2011) further reveals that higher education of individuals aged 20+ was at 7,5%; while matric aged 20+ was at 39,9%. The number of households was at 166,340. The average household size was 2,6 while female-headed households were at 27,1%. The formal dwellings were 72, 5%, while housing owned was presented at 28%. The flush toilets connected to the sewerage were found to be at 84,7% and the weekly refuse removal was at 91,2%. Lastly, piped water inside dwellings was at 36, 1% while electricity for lighting was at 81, 9%".

As per the distribution and characteristics of Tembisa stated above, there are youth who have demonstrated academic resilience as they achieved their pass grades in schools progressing to further education in order to improve their township circumstances. These youth pursue their education through TVET education enrolled in various programmes as indicated in section 2.8.1 of this thesis, as an indication of going against the odds.

2.8. OVERVIEW OF THE TVET COLLEGE

The South African Constitution (1996: Section 291) provides for the right to basic education and further education to every citizen. The TVET College was an intervention by government, professional bodies, industry and commerce and other stakeholders to improve skills, knowledge and training towards contributing to the economy and a skilled workforce. The TVET College is a public institution of learning regulated by the Further Education and Training Act No 16 of 2006 in South Africa. According to the Government Gazette for Higher Education (2016:4), it is stated that:

“the TVET and CET colleges are established by the Minister of Higher Education and Training in terms of sections 3(1a) and 3(1b) of the Continuing Education and Training

Act, 2006 (Act No 16 of 2016) through Proclamation No, 44 of 2004 which was published in Government Gazette No. 32362 of 1 July 2009”.

The Act provides for regulation of continuing and further education and training through the establishment, governance and funding of public technical and vocational education and training (TVET). According to the Department of Higher Education and Training Statistics on Post-School Education and Training in South Africa: 2015 (2017: 40):

“TVET Colleges provide technical and vocational education and training programmes to learners who completed at least Grade 9 at the school level. However, there are also opportunities for learners with a Grade 12 certificate. In general, TVET Colleges provide three broad categories of qualifications and part-qualifications, namely:

The National Certificate (Vocational) NC(V) =levels 2, 3 and 4 of the National Qualifications Framework (NQF);

National Technical Education programmes, or commonly known as NATED certificates =six sub-levels (N1 to N6); and

- Occupational qualifications and part-qualifications, inclusive of workplace-based learning [WPBL]=closely linked to workplace demands and opportunities”

According to the Ekurhuleni East College Strategic Plan (2017:3); legislative frameworks that impact on the TVET college sector include:

- National Qualifications Framework (NQF) Act (No 67 of 2008);
- Higher Education (HE) Act No 101 of 1997);
- Skills Development Act (No 97 of 1998);
- Skills Development Levies Act (No 9 of 1999);
- General and Further Education and Training Quality Assurance Act (No 58 of 2001); and
- Further Education and Training Act, Act No.98 of 1998.

The above acts and policies support the existence of TVET College education which benefits communities whose youth are unable to afford University Education. These policies serve to

support the youth academically in order to have formal education that can open job opportunities.

According to the Ekurhuleni West TVET College Strategic Plan (2017), the Ekurhuleni West TVET College (EWC) is located in the following towns of Ekurhuleni Metropolitan Municipality (EMM): Germiston (as regional centre), Alberton (areas of Boksburg), Katlehong, Thokoza, Vosloorus and sections of Freeway Park and the Northern Service Delivery Region [SDR] namely Kempton Park (as a regional centre), Tembisa, Edenvale, including Bedfordview and Primrose. The college has partnerships with the local paper factories namely SAPPI, Kimberly Clark and Mondi in offering NCV Process Plant Operations, three foundry trades: Melting, Moulding, and Pattern marketing as offered in partnership with local foundries, SAIF, CSIR and NFTN (Ekurhuleni West TVET College Strategic Plan (2017)). A partnership also with EOH is useful in placing students and offering soft skills as well as business and IT programmes. The strategic plan further reveals that the Merseta is the lead-Seta of the college and all programmes in Mechanical Engineering are accredited and the Seta representative assists the college with accreditation at other Setas such as MICT SETA, W&R Seta, Services Seta, FP+M Seta and E+W Seta.

Table 2.1: South Africa. Department of Higher Education and Training, 2017. Ekurhuleni West TVET College Strategic Plan. Pretoria: Government Printer

Campus	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Tembisa	583. 505	840. 941	935. 408	617. 319	809. 769	867. 009	947.100	1103.025	1091.959	1193.30	1263.0

The above table contains enrolments at Tembisa Tvet College campus per year. The statistics reveal consistency and the presence of youth who have achieved academically and have pursued further education. These youth are academically resilient and they have the ability to adapt to challenges faced in the township and strive towards a better life gained through formal education.

2.8.1 The Ekurhuleni West TVET College (EWC) overview of the NC(V) Qualifications

The post-school education and training system is the government's initiative that aims at contributing greatly to the upliftment of South Africans and the demands of the economy (TVET College Times, 2017:3). To this end, Minister Blade Nzimande's speech in the TVET College Times (ibid) indicated that "government has committed R2.5 billion towards the construction and refurbishment of TVET College campuses through the National Skills Fund". The modern economy is in demand of high skills, high knowledge, and high-quality vocational programmes for the youth of our country and in dealing with issues of unemployment and development. The National Certificate (Vocational) NC(V) of EWC is intended to directly respond to the priority skills needed as per the offerings at the Ekurhuleni West TVET College, according to the highlight in the Ekurhuleni West College (2017) prospectus.

The college offers and provides certification for NC (V) Engineering Studies, NC (V) Business Studies, NATED Business Studies, NATED Engineering Studies and Occupational Programme (Ekurhuleni West TVET College Strategic Plan, 2017). The duration of study at EWC is one year where the students receive a qualification (Ekurhuleni West TVET College: Strategic Plan, 2017). Each NQF level is offered from January to December of each year. With each NC(V) qualification, the student must engage in a total of seven subjects per NQF level. Three of the seven subjects are called fundamental subjects and these are Life orientation, English first additional language, and Mathematics or Mathematical literacy. To register for any of the NC(V) qualifications at NQF Level 2, a prospective student must have a Grade 9 pass or a higher qualification or ABET Level 4; or must have an NQF Level 1 qualification. To enrol for NQF Level 3: they must show competence in learning outcomes at NQF Level 2. To enrol for NQF Level 4: they must have competence in learning outcomes at NQF Level 3.

2.8.2. The impact and implications of enrolment on youth academic resilience

The structure of the technical and vocational skills provided in TVET Colleges plays a major role in bridging the skills gap in the promotion of employability (Department of Higher Education and Training: TVET College Times, 2017:1). South Africa is battling with youth unemployment as well as youth who are uneducated and untrained, according to the Department of Higher Education: Fact sheet on NEETs (2013:2). Opportunities and stability in the area of formal or soft employment are presented as critical external factors, which

contribute to the resilience of youth who are faced with adversity, poverty and unemployment, according to Rojas (2015:63). The enrolment of the youth into TVET Colleges builds on their academic resilience as this is a vocational alternative that accommodates them from Grade 10-12 (Statistics on Post-School Education and Training in South Africa, 2015, 2017:40).

The TVET College makes provision for reasonable Recognition of Prior Learning (RPL) in the admission and placement of learners into the various available skills programmes, where there is evidence of acquired practical experience (TVET College Times, 2017:3; Ekurhuleni West TVET College Strategic Plan, 2017:7). Further, academic resilience is built by TVET Colleges through support rendered at the provision of the Foundation Learning Programmes (FLP) offered to accommodate learners who enrol to the TVET Colleges earlier in their Grade 10 Level. This still requires a foundation and operational skills such as reading, writing, and communication (Department of Higher Education and Training: TVET College Times, 2017:3). Resilience is also nurtured through the provision of funding to learners that need financial aid. According to the Department of Higher Education and Training: TVET College Times, Minister of Higher Education and Training- Dr Blade Nzimande's speech (2017:10), the National Student Financial Aid Scheme (NSFAS) has been providing funding to learners in TVET Colleges since 2013. The TVET College beneficiaries were allocated as follows:

Table 2.2: South Africa. Department of Education Financial Aid Scheme (NSFAS) funding, 2013-2016. Pretoria: Government Printers				
YEAR	2013	2014	2015	2016
BENEFICIARIES	220 978	228 642	235 988	225 864

In order for the youth of Tembisa to achieve academic resilience, there is a need for supportive protective factors. These factors include government through funding that has been consistent over the years supporting learners from disadvantaged backgrounds. The above table demonstrates funding allocated by government to TVET College Education.

2.8.3 Government initiatives that influence youth academic resilience and positive resilience attributes

The South African government embarks on tireless efforts to deal with the number of youth who are unskilled so that they find employment. The National Development Plan 2030 (NDP) of the government of South Africa is working on various strategies to increase young people's access to higher education, vocational education and training. The strategy is directed by the NDP which targets to increase access to Further Education and Training (FET) colleges to 125 million students by the year 2030 (Department of Higher Education Fact sheet on NEETs, 2013:8). The South African government further plays a part in developing resilience by skilling and establishing employment opportunities through job placement such as the Economic Development Department Youth New Employment Accord (YEA, 2013: 2), which makes it a requirement for the government to employ interns who constitute 5% of employees.

Table 2. 3: Youth Employment Strategy (YES), 2013	
Commitment 1	Education and Training
Commitment 2	Work Exposure
Commitment 3	Public Sector measure “to employ young people through such programmes as Expanded Public Works Programme (EPWP) which targets many youths with attained certificates from TVET College”
Commitment 4	Youth targets set aside(considering various industries to absorb youth such as solar water heater installation programmes and the green economy
Commitment 5	Youth entrepreneurship and youth cooperatives
Commitment 6	Private sector measures to ‘provide youth with opportunities’

The table above presents the Youth Employment Strategy aimed at creating jobs for TVET youth graduates. The Accord operates within a Youth Employment Strategy to absorb youth from the TVET College (Economic Development Department: Youth Employment Accord, 2013: 17 YEA), in order to build resilience through job opportunity provision. The Accord serves as a commitment to prioritise youth employment and skills development through the following six commitments stipulated in the Youth Employment Strategy (YES) towards a new growth goal of five million new jobs by 2020.

2.9. THE ROLE OF RELIGION AND CULTURE IN NURTURING RESILIENCE AND ACADEMIC RESILIENCE ATTRIBUTES

In the study of resilience, Cantor (1990:735) says it is important to understand the religion and culture in order to make sense of the context. He views religion and culture as a combination of mechanisms through which individual beliefs, assumptions and goals influence how people monitor, reflect on and respond to their lived experiences.

Many young people in the Tembisa community are from Black South African families (South African Cities Network (SACN), 2016). Black South Africans have always believed that ‘it takes an entire community to raise a child: A child has the best ability to become a healthy adult if the entire community takes an active role in contributing to the rearing of the child’. According to Zolkoski (2012: 2295), communities play a critical role in contributing to positive outcomes through programmes that teach and instil culture, morals and knowledge of history. The community of Tembisa, though less privileged, has strong human values as they still take the time to get to know their neighbour and care about their well-being (Rakabe, 216). The community still holds community meetings to address social issues such as crime and teenage pregnancy. The youth still find elders of the community that will be role models to upcoming youth who act as support to the nurturing of hopeful youth people. Religion plays a role in the management of behaviour. Families encourage the youth to be religious particularly in the hope that this will teach them principles that will shape a positive future. There are also different cultural beliefs that are still practised by the community of Tembisa such as the respect for elders, helping fellow brothers, sharing, caring with the belief that ‘Umuntu ngumuntu ngabantu’, meaning ‘I am because you are’

Religion and culture play important roles in academic achievement as these teach build resilience , teach discipline, acceptance, perceiverance, values, norms, hard work, support for one another which are attributes needed for success.

2.10. SCHOOL PROGRAMMES AND SERVICES THAT NURTURE ACADEMIC RESILIENCE OF THE YOUTH IN A DISADVANTAGED COMMUNITY

Some youth are born with resilience and others develop resilience in the presence of protective factors of support against adversity (Ungar, 2011:7). In the study of academic resilience, it is important to understand the role of education and the position of programmes

that foster resilience in the lives of learners to assist with positive adjustment. According to Theron and Theron (2014:297), education services heighten student vulnerability if not managed properly. In understanding academic resilience, one needs to explore factors and programmes in the education sector within the South African context that play a role in academic resilience. Ungar *et al.* (2014: 66) state that academic resilience is impacted by decisive programmes in schools that address issues faced by vulnerable groups such as low self-esteem and support towards education, lack of resources and malnutrition, to name a few.

Theron and Theron (2014:298) discovered that education services and programmes play an important role in contributing to resilience in the youth's education. However, there was a discovery of inconsistency in the implementation of these services and programmes due to lack of sufficient funding and resources. The role played by education services was discovered through understanding the positive impact played by active teacher–community connectedness and student responsiveness on academic resilience. They further say more research needs to be conducted to determine how education services can bring about more educational resilience and adjustment. Moreover, as argued by Theron and Theron (*ibid*), formal services discovered to impact on resilience in vulnerable youth include education services, mental health services, social welfare, or correctional services. Education was the most constructive of all these services 'education services, mental health services, social welfare, or correctional services' the manner that education is structured and also consistency in terms of implementation. The discovery made by Theron and Theron (2014:295) is supported by the work of Ungar *et al.*, 2007 where they state that the resilient youth who strive academically, do so because of well-structured education programmes which ensure what they refer to as seven clusters of resources that support resilience processes. These are access to material resources, constructive relationships, a powerful identity, personal control, social justice, sense of coherence and cultural adherence.

According to Ismael-Lennon (2010:1), schools play a critical part in building positive achievement as it comes with support, structure, mentoring and development programmes. In his research, Ismael-Lennon identifies critical areas that contribute to the academic resilience of a person. These are extra-curricular activities, athletic programmes, religiosity and spirituality factors, the influence of mentors, life's obstacles, cultural factors and single-gender school. Ungar *et al.* (2014:67) support the argument that a school setting and school engagement is an important factor associated with academic resilience. The school has

potential to enable learners to tap into their talent with the provision of programmes aimed at supporting and enabling learners to cope with adverse circumstances. For students exposed to higher levels of family, school and community stress, school engagement is the most important factor associated with resilience rather than academic achievement.

The presence of resilience is found, where there is the presence of vulnerability and adversity (Aberdeen Getting it Right, 2012:51; Greece, Galambos & Lee, 2008:76; Goldstein & Brooks, 2012:3; Theron & Theron, 2016:297). Letseka (2012:47) and Ungar *et al.* (2014:66) argue that school programmes that were less successful in building resilience in particular academic resilience from their study of 36 school interventions were those that did not include a cultural component of sensitivity to contextual variations amongst students. Such variables are community size, access to support and services, or the economic status of the family where the learner comes from. The same authors argue that school programmes have the capacity to successfully build academic resilience if they are designed such that they address risks to a student's well-being and are focused on providing mechanisms to help students towards the processes that helps them adapt under stress (*ibid*). The programmes referred to in this section include mentorship, counselling, sports, coaching, self-awareness, assertiveness, behaviour management, decision making, anger management, personal hygiene, respect, time management, persistence, discipline, presentation skills, writing skills, self control and positive self identity.

2.11. POST-SCHOOL EDUCATION AND TRAINING

According to the Department of Higher Education and Training Statistics on Post-School Education and Training in South Africa (2017:40) post-school youth are youth who train within a TVET college for an alternative vocational learning pathway to Grades 10, 11 and 12. According to Tebes *et al.* (2007), as cited in Ungar *et al.* (2014:69), there are various areas and aspects of schooling that enhance the resilience of learners in culturally and contextually meaningful ways. The Bulletin on Post-school Education and Training (2015:7) states that post-school refers to programme offerings by the public and private institutions at the National Qualifications Framework (NQF) Levels 2 to 6 (pre - degree programmes). Through the Department of Higher Education and Training as established in 2009, South Africa has invested in the Post-School Education and Training (PSET) system. This system seeks to respond to the economic, social and transformative needs as stated in the Department

of Higher Education and Training: Report on TVET Colleges offering Distance Education, 2016:7.

The report states that post-school education has notably contributed to the human capital development and economic development of the country through accessibility and the affordability of education and training opportunities. This results in employment and the creation of a decent livelihood. According to the White Paper for Post-School Education and Training (2014:1), PSET has brought transformation in management, leadership, learner participation, opportunities for learning, curriculum, administration and learning opportunities through TVET Colleges. These colleges seek to achieve expansion of access to programmes, improve quality and increase the diversity of provision. Post-school education and training is made possible by the support of various sectors including the support to disadvantaged learners' provision through National Skills Fund (NSF), Fundza Lushaka bursary scheme and the National Student Financial Aid Scheme (NSFAS), according to the Department of Higher Education and Training (Statistics on Post-School Education and Training in South Africa: 2015, 2017:6).

2.12. THEORETICAL FRAMEWORKS

2.12.1a. Resilience Theory

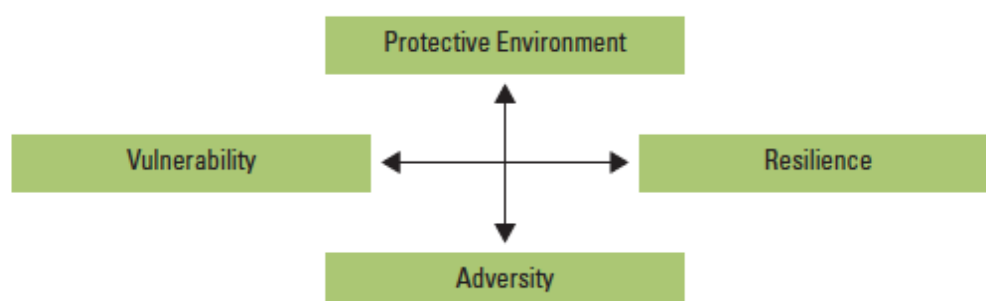
According to the ideas of Greene, Galambos and Lee (2008:76); Sawyer and Burton (2012:54); and Aberdeen Getting it Right (2012: 49), the Resilience Theory is the study of what and how circumstances contribute to successful consequences in the face of vulnerability and adversity. The theory emerged as an important means for conceptualising social, educational and health-related risks, thus leading theorists to identify elements that act as buffers, therefore interrupting and preventing further problems from occurring and re-occurring (Fraser, Richman & Glinsky as cited by Greene *et al.* 2008:75; Van Breda, 2001:197). The Resilience Theory provides a great sense of urgency to accommodate the increase of technological complexity in the society, which influences the number of youth facing adversity (Goldstein & Brooks, 2012:3). According to Goldstein and Brooks (2012:3), the Resilience Theory is described as a determinant of information that can be distilled into relevant interventions and can be applied in an effort to create a “resilient mindset”. A great deal has been written about individual resilience. However, research on resilience as a theory

indicates that although resilience is conceptualised as a quality of the client, resilience is however located with a system of functions, according to Butler as cited by Van Breda (1993:57), resulting in the development and emergence of the resilience matrix (Sawyer & Burton, 2012:54). The resilience theory and matrix provides an understanding of how persons who have experienced adversity respond to challenges. The matrix enables for the identification of resilience attributes that impact on the academic resilience of the target group. This theory is relevant to the current study since the target group lives in a township that is a disadvantaged community experiencing multiple vulnerabilities and adversities ‘crime, unemployment, poor housing, teenage pregnancy, poverty, illiteracy and poor infrastructure’.

2.12.1b. Resilience Matrix

According to Bracco, Piccinno and Dorigatti (2013:1) and Sawyer and Burton (2012:54) the Resilience Matrix, as a model of the Resilience Theory, is a tool that explains resilience as an emergent property of a system, whereby all the actors involved form part of an information flow, that essentially enables the provision of a strong response to much weaker responses. Furthermore, the Resilience Matrix in conjunction with the Resilience Theory allows for any practitioner working with an individual to make sense of the information gathered, through identifying and noting the strengths and pressures surrounding the client (Aberdeen Getting it Right, 2012:51).

Figure 3.1: Adopted from Aberdeen Getting it Right (2012:52) and Sawyer and Burton (2012:54)



The four segments of the matrix above help use to understand the resilience process and phenomenon. Resilience is realised in the presence of adversity, vulnerability and the protective factors that promote resilience.

- **Protective Environment:** these are factors in the person's environment acting as buffers to the negative effects of the adverse experiences (Aberdeen Getting it Right, 2012:52; Sawyer & Burton, 2012:54)
- **Adversity:** these are the life events that act as a threat to the development of the person; in this particular case emotional and physical abuse (Aberdeen Getting it Right, 2012: 52; Sawyer & Burton, 2012:54)
- **Vulnerability:** these are the characteristics of the person, whereby such characteristics threaten or challenge development (Aberdeen Getting it Right, 2012: 52; Sawyer & Burton, 2012:54)
- **Resilience:** as mentioned prior, this would be the normal development displayed by a person, despite being under difficult and adverse circumstances (Aberdeen Getting it Right, 2012: 52; Sawyer & Burton, 2012:54)

In addition, the resilience matrix is known as the vulnerability matrix which identifies risk factors that emanate from daily hardships in the lives of children. According to Sawyer and Burton (2012:54), the matrix carries the objective to highlight an increased vulnerability which can possibly result in the evidence of resilience. The resilience matrix is an efficient model that functions as a tool for young people who experience hardships (Sawyer & Burton, 2012:54).

The resilience matrix tools' objective is to inform programme interventions that promote resilience which prioritises human development and success by ensuring protection, resilience and decreasing the risk factors present in their systems, according to Sawyer and Burton (2012: 54). The tool facilitates assessment of resilience factors in an individual, their daily interactions and relationships, families and external systems and networks that contribute significantly to the child's life (Daniel, Wassell & Gilligan, 1999:70). The tool is relevant for the study as it helped with the structure of the research questions to determine the

presence of resilience in the post-school youth who have been exposed to vulnerability and adversity in Tembisa township.

2.12.2. The Circle of Courage Model

According to Brendtro and Shahbazian as cited by Lee and Perales (2005:2) the science of resilience has been called the study of human courage, thus the Circle of Courage has become a framework for understanding resilience that is applicable to those that have been through hardships and vulnerability. What exactly is the Circle of Courage and how does it coincide with Resilience? The Circle of Courage, as revealed by Brendtro, Brokenleg and Van Bockern (1990 as cited by Lee & Perales, 2005:2) is focused on promoting four “sacred” segments: belonging, mastery, independence and generosity. According to Brokenleg and van Bockern (2003:22), the Circle of Courage has shown its relevance across diverse cultures. The model assesses the needs of vulnerable groups and seeks to promote holistic development on a human being (ibid). The consideration of the four segments of the Circle of Courage allows for the youth who have experienced hardship to lead positive lives and yield positive outcomes towards holistic development. Furthermore, the Circle of Courage is explained as a “medicine wheel” which represents the need for all things, particularly involving the young person, to be in balance and harmony, thus the four segments of the circle accommodate areas that need attention in the life of a young person (Brendtro, Brokenleg & Bockern, 2013:67).

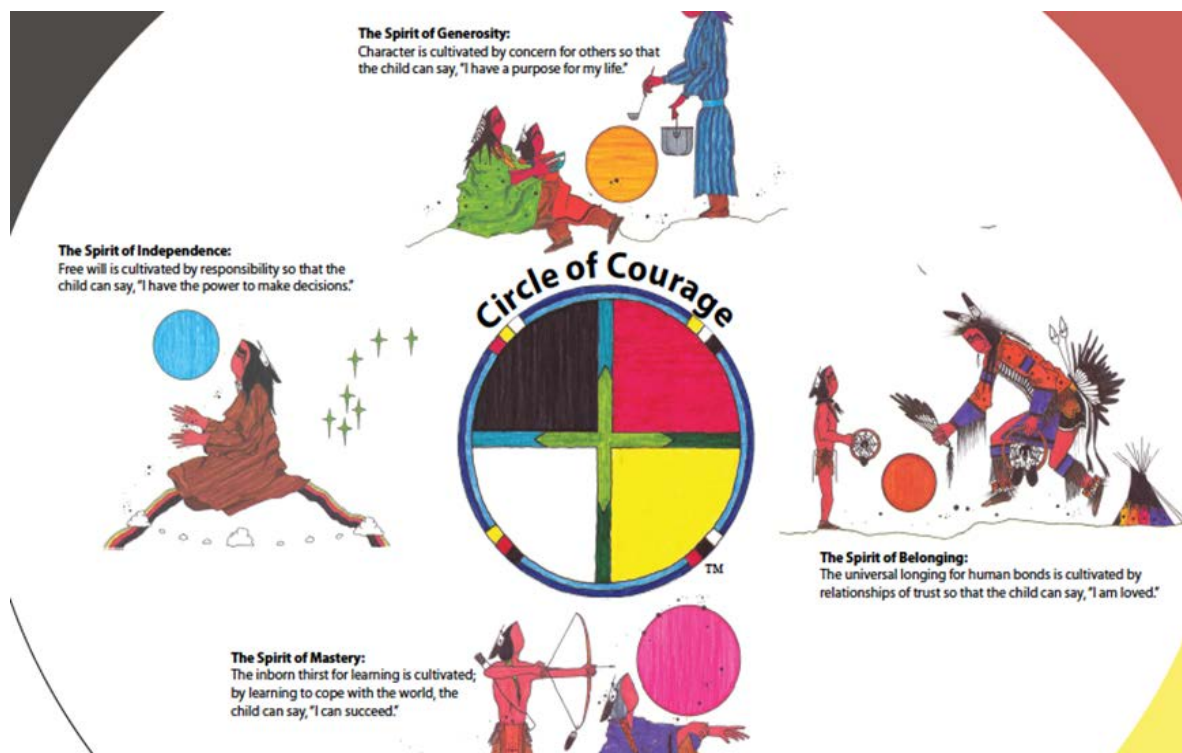


Figure 3.2: The Circle of Courage Model (Brokenleg & van Bockern, 2003:23)

The segments of the circle are as follows:

- **Belonging** – the act of feeling connected, valued, important and part of a group; the formulation of identity and trust.
- **Mastery** – the ability to be good at something; having the skill and capacity to be successful within a particular venture; zeal and eagerness to master a concept or activity in learning fosters openness and confidence when a person achieves something new.
- **Independence** – the ability for a person to start doing things on their own, without help and guidance: this is where the person reaches a point of autonomy; the ability to make personal choices and take increasing responsibility.
- **Generosity** – the act of giving back, sharing and caring for fellow peers is essential; also through services and lending a helping hand.

These four basic needs, therefore, define the relationship between the individual and other people in the larger community. With the aid of the Circle of Courage, the young person learns and practices life skills that help them meet their own needs while being able to realise the needs of others too (Brokenleg & Van Bockern, 2003:22; Grover, 2007:1). The

application of this theoretical framework creates an element of significance, competence, virtue, and responsibility thus creating a community of inclusion and acceptance (Racker Centers, 2008). Furthermore, the Circle of Courage fosters a sense of self-esteem, which is primary and key in socialisation, as well as to those persons who are deemed and seen as at risk. This theory, therefore, allows for a sense of self-worth, thus making the troubled youth least likely to be at risk of academic, social, learning and psychological problems (Brokenleg & van Bockern, 2003:23). The theory helped in framing the study as it brought an understanding of one's achievements, lacks and different areas that pose risks, vulnerability and protection to a learner.

2.12.3 The Systems and Ecological Theory

2.12.3a The Systems theory

Berk (2006:26) and Salis, Owen and Fisher (2008: 465) assert that the Systems Theory provides a way of elaborating the increasingly complex systems across a continuum that encompasses the person-in-environment. Thus, it enables the understanding of the components and dynamics of the child or youth, therefore being able to interpret problems and develop balanced intervention strategies. The Ecological Systems Theory is an approach to human development that is concerned with the continuous and reciprocal impact of the individual and their environment on each other, according to Bronfenbrenner as cited by Salis, Owen, and Fisher (2008:465).

In essence, this theory further unfolds and explains a model (see Fig: 3.3) that involves not only the individual's immediate setting but extends far beyond that context. Salis, Owen and Fisher (2008: 465) and Daniel *et al.* (1999:70) theorise this model as nested layers of one's ecological environment, including the Microsystem, Mesosystem, Exosystem, Macrosystem and the Chronosystems. The term 'systems' is commonly rooted from the ecological environment thus is a framework that allows for the analysis of the complex nature of human interactions, within a given social environment (Berk, 2006:23). This theory therefore acts as an entity of interacting components and their relation, conserving some identifiable sets of relations to other entities (Berk, 2006:23). In much simpler terms, and as contextualised to this research topic, this theory, therefore, provided for the understanding of the young person in Tembisa; his or her surrounding environments such as family, peers, school system, and the community and how such systems play a part in contributing to their academic resilience.

The theory emphasises that nothing ever happens in isolation. Furthermore, the theory includes an evolving body of conjecture concerned with the conditions and processes that proceed over the lifelong course of the child's human development in the actual environment that the child lives in (Bronfenbrenner, 1994: 2).

2.12.3b The Ecological Theory

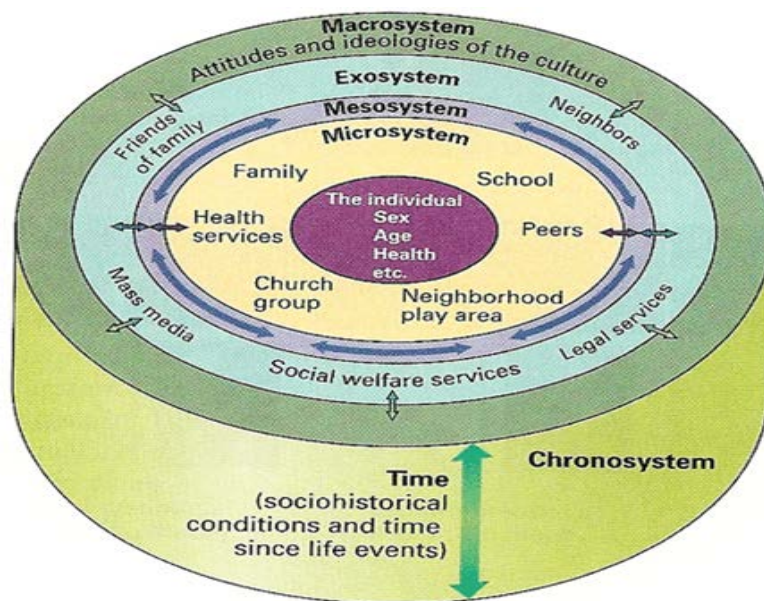
This theory states that an individual cultivates within their surrounding complex systems of relationships, which are directly affected by multiple levels of surrounding milieus, according to Berk (2006:23). Salis, Owen and Fisher (2008: 465) and Daniel *et al.* (1999:70) outline Bronfenbrenner's work by identifying the five basic systems within the framework; the Microsystem, Mesosystem, Exosystem, Macrosystem, and the Chronosystem, with the individual at the centre. They say the Microsystem involves the active participation of an individual with social systems such as the individual's family, school, and peer group (Salis, Owen & Fisher, 2008: 465). The authors assert that the Mesosystem evaluates the interactions that occur within the Microsystem (Salis, Owen & Fisher; 2008: 465; Daniel *et al.* 1999:70). The third system, the Exosystem, consists of external influences such as the church, neighbourhoods, the media, legal services and many others. The Macrosystem is based on cultural influences such as ideologies, attitudes, and laws. The works of Vygotsky also found that culture was a contributing factor towards the development of an individual as cited by Papalia and Feldman (2011). Lastly, Salis, Owen and Fisher (2008: 465) and Daniel *et al.* (1999:70) indicate that the Chronosystem focuses on socio-historical conditions and time since events; this is where Bronfenbrenner (cited by Salis, Owen and Fisher, 2008:465) identified that the child and the four ecological systems have the ability to transform gradually.

According to Stuart (2009), the Ecological Model emphasises that these systems have the ability to directly affect the individual resulting in risky and undesired behavioural traits. The Ecological Systems Model is highly applicable to this study because it emphasises on the development and the subjective experiences of the individual within his or her environmental context. The model values the need for intervention to occur within the affected individual's environmental context.

The theory is relevant to the study of resilience as it is mainly possible to understand resilience if there is a context that can be analysed to determine what the person has been exposed. The context provides knowledge of protective factors and risk factors that allowed

for the resilience process to be in motion and for the resilience attributes and coping mechanisms to be realised.

Figure 3.3: Ecological model, Bronfenbrenner (as cited by Salis, Owen and Fisher, 2008:465)



2.13. CHAPTER SUMMARY

The review of literature in this chapter highlighted that different factors at an individual and environmental level contribute to academic resilience. Individual or environmental protective factors affect academic achievement positively and the individual or environmental risk factors pose a challenge to the achievement of success. Resilience is a result of the presence of the ability to naturally respond positively to situations and the ability to be tenacious, which can be nurtured by the environment, which directly influences the individual. In order to understand resilience, there must be adversity, which is a trigger for resilience within the Ecological System's context. The chapter explored various legislative frameworks that inform post-school youth education and training and how this translates to TVET Colleges that provide critical skills. The chapter further explored the role played by culture, religions, and parents as these are the buffers in resilience. Information on Tembisa Township as well as Ekurhuleni West TVET College as the participating community was also shared. This

included the status of the youth in the township. Theoretical frameworks that informed the study were discussed to create a context for understanding the study.

Further chapters will look at the methodology used to collect data, analysis of data and provide findings and recommendations on youth attributes and intervention programmes towards academic resilience.

CHAPTER 3

METHODOLOGY

3.1. INTRODUCTION

The previous chapter discussed the literature that is relevant to this study. The chapter began with the introduction and discussed a literature review, background then shared the context of the resilience phenomenon. This was to create an understanding of the concept of resilience and multicultural issues surrounding resilience. A discussion was further provided giving a glance at the socio-economic status of Tembisa Township, the social context of South Africa and Tembisa including the impact on the youth and an overview of a TVET college. Further, chapter two provided theoretical frameworks for the study. The role of culture and religion in nurturing academic resilience was discussed, and programmes that nurture academic resilience of the youth in a disadvantaged community, post-school youth and post-school education and training were discussed. Lastly, the chapter summary was presented.

This chapter presents the research design and methodology underpinning this study. The aspects which are discussed are detailed in the sections that follow: introduction to the study's methodology, research paradigm unpacking and interrogating the use of the qualitative method, discussion of the research paradigm, research design, research methods, the description of the data collection instruments description, elaboration of data analysis techniques used including the processes used in sampling and site selection, ethical considerations employed in the study; confidentiality issues that were adhered to, trustworthiness, validity and reliability issues considered, and the summary of the chapter.

As highlighted in chapter one, the goal of this study was to investigate the attributes of academic resilience and their impact on education in post-school youth within Tembisa Township. This goal was achieved through collection, description and discussion of perspectives of post youth participants who were academically resilient within Tembisa Township. The researcher embarked on the research process that aimed at meeting this goal and a detailed discussion is presented in this chapter. The methodology for this study was qualitative which enabled the researcher to explore, in a detailed and rich manner, the academic resilience as constructed by the post-school youth in the study, aligning to the research questions and objectives (Schurink, Fouche, & De Vos, 2011: 401).

3.2. RESEARCH QUESTION

What are the distinctive academic resilience attributes with regard to education success in post-school youth within Tembisa Township?

3.2.1 Sub-questions

- What is the role of education, culture and religious practices in promoting academic resilience for the post-school youth?
- How can educational interventions help instil academic resilience in the post-school youth of Tembisa Township?
- What are the coping strategies that can be nurtured to support post-school youth resilience towards academic success and a positive lifestyle?
- What are the most significant challenges facing post-school youth in Tembisa Township?

3.3. RESEARCH AIM

The aim of this research was to investigate attributes of academic resilience and the influence on success with regards to education in post-school youth within Tembisa Township.

3.3.1 RESEARCH OBJECTIVES

The study sought to:

- Investigate the role played by education, culture and religion practices in promoting Tembisa's post-school youths' academic resilience.
- Recommend educational intervention programmes that can be implemented to instil academic resilience in Tembisa Township's post-school youth.
- Analyse the coping strategies that can be nurtured to support post-school youth resilience towards academic success and a positive lifestyle, and
- Examine the most significant challenges facing post-school youth of Tembisa Township and to establish how these could be hindering academic success

3.4. RESEARCH PARADIGMS

3.4.1. Arguments on research paradigms

According to Creswell (2014:3); Mertens (2005:17); Davis (2014:10) and Patton (2015) the procedure and strategy for research originate from broad assumptions in research which narrow to specific methods of data collection, analysis and interpretation. These authors depart from a premise that describes research as a systematic process and investigation whereby data are collected, engaged through the screening process of analysis, interpreted in an effort to comprehend, and then used to provide a description and predict a phenomenon. Many approaches to research present data and information in a progressive way to clarify the research approach, design and methods informed by the research paradigm. Creswell (2014:19) explains a paradigm as “a research tradition or worldview, whereby the researcher adopts a distinct manner in which to investigate a phenomenon”. This argument leads to the assumption that research is highly influenced by the researcher's perspectives and beliefs, which is referred to as a research paradigm. There are other arguments about the terminology of research paradigms that a paradigm should be referred to as a cluster of beliefs that a researcher holds. These arguments dictate what should be studied and how the research should be conducted and interpreted (Bryman, 2012:630). Christensen and Johnson (2014:31) and Du Plooy-Cilliers *et al.* (2014:28) further indicate that that research paradigms operate as research approaches which lead the path to carry out research, shape the thinking and inform the individual's interpretation of the world around them.

In an effort to understand the meaning and definition of a paradigm as a mental framework, a set of beliefs which influence the researcher's view of the world, Sepeng (2010:46) states that the paradigm in which the researcher operates, consciously or sub-consciously sets the motivation for and expectations of the research. This argument reads true if one is realistic about the reality that one's choice of approach stands to be shaped and influenced by one's contexts which serves to inspire the researcher to engage in an investigation of the phenomenon. According to Christensen and Johnson (2014:31), a research paradigm is a perception of the research discussed and agreed upon amongst researchers, which is based on a collection of shared assumptions, ideas, practices and values. There are three dominant research traditions identified in Du Plooy-Cilliers *et al.* (2014:23), as follows: Interpretivism, Positivism and Critical Realism. This study was categorised using the interpretivist paradigm, which uses both the epistemological and methodological positions. With the understanding created in the above argument on the research paradigm, this study further used the qualitative research methodology. The chosen research approach and paradigms were suitable because the approach allowed qualitative investigation of the research topic which provided a great insight to the research topic, research situation and the gathering of information needed to meet the goals of the study.

3.4.2. The Interpretivist paradigm

The interpretivist view (Du Plooy-Cilliers, 2014:27) arises from the notion that people cannot be regarded as objects. The positivist worldview believes in the focus of research being on single empirical and scientific view of research evidence (Krauss, 2005:758). The goal of the interpretivist paradigm is to gain an in-depth understanding and to perceive the world through the lens of the population being studied (Du Plooy-Cilliers *et al.* 2014:28). The researcher relied on the participants' views of the situation and their circumstances being studied and further recognised the impact of the research of their own background and experiences (Creswell, 2014:13). In this particular paradigm, Du Plooy- Cilliers *et al.* (2014:28) emphasise that it is the interpretivist's duty to "interpret and gain an understanding of human actions and then describe these actions from the point of view of the person or the group being studied.

According to Brown and Strega (2005:126) "In interpretivism, the reality is about the meanings people construct in the course of their social interactions; the world around them is not about facts but rather meanings attached to the facts as people negotiate and create

meaning”. Brown and Strega’s argument is supported by the findings in Mukherji and Albon (2010:23) that “individuals need to be enabled to find themselves in a cultural framework in society and shared understanding, as well as own versions of the world that influences them”. During the data collection phase of this study, the researcher employed the interpretivist paradigm to acquire data that were informed by participants’ perspectives and their lived experiences. The findings are presented in chapter four.

3.4.3. Critical realism

Parts of this study took a critical realist epistemological stance. According to Carter and Little (2007:1316) and Maxwell (2012), critical realism is a paradigm which acknowledges the ways in which knowledge is socially mediated, subjective and dependant on human interpretation and creation. The authors indicate that this framework is used in qualitative research and aimed at exploring complexity supports the idea that phenomena must be understood and studied in real life situations (ibid). They further allude to the fact that critical realists believe that there is a real world but that world is not objectively knowable. The researcher did not use her understanding of the phenomenon but that of the participants who shared their personal experiences of academic resilience. The critical realism was used in the study as the data was collected directly from participants based on the participants’ interpretation of their own experiences and meaning that they have attached to their experiences in Tembisa Township.

3.4.4. Epistemology

Epistemology relates to what and how we know concepts as per the acquired field related content. This means that as researchers, we are able to make implicit statements about the knowledge of concepts, systems, acts and even entities (Tennis, 2008:103). This understanding of epistemology is further explained by Carter and Little (2007: 1316) that epistemology is a method that describes assumptions and values about the type of knowledge that can be developed through a study. Litchman (2010: 83) supports definitions as he says that epistemology can be interpreted as the awareness of the knowledge around us. He further says that epistemological theory generates its stance from the influences of the truthfulness of the descriptions by either being valid or plausible (Lichtman, 2010: 83). This study, therefore, brought to light the study of knowledge and understanding, through addressing concrete arguments linked to the methodology.

3.4.6. Ontology

In contextualising this to this current study, the research purposed to understand the nature of being, becoming, existence and reality in the experiences of the post school youth. Theories and models were a part of the study to help with the understanding of the investigated topic. According to Guarino, Oberle and Staab (2009:1), the word ontology deals with the structure and nature of reality if interpreted in philosophical terms. As a result, ontology can be defined as the science of “being” (Guarino *et al*, 2009:1). Du Plooy-Cilliers (2014:26) also states that ontology identifies with theories that influence the understating of social issues around us.

3.5. QUALITATIVE METHODS

The description that may be attached to qualitative methods is perceived as being naturalistic because the researcher enters and adapts to the context of the participant (Brinkmann, 2012; Creswell, 2014:27; Lichtman, 2010). The study was conducted at the Tembisa Township setting where the post-school youth lived their lives and as a result became suitable to be engaged on their perspectives and lived experiences to assist with bringing reality to the academic resilience phenomenon. The TVET College, where this research was conducted, is a natural educational environment with multiple realities where academic behaviours and experiences occur (Creswell, 2014:27; Hennink, Hutter, & Bailey, 2011). The post-school youth presented their situations according to their interpretations guided by structured research questions used in qualitative studies.

A qualitative type of a study rests upon creating a detailed understanding from raw data gained directly from participants as the analysis proceeds (Hennink, Hutter, & Bailey, 2011; Richards, 2010:25). A qualitative study requires contact with the participants; it is not “pre-emptive” in a sense whereby, it determines the quantity, form and scope, which essentially must be obtained from the question, method and data, using an ongoing practical process of engagement between the researcher and participants in the study (Richards, 2006:75). This study used an applied type study as this type aimed to develop and expand the knowledge base to address academic resilience issues of post-school youth, from the perspective of the participants in this study (Richards, 2010:25).

3.5.1 The descriptive nature of qualitative research methods

The methodology for this study is a qualitative research methodology, which is “context-based” and was aimed at discovering the perspectives, linguistic features that construct

meaning-base (Creswell 2014:3; Kairuz, Crump & O'Brien, 2007:371). The academically resilient youth of Tembisa Township in Ekurhuleni TVET College revealed their shared background of poverty, experiences of marginalisation and vulnerability in the township, and the coping strategies that they use towards their academic resilience. Creswell (2014: 4) states that when you seek to discover meaning, you are well on track in the use of qualitative methodology. This is achieved through the use of structured interviews where participants are engaged in open-ended questions through the interview session. Descriptive research aims to provide details and explain the various aspects of social reality that the researcher is examining (Biber & Leavy, 2011:10). This study provided an understanding of the different factors linked to the academic resilience of post-school youth as per the guidance gained through the definition of a descriptive study protocol by Du Plooy-Cilliers (2014: 35).

3.6. RESEARCH DESIGN

This study used case study design as data was gathered from participants who shared their personal experiences. According to Babbie (2004:87), Bechhofer and Paterson (2000:9) a research design is a blueprint or framework used to conduct a study. The blueprint is used to address the main research question and sub-questions identified for investigation.. Punch (2006:62) refers to research design as when the planning of the research process and actual execution of the plan towards the study unfolds. In the design, all the elements involved in the success of the study are considered to ensure the elimination of possible unforeseen alternate interpretations of research findings. The design provides a structure for the implementation of the research. In a qualitative study, when there is a clear definition of what and how the study seeks to achieve the goal through a well-conceptualised link between the methods and research question, Ritchie, Lewis, McNaughton Nicholls and Ormston (2003:74) affirm that the study has a research design. It is important to recognise the need to address 'the unit of analysis' which forms a critical part of the study design when the researcher tries to understand all the elements of the research design.

The unit of analysis for this study was post school youth of Tembisa Ekurhuleni Tvet college. According to De Vos, Strydom, Fouché and Delport (2011:397), the unit of analysis is the entity in the study that analyses and brings structure, meaning, and order to the collected data while ensuring representation of a singular data point in the data analysis. With this understanding, it can, therefore, be concluded that the unit of analysis is a detailed examination of a component of the population that is the target for the research. Ritchie *et al.*

(2003:52) raised an important point that the unit of analysis serves as a primary component in assisting the researchers to do a comprehensive examination and review of data. For the purpose of this study as guided by Babbie (2010:192), the academic resilient post-school youth pursuing career paths were recruited as the units of analysis which presented the researcher with the needed data.

3.6.1 Data Analysis

Creswell and Plano Clark (2007:129) and Schurink, *et al.* (2011: 403-404) describe the process of analysing data as having four steps, managing and organising data; analysing, describing and classifying data; representing and visualising data; and validating and interpreting data.

Managed or organised data: This phase requires for the researcher to delegate time and carefully collect data, manage the data and ensure that the data is organised according to what is relevant to the research (Creswell & Plano Clark, 2007:129; Schurink, *et al.*, 2011: 403). The researcher collected raw information from the post school youth which needed to be organised and transformed into a transcript to make the data easily manageable, retrievable and understandable to the reader.

Analysed, described and classified data: After the process of collecting qualitative data, the researcher is required to carry out the data analysis and and classificatyion in order to create meaning (Babbie & Mouton, 2010: 493). Once the researcher had engaged with the raw data from post-school youth participants, the next step taken was of the research data becoming conceptualised, classified and sorted into different categories that were structured in the form of four major themes and sub-themes. These consisted of important features of the academic research phenomenon being researched. At this level, the researcher needed to find patterns and produce explanations for the purpose of data interpretation. Prior to the classification and patterns, the researcher had checked the transcripts to ensure accuracy as guided by Creswell and Plano Clark (2007:129) and Schurink, *et al.* (2011: 403).

Represented and visualised data: This stage required that data to be organised and placed in a form of themes and statements as guided by Creswell and Plano Clark (2007:129) and Schurink *et al.* (2011: 403-404). This phase required that the researcher carefully labels and represents data into the four identified themes that were interpreted in order to provide meaning.

Validated and interpreted data: At this stage, the researcher checked the data and the quality of the data presented by post-school youth in Tembisa. Further, the researcher analysed the content and applied own reasoning to make sense of the data. This was linked to the theoretical frameworks of the study. Thereafter, conclusions on the four identified themes were reached; patterns and codes that addressed structured research questions were created. The process further included information, which aligned with the interview processes.

Kairuz *et al.* (2007:372) argue that the method of data analysis always varies according to the method of data collection used in each study. du Plooy-Cilliers (2014:290) also states that an analysis requires that the researcher invests time to carefully sieve through the raw data collected, and organise, sort and select information, in order to develop and receive clarity and also to provide a better understanding of the contents of the study. The effectiveness of this process was evident with the data handled from both the one-on-one interviews and focus groups with the post-school youth of Tembisa. According to Patton (2015:542) data analysis and interpretation protocol includes the discovery of themes, patterns, similarities, and categories in the collected data. It was only through this categorisation that the researcher was able to make sense of the data. Patton (2015:542) is supported by the ideas of Klenke (2008:136); Braun and Clarke (2006:78) where they share the findings that qualitative data analysis should involve the process of collecting data, systematically arranging it, breaking it down into units that can be controlled, examining patterns, combining, determining what is a significant, acknowledging part the need to be studied and what others should know. This recommended thematic analysis helped the researcher to place data into sections that made sense and provided a detailed account of the data that the researcher collected. Kairuz *et al.* (2007: 372) also agree with the process of data analysis as their findings put emphasis on that an analysis must reflect the clear purpose of the study to ensure credibility. Credibility is very important in qualitative studies.

Kairuz *et al.* (2007: 372) further state that the handling of the analysis should enable a clear “exploration” of the interchange between the interviewer and interviewee. In this study, this was realised through the interview process. In order to unearth the post-school youth academic resilience context, content analysis and narrative was used, as guided by du Plooy-Cilliers (2014:290). Content analysis, as also supported and explained by Kairuz *et al.* (2007:372) as including a meticulous structure for analysing data and the process outlined, therefore, included the immersion of the researcher in the data. Additionally, the reduction of

the data, followed by creating and establishing links between the categories and sub-categories found in the collected data.

The researcher agrees that thematic analysis is a relevant means to analyse and report themes or patterns within collected data. The analysis enabled the researcher to organise and describe qualitative data in detail.

3.6.2 Thematic Analysis with descriptions

According to Braun and Clarke (2006:79), the thematic approach allows for the organisation of data, whereby it describes the data set in a rich and raw format. According to the Kairuz, *et al* (2007: 372); Grbich, (2007:31) semi-structured one-on-one interview data uses thematic content analysis in order to make more sense and bring structure into the collected data. He refers to thematic analysis as a process of data reduction in themes that enables the data to flow. Bezuidenhout and Cronje (2014:236) also argue that the qualitative research method using a thematic approach allows the data to be identified with the themes. Grbich (2007:32) further describes thematic analysis as an idiosyncratic process, which involves focusing on the repetition of words and phrases. He says themes can emerge from various sources such as relevant past literature, gut-feelings or the views of the participants being interviewed. The author further states that the thematic analytic approach insists that the data should speak for itself before predesigned themes are imposed.

Thematic coding has eight steps that are essential for gathering and interpreting the results (Bezuidenhout & Cronje, 2014: 236). The steps are applied in chapter four of this thesis:

Step 1: Preparing the data entails organising raw data and converting it into text. Some data will be irrelevant and it is necessary to grade the data to analyse what is pertinent and which themes fit the aim of the study. It is also important for the researcher to make careful notes about the data that will be transcribed.

Step 2: Defining the coding unit to be analysed entails coding the text into words, phrases or paragraphs. Data is organised into manageable chunks in which the coded text represents a relevant theme.

Step 3: Developing categories: This is where the conceptual framework of themes that impact the study is developed. The data presented by each participant is labelled.

Step 4: Testing the coding scheme on a sample text to resolve the coding of text and themes. This is an important step to ensure that the data is indeed consistent with the codes used.

Step 5: Coding all text. This transforms the relevant texts into meaningful results. A line-by-line thematic coding of each participant's interview searches out themes that match the theoretical basis of the research. This is done by using different coloured highlighter markers to mark the themes that stand out.

Step 6: Assessing the coding system. After analysing the data is completed, the consistency of the coding is rechecked.

Step 7: Drawing conclusions from the coded data (interpretation data); this entails interpreting the data in relation to the theories used.

Step 8: Reporting the methods and findings. This involves presenting a detailed explanation of the process applied in categorising the themes relevant to the study.

The table below presents the different phases that were followed in this study to analyse data and develop themes based of the research questions and objectives. The table guided the research process after data was collected from the post school youth. Below is the description of each phase and what the researcher applied at each of the phases.

Table3.1. Phases of Thematic Analysis

Phase	Description of the process
1. Familiarising self with raw data converting it into text:	Preparing and transcribing data (where necessary), reading and re-reading the data, taking notes of and putting down initial ideas and comments. This is where the researcher converted recorded interviews into notes on paper. The data was transcribed verbatim until the researcher became familiar with the data and took notes. This initial phase can be overwhelming, but the most important phase of the interviews was conducted.
2. Generating initial codes (coding):	Coding the text into words, paragraphs or phrases; coding interesting features of the data in a systematic fashion across

the entire data set, collating data relevant to each code. This is where the researcher generated initial codes through identifying re-occurring patterns to smaller manageable feats, often referred to as data reduction. It was not easy to figure out the codes as the researcher had to go back to literature to align them with the theoretical frames and generate codes that linked to the questions in this research.

3. **Developing categories in searching for themes:** Collate similar codes into potential themes, gathering all data relevant to each potential theme by combining repeating ideas and expressions of the participants' list and identifying the meaning of the themes. The researcher generated suitable patterns which collated with the themes for packaging the collected data.
4. **Testing the coding scheme and reviewing themes:** Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis and verifying if all themes were captured. The researcher carefully followed guidelines to generate themes, patterns and codes which are discussed in detail in chapter four of this thesis.
- 5.a **Defining and naming themes:** Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme. The researcher described the meaning of the existing themes and identified the part of the data these themes represented and attached names to each theme. These themes served in the study as units of analysis. There are four themes that were identified by the researcher. These were informed by literature study, theoretical frames, research question and aims.

- 5.b Refine themes** Identify linkages between themes looking for complexity of association. Draw conclusions from the coded data (interpret data).
- 6. Producing the report:** The final level of the analysis. Selection of clear, compelling extract examples, the final analysis of selected extracts, relating the analysis back to the research question and literature, producing a scholarly, written report of the analysis. The researcher produced this report after following all the stages in the thematic analysis process.

(Adapted from Braun and Clarke, 2006:87; Silverman, 2011:274-275; Bezuidenhout & Cronje, 2014: 236-243)

3.6.3. Interpretive Phenomenological Analysis

The interpretive phenomenological analysis was used in this study as a qualitative method recommended for studying lived lives, perspectives and experiences. The interpretive phenomenological analysis is a design of inquiry in which the researcher describes the lived experiences of individuals about a phenomenon as described by participants, according to (Creswell, 2014:14). The argument in Creswell's view on phenomenological analysis is supported by the work of Du Plooy-Cilliers (2014:28). This author states that the responsibility of a researcher is to interpret and gain an understanding of individual experiences and to further describe them from the viewpoint of the participants. The researcher found this process to be effective in gaining raw data based on the participants' lives. As alluded to at the beginning of this chapter, interpretivism seeks to gain a deeper understanding of participants' lived experiences 'in relation to academic resilience' while describing meaningful social action and experiences (Du Plooy-Cilliers, 2014:34). This study investigated the Tembisa Township youth's lived experiences that affirmed and demonstrated the presence of academic resilience. The findings are discussed in detail in chapter four.

3.6.4. Participants, Population and Sampling strategy

The participants for the study were recruited from Ekurhuleni West College: Tembisa Campus. These post-school youth with academic resilience experience were residents in Tembisa Township. The component of the participants was inclusive of both male and female participants from Level 1 to Level 4 of study at the college. All the participants were Black South Africans of Xhosa, Venda, Tswana, Zulu and Sepedi origin. The medium of communication that all participants were comfortable with was English. The youth came from varied social class backgrounds and statuses, ranging from working class to poor and the poorest of the poor. Ninety-five per cent (95%) qualified for partial or full tuition assistance from the college. Amongst the participants, what was common was the experience of poverty and unemployment which are adversities putting these youth at risk. These set the beginning of resilience, making these participants suitable for this study. The participants were pursuing different career paths at the Ekurhuleni West College: Tembisa Campus at the time of the interviews as follows:

Table 3.2: Career paths for the participants

Career path	Training level(s)
Civil and Electrical Engineering	3
Engineering Related Design (Fabrication)	3
Finance	2
Automotive	3
Information Technology	4
Engineering related design	1
Generic Management	2
Business Management	4

This researcher was interested in the post-school youth of Tembisa Township who were enrolled at a TVET College where they were pursuing various career paths. According to Wiid and Diggins (2009:186), a population is defined as “the total group of people or entities from whom information is required”. The youth that was targeted for this study had lived experiences of post schooling in Tembisa, which was the context of this study. Keyton, as cited by Davis (2014:97), attests to the definition of population as he states that a

population consists of all universal components, characteristics and features in which the researcher is interested. Additionally, this must be aligned to the topic for investigation. Understanding of the population, therefore, includes the total group of persons from whom relevant information is required for the study (Pascoe, 2014:132). The researcher has to put in place parameters due to the vastness of what encompasses a population; hence, the target was the post youth of Ekurhuleni Tvet college in Tembisa campus.

In this particular study, the identified population parameter was post-school youth, who were enrolled to further their studies at Ekurhuleni West College: Tembisa Campus. There were no limitations in terms of gender. These post-school youth were accessible in the Ekurhuleni West TVET: Tembisa College 'without a specification of career options'. According to Pascoe (2014:133), an accessible population is a group of individuals who the researcher can include in the study because they meet the criteria of suitable participants with relevant experience and knowledge linked to the study. According to Plowright (2011:37), the purpose of selecting a sample from a larger population is to facilitate the representation of the predetermined population. The selection of the number of participants required for data collection and the recruitment of those who demonstrate shared characteristics is the emphasis, as supported by Pascoe (2014:137) in his explanation of a non-probability sampling technique used in qualitative research.

The inclusion of post-school youth who participated in schooling within Tembisa Township and had furthered their studies through EWC identified for the study was based on the ability of the researcher to gain access to participants and not through systematic or random selection. As mentioned in the previous chapters, the method for sampling selected as most appropriate to this study on post-school youth, was convenience and purposive sampling, as pointed out by Plowright (2011:43). Plowright, 2011:43 argues that convenience sampling is when a researcher uses participants who are conveniently located and readily available. As a result, the current study obtained permission from the college's principal as a contact at the Ekurhuleni West College in gaining access to the participants.

Pascoe (2014:142) explains purposive sampling as a technique that allows the researcher to intentionally select participants to include in the sample, derived from a set of relevant research characteristics, which is suitable for the current study. This study also had elements of non-probability sampling which according to Battaglia (2008:523) is a subjective method which helps to decide on which elements are to be included in the sample from the population

of interest. A sample, therefore, involves the selection of a portion of the finite population being studied (Battaglia, 2008:523). Thus, any inclusion of the sample of post-school youth from Tembisa Township in Tembisa TVET College was mainly based on convenience and the ability to make contact with the relevant youth and not necessarily on systematic or random selection (Pascoe, 2014:137).

Collectively, the sample consisted of two focus groups of seven participants each and eight participants for semi-structured one-on-one interviews who were enrolled at Ekurhuleni TVET College: Tembisa Campus. The number of the participants was 22 participants. As discussed in chapter one, some participants did not participate fully in the focus groups and therefore were engaged further through one-on-one interviews to facilitate detailed sharing of information and lived experiences. The youth who participated in the study were enrolled in different programmes at Ekurhuleni Tvet college, Civil and Electrical Engineering, Engineering-Related Design, Fabrication, Finance, Automotive, Information Technology, Management, Engineering related design, Generic Management and Business Management.

3.6.5. Sample size and setting

In order to contextualise this study on ‘Academic resilience attributes of Tembisa Township Post-School youth’, the sampled group was guided sympathetically and humanely as directed by Kairuz *et al.* (2007:371). These authors advise that the researcher has to exercise an element of politeness and courteousness throughout the various selections to ensure suitability of the participants. In order for the interview to be a success, Wyka, Matthews and Rutkowski (2011:302) suggest that the setting needs to be taken into consideration. They define a research setting as a social space in which interviews occur which must be well coordinated in order to assist in “establishing rapport between the interviewer and the interviewee”. The researcher, in this study, used the boardroom, visitors’ offices, and the student representative offices as venues within the setting which were suitable for semi-structured interviews. The venues needed to be private to avoid disturbance from other youth at the college as the youth who did not participate would speak loud during recess periods.

According to Hennik, Hutter and Bailey (2011: 109), semi-structured interviews are important to the qualitative data collection process because the interview comprises an interviewer and interviewee “discussing specific topics in-depth”. To support the ideas presented by Hennik *et al.* 2011:109; Wyka *et al.* (2011:302), also points out that

environmental factors such as room lighting and noise can affect the interview process, hence the need for conscious consideration of the setting in preparation for the interview.

The total number of participants in the study was 22 youths; 14 from both focus groups ‘seven each’ and eight for semi-structured one-on-one interviews as follows:

The table below shares information on the venues and the number of youth participants interviewed at each of the venues. The venues differ as they were secured according to which venue was available. The decision on the venues was not influenced by the participants.

Table 3.3 Sample and interview setting

Interview Setting	Number of Participants
Venue1: Ekurhuleni West Tembisa TVET college campus manager’s boardroom	7 participants (focus group)
Venue2: Ekurhuleni West Tembisa (TVET) college principal’s office boardroom	7 participants (focus group)
Venue3: Student Representative Committee SRC: offices	5 participants (one-on-one interviews)
Venue 4: Visiting staff 3 participants (one-on-one (EWC) interviews	
TOTAL 22 participants	

3.7. DATA GATHERING TECHNIQUES

The methodology used in this study was qualitative and commonly applied to gain an understanding of the phenomenon through direct engagement with participants who had practically lived experiences to share in an effort to understand their reality (Creswell (2014:26; Pascoe, 2014:132; Du Plooy-Cilliers, David & Bezuidenhout, 2014:137).

3.7.1. Data collection

According to Groves *et al.*, (2009: 150) data collection is an essential process and tool which helps the researcher to obtain raw information from participants and understand the quality of the information obtained from fieldwork. There are various qualitative methods used in qualitative studies for generating data. Examples of the qualitative research methods include observations, ethnography, focus groups, in-depth interviews and document collection (Du-Plooy Cilliers, 2014: 175). This study used a qualitative approach which used words that were gathered through asking 'interviewing', watching 'observing' and reading 'literature' (Punch, 2006:52). The qualitative data collection used in the study comprised semi-structured one-on-one interviews and focus group interviews, posing specific closed and open-ended questions as recommended by Du Plooy-Cilliers (2014:290). Data collection was conducted on-site, at Ekurhuleni West College: Tembisa Campus at the campus manager's boardroom, SRC student representatives' offices and visiting staff office. The semi-structured one-on-one interviews and focus group interviews used in the study allowed the researcher the opportunity to explore the participants' perspective beyond a simple answer. However, providing an in-depth understanding including personally gained experiences (Kairuz, Crump & O'Brien, 2007:371). The researcher facilitated the semi-structured one-on-one interviews empathetically preserving respect and dignity of participants throughout the interview. Furthermore, the data collection tools used included an audio recording device and field notes.

3.7.2 Interviews

According to Richards (2010:44) in the qualitative study, interviews are designed to create an open and interactive relationship between the interviewer and interviewee. The researcher has the responsibility to ascertain from the participants what would be the most practical, comfortable place and time to meet for the interview. The success of the interview is in being able to ensure the comfort of the participants and facilitating the willingness of the participants to share their personal information (Richards, 2010:44). The interviews followed the process and guided steps to make sure that the process had a flow. According to Ritchie *et al.* (2003), there are necessary steps the researcher should follow in order to obtain data and conduct a successful interview process. The interviews conducted by the researcher in this study followed the protocol recommended in this section. The steps included the following methods:

Stage 1: Arrival and introductions: This is the first point of contact between the researcher and participants to initiate the interview. Ritchie *et al* (2013: 145) say this is the first point of contact; the initial meeting which is extremely important to start the process. The researcher must establish the relationship with his or her participants. Ritchie *et al.* (2003: 145) emphasise that despite the researcher possibly being a visitor to the interview setting, the researcher has the task to engage in general conversations with the participants in order to create a comfortable atmosphere, which allows trust. Once the researcher recognised that the participants were comfortable, the interview sessions resumed. This step made ice breaking easy and contributed to the flow of the sessions. The researcher in this study took the initiative to build rapport with the post-school youth.

Stage 2: Introducing the research topic: Stage 2 is focused on the researcher introducing the research topic (Ritchie *et al*, 2003: 145) to the participants. Following this introduction, the researcher introduced participants to the research topic. The researcher further took the responsibility to elaborate by providing a clear outline of the study. This detailed clarity consisted of: the research project's objectives, the purpose of the study, ethics perspective, addressing issues of confidentiality through the use of anonymous names, consent forms and approval to record interviews with gadgets or audio recording devices as guided by Ritchie *et al.*, (2003:145). Ritchie *et al.* (2003), further point out that there is a need to have a well-prepared environment in order to have a successful interview session that is without distractions. The researcher experienced that the briefing of participants on the topic, explanation of concepts and the purpose of the interview made the engagement to be manageable. This allowed the participants to ask questions prior to the interview session.

Stage 3: Initiating the interview: This is an icebreaker question or open questions which served as an “opportunity to collect important contextual information” (Ritchie *et al* , 2003:145). These authors encourage researchers to ask the participants about their background information such as age and relationship status. Asking these questions assists in the “question formulation”. Following this process, the researcher was assured that interviewees eventually realised that they had a role to be active participants by “opening up and providing answers”. Ritchie, *et al.* (ibid) assure that this procedure is made easier when the interviewees are well acquainted with the research topic. This stage adds flow to the process if the researcher requests background information about the interviewees’ age, who they live with if they are employed and other relevant information that could be useful to understand them better. The questions are not posed using a pre-formulated list. Other types

of questions also known as follow up questions or probing questions, can be used such as asking the interviewee basic details of their workplace and community context. These kinds of questions encourage the interviewee to respond in detail and unprompted, enabling the researcher to respond and analyse the data. The basic questions enabled the researcher to be able to identify how easily the participant would take their role and carefully adapt their approach.

Stage 4: During the in-depth interview session. At this stage, the researcher was expected to direct the interviewees through the various themes and categories that were linked to the research questions, “both those questions that were anticipated by the researcher and those which emerged from the interview” (Ritchie *et al.* 2003: 146). The researcher had the responsibility to ensure that the youth participants were able to explore the subject in-depth using follow up questions and probes to direct the interview process (ibid). At this stage of the interview, the interviewee functions at a more detailed and rigid level establishing thoughts, ideas and feelings that may develop.

Stage 5: Terminating interview session: This stage was an indication that the interview had come to an end, this is where the researcher made an indication by using phrases such as “in the last few minutes” or “the final question” (Ritchie *et al.* 2003:146). It is important at this stage for the researcher to ensure that participants have been able to express themselves fully and address issues.

Stage 6: After the in-depth interview sessions: The last stage required the researcher to switch off the audio recorder and also express gratitude towards participants for their willingness and time to contribute and participate in the study (Ritchie *et al.* 2003: 146). Lastly, the researcher had to be alert to the cues from the interviewees such as the possibility of the interviewees wishing to speak on the interview topic. The researcher had to be prepared to stay longer in the interview setting. Once the interviews were complete, the researcher ensured to leave the interviewees on good terms.

The above steps were used by the researcher in this study. Following these steps made the researcher be organised and made the sessions manageable without challenges.

3.7.3 Semi-structured one-on-one interviews

One of the two methods this study used as a data collection tool was a semi-structured one-on-one interview, which is recommended by du Plooy-Cilliers (2014:290) in conducting a

qualitative study. The method is supported by Kairuz *et al.* (2007:371) whereby stating that in-depth one-on-one interviews provide the opportunity to question and investigate the phenomenon beyond a simple answer. Further, they allow for the possibility for clarification of vague and ambiguous responses from the participants. Klenke (2008:130) identifies in-depth interviews as a means for participants to share “values and experiences that are meaningful to them”. In-depth interviews allow researchers to “gain access to others’ lived experiences” (Baker & Charvat, 2008: 255). Interviews are time-consuming in nature (du Plooy-Cilliers, 2014:290; Kairuz *et al.* (2007:371) but are useful as they allow the engagement of all participants, thus the involvement of different participants, irrespective of certain conceptual barriers.

The data collection methods chosen by the researcher were in two sub-phases: semi-structured one-on-one interviews and focus group interviews. Alvesson (2011:80) describes an interview as a social situation where the interviewer and interviewee who are unfamiliar with each other meet. The author further states that the interviewer facilitates the situation, allowing the interviewee to respond openly and truthfully, thus providing rich and in-depth information. According to Klenke (2008:130), in-depth interviews serve as a means for participants to share “experiences and values that are meaningful to them”. In support of Klenke, (2008:130), Baker and Charvat (2008:255) point out that in-depth interviews enable researchers to “gain access to others’ lived experiences”. According to Hennik *et al.* (2011:109), the process in the in-depth one-on-one interview is interactive and allows the ability for the researcher to motivate the participants to freely ‘share their experiences and perspectives’

For the purpose of this study, the researcher targeted eight participants for semi-structured one-on-one interviews. The interview techniques employed included skills such as listening, sometimes, the use of open-ended questions when probing, asking questions and paraphrasing as guided by De Vos *et al.* (2011) and Punch (2009:189). Punch (2009:174) lists five points to efficiently manage a research interview for optimal data collection. He says researchers must prepare for the interview in the form of an interview schedule, establish a rapport when the interview begins, use communication and listening skills. Further, they ought to ask questions and the sequence of questions and lastly close the interview. The interviews were held with each participant for about an hour each. Process notes were compiled from the interviews. Similar questions were posed during one –one –interviews and focus group interviews for comparability of responses during the analysis stage.

3.7.3.1 Semi-structured one-on-one interview questions

The following questions were posed through the semi-structured one-on-one interviews to expand on the four main research questions and develop an understanding of the resilience context (Appendix A):

- What is the role of education, culture and religious practices in promoting academic resilience for the post-school youth?
- How can educational interventions help instil resilience in the post-school youth of Tembisa Township?
- What are the coping strategies that can be nurtured to support post-school youth resilience towards academic success and a positive lifestyle?
- What are the most significant challenges facing post-school youth in Tembisa Township?

Issues of academic resilience through school experience, individual attributes and resources, significant challenges affecting academic resilience, coping strategies, environmental influences of culture and religion, interventions and support were addressed in this study. These issues were informed by the research question and sub-questions as guided by Creswell (2014:74) to align the interview questions to the main question.

3.7.4. Focus group interviews

Focus groups are another method used in qualitative research. The second phase of the data collection for this study was focus group interviews where the researcher deliberately used purposive sampling in identifying the most suitable participants for the study at Ekurhuleni West College: Tembisa Campus. The researcher used both semi-structured one-on-one interviews and focus groups due to experiencing youth who did not participate fully in the focus groups which motivated for one-on-one interview sessions. The exam period was almost underway at the time of data collection, thus convenience sampling was equally applied to interview participants at a suitable time (Babbie, 2010: 192). This was most applicable to one-on-one interviews. In choosing the focus group members, the researcher applied the “maximum variation strategy recommended by Creswell and Plano Clark (2007: 112) wherein they state, “You select group members with similar, but different training

backgrounds with the purpose of gaining rich information from participating members”. The researcher employed two focused groups of seven participants each. The researcher purposefully designed questions that guided the interview in order to use the interview response questions to analyse inductively the emerging real-life constructs as guided by Creswell (2014:19) when conducting qualitative interviews (Creswell & Plano Clark, 2007:129; Schurink *et al.* 2011: 403-404). A lot of flexibility was exercised by the researcher in conducting the focus group interviews as some narratives provided space for follow up. This gave the direction different from the planned execution strategy.

For each focus group discussion, the researcher used an audio recorder and a notepad to capture all information shared during the session as recommended by Klenke (2008:136).

3.7.4.1. The Focus group process

The focus group discussions were employed to collect qualitative data for the study on academic attributes of the post-school youth of Tembisa. The choice of the topic and method was influenced by the realisation that the topic on academic resilience in the township setting has not been investigated widely enough in the South African context (Theron & Theron 2010:252). The structure of the focus groups was, therefore, such that it allowed the participants the opportunity to share their experiences linked to academic resilience, opinions, perceptions, attributes, attitudes on the topic, thus providing a deep understanding of the phenomenon (Greeff, 2011:361). As participants shared their perspectives, this allowed the researcher to gain understanding, insight, behaviour feelings, and thoughts on the topic as recommended by Bezuidenhout and Cronje (2014). The facilitation of focus group further allowed for participants to have a better understanding of each other’s perceptions and perspectives, allowing them to agree and disagree openly thus helping them to agree on some of the issues that were common amongst them. The focus group was made up of seven participants each. This is a manageable number.

The data that were gathered from the focus group interviews enabled the researcher to develop and cluster the areas discussed in manageable themes in the following chapter. The researcher used the interview schedule attached as Appendix B to facilitate the discussion using an audio recorder. Each interviewee was provided with the document that had the discussion question to help with tracking the discussions. The focus group interview sessions mainly consisted of open-ended, categorised themes that covered the study agenda as guided by Silverman (2011:165). The researcher, thereafter, transcribed the gathered data in such a

way that it made meaning using words (Creswell & Plano Clark, 2007:129; Klenke, 2008:136). The experience and process of transcribing data from the audio recorder helped the researcher to familiarise herself with the data. Additionally, it helped develop a sense of appreciation for the details shared by the participants. The transcription was time-consuming as it needed to be translated and reduced into a verbatim report for quick reference. The transcribed data were added to the notes that the researcher made during the interview sessions.

3.7.4.2. Focus group interview questions

The following questions were posed during the focus group interview sessions:

- What is the role of education, culture and religious practices in promoting academic resilience for the post-school youth?
- How can educational interventions help instil resilience in the post-school youth of Tembisa Township?
- What are the coping strategies that can be nurtured to support post-school youth resilience towards academic success and a positive lifestyle?
- What are the most significant challenges facing post-school youth in Tembisa Township?

The questions posed through the focus group discussions emanated from the research question and sub-questions affecting academic resilience. The researcher investigated issues affecting the community such as religion, culture, community resources and interventions, educational interventions, coping strategies, challenges and the attitudes of the community towards education. The participants had the opportunity to bring other issues from their experiences that affected the community outside of the structured questions that they responded to. Guidance to align the interview questions to the main and sub-questions are recommended by Creswell (2014:74). The interview session took an hour and a half of engagement.

3.8. ETHICAL CONSIDERATIONS

Researchers have an obligation and duty to follow the professional research ethics, code of conduct and morals which dictate the attitude and behaviours that must be employed

throughout the process of conducting the research (Louw, 2014: 263; Neuman, 2003). The ethical protocol guides the researchers and directs them into considering such important elements as informed consent, explanatory statements, gaining permission, respect for privacy, confidentiality and respect for participants involved in the study. Researchers have a moral obligation to be ethical (Neuman, 2003). This guarantees the rights and welfare of the participants. Ethical considerations must be applied to assess the risk and harm the research might pose to participants and to determine the research integrity and quality (Louw, 2014: 263; McIntyre, 2005:71).

3.8.1 Ethical protocols followed

In order to conduct the study, the researcher developed a research proposal that was approved by the Research Ethical Committee of the Faculty of Education and Training in the School for Education Leadership Development at the North-West University: Mafikeng Campus. A letter requesting the district principal for permission to conduct the study was prepared and delivered to the district principal's office (Appendix C). The proposal included the research methodology to be followed. For this study, ethical clearance was obtained from the North-West University: Institutional Research Ethics Regulatory Committee (NWU-IRERC), with ethics number: NWU-00657-17-A9 (Appendix D).

After obtaining the ethics clearance certificate from the North-West University Ethics Committee, the researcher gained permission from the principal in the Gauteng District of Ekurhuleni responsible for Ekurhuleni West Colleges (EWC) (Appendix E). The researcher explained the purpose of the study and presented the district office with the research Explanatory Statement (Appendix F). Once the principal had granted permission, the researcher also sought permission from the Ekurhuleni West Tembisa College Campus manager who then granted approval to access the study's participants (Appendix G). An explanatory letter was delivered to the campus manager (Appendix H). The researcher conducted an initial approach of participants and presented a letter requesting for participation (Appendix I). After the initial approach, the researcher ensured that the study's participants were informed about the purpose of the study and the expectations from all of them, 'through an explanatory statement' (Appendix J).

The ethical protocol that was followed included that the researcher obtained the participants' informed consent (Appendix K) and that the participants returned to the researcher after deciding to voluntarily participate in the study. The researcher engaged with the participants

and shared what was the likelihood that they would share sensitive information from their personal life experiences. Therefore, they had the right to choose whether to participate in the study or not. All participants in the study were assured of confidentiality and that no personal details were to be shared. The participants were also assured of respect, and that they were free to withdraw from the study at any point if they wished to do so. Further, the participants were informed of their roles and what was expected of them as well as the expectation for the researcher and the research.

3.8.2. Informed consent

Prior to the participation in the research, particularly before data collection commenced, the researcher distributed consent forms (Appendix K) to each post-school youth after the permission and approval were granted by the research unit at the North-West University: Mafikeng Campus. As well as the institution where these participants were from: 'Ekurhuleni West College'. According to Louw (2014:264) and Mason (2002:120), consent pertains to providing participants with succinct information relating to the study and gaining permission to participate through a signed consent form if the participant is not a minor. According to Sapsford and Jupp (2006: 295), the provision of informed consent for the study demonstrates the freedom and need for participants to be protected from any harm. The informed consent form served as a voluntary agreement for the targeted participants.

The consent forms distributed by the researcher provided an outline of the study and informed participants of their rights throughout the research process. Further, these forms indicated that the interview sessions were to be recorded. It is a qualitative research requirement to ensure that as a researcher, permission is obtained for recording the interviews (Powers, 2005: 27).

The researcher was required to inform the participants about objectives, procedures, advantages, aims and disadvantages of the study 'if any' to allow the participants to provide informed consent. Participants need to be provided with the opportunity to consent to aspects of the process such as the use of audio recording, pen, and paper to take notes throughout the interviews along with given details regarding data storage procedures. In using qualitative research, the researcher has the obligation to ensure that participants partake voluntarily. Each participant was provided with a hard copy of the explanatory statement that explicitly stated their confidentiality throughout the research process.

The researcher ensured transparency with information and for all participants to know and understand that they had the right and option to withdraw from the study at any time if they experienced discomfort. With the focus groups and semi-structured one-on-one interviews, participants were formally informed of the purpose of the study, respecting their dignity and human rights as the participants, thus allowing them the opportunity to decide whether to participate in the study. It is always expected in qualitative research that the researcher must ensure that the participants' privacy is respected and there is confidentiality of clients taking part in the study. In addition, the participants were informed that their personal details were not in an identifiable format (Sapsford & Jupp, 2006: 295). The researcher followed all of the above-stated guidelines on how to handle the research process from planning to the actual interviews.

3.8.3. Explanatory statement

According to Sapsford and Jupp (2006:295) participants in a qualitative study need to be informed and receive an explanation on how they will be protected from harm, on how confidentiality will be maintained and what will be the benefits of partaking in the study. Furthermore, the participants chose to partake voluntarily and each participant was to be provided with a hard copy of the explanatory statement explicitly stating their confidentiality. All participants in this study understood that they had the option to withdraw from the study at any time. Participants were formally informed of the purpose of the study respecting the human rights and dignity of the participants, thus allowing participants the opportunity to participate in the study or not. In the explanatory statement, the researcher also shared the benefits of the study to the participants and the community without making unrealistic expectations.

3.9. CONFIDENTIALITY

According to Punch (2011:156), confidentiality and anonymity are important ethical considerations that the researcher has to take into account throughout the study. Confidentiality and privacy are important in research (Klenke, 2008: 50). Confidentiality indicates that the evidence and information collected from individuals during the research procedure should not be disclosed and the participants' identities must be protected through a number of routes especially created to keep them anonymous (Wiles, 2013:42). The

researcher in this study ensured the personal information with regard to the participants was coded and the information was stored securely where third parties did not have access at any point. There were no real names and personal details of the participants used in this thesis. The researcher addressed participants by participant and participant number to protect the identification of participants. Further, she ensured that there were no personal details shared in this thesis by using pseudonyms for all participants. The post youth interview participants' received the explanatory statement that indicated the requirement for confidentiality on information shared during the focus group interviews. All participants signed the consent forms.

3.10. TRUSTWORTHINESS, DEPENDABILITY, TRANSFERABILITY AND CONFIRMABILITY

Qualitative studies use the trustworthiness term and principle to indicate reliability and validity (Koonin, 2014:258; Bryman, 2004: 30). These authors share the ideas that the term trustworthiness can further be categorised into dependability, confirmability, transferability, and credibility of the research findings to provide an understanding of a research phenomenon without the temptation to generalise findings to the population. These categories indicated by Koonin and Bryman are supported in Cilliers *et al.* (2014: 259) that the four distinct elements 'transferability, credibility, dependability and confirmability' must be used to develop trustworthiness in the study which is used to ensure both reliability and validity. This research followed categorisation as recommended. In addition, it acknowledged the phase as important in order to ensure that the study had an impact and proved to have a reason to be trusted.

Koonin (2014: 258) argues that if a study uses the qualitative method to collect data, trustworthiness is important in providing the worldview of the experiences, realities of people, in-depth insight and analysis of responses of people from data interpretation within the field being investigated. When gaining perspectives from participants, acknowledging interpretations and insight brings trust and reality to the study. The researcher engaged with participants under this belief of trustworthiness. In qualitative research, credibility increases and ensures data reassurance when the explanation and findings are supported by participants in the study, according to Shenton (2004:65) and Polit and Beck (2008: 539). The authors state that a qualitative researcher identifies rigour of the inquiry by implementing credibility strategies, continuous and varied field experience, triangulation, flexibility, time sampling,

peer consistency and member checking. For this study, the researcher achieved credibility through noting the perspectives and opinions of the academically resilient post-school youth who shared their lived experiences, which demonstrated academic resilience.

Shenton (2004:65) and Polit and Beck (2008: 539) further explain the other elements of trustworthiness and state that transferability is related to external validity. They highlight how the research findings can be applied to similar circumstances deriving similar results, enabling for the transferability of findings within an approach that does not lead to generalisability. The authors emphasise that the researcher must at all times provide an in-depth description of procedures and the process followed throughout the study for the transferability of findings. Data collection methods, data analysis and a detailed description of the research process allow replicability of the study aiding transferability (Koonin, 2014:259; Shenton, 2004:66). Polit and Beck (2008: 539) believe that transferability is based upon the generalisability of the data. This is proven when the discoveries can be transferred to or become applicable in other groups or settings. It is with this that Cilliers (2014: 258) as according to the context of this study, supports that the researcher must provide a summary of methods used in the study, which enable the findings to be functional, to produce similar results despite different settings, situations or groups.

Dependability equates to reliability and is the quality and ability to find the value of the process of integration between data collection, data analysis and findings generated from the data (Koonin, 2014:259; Shenton, 2004:66; Bryman (2004: 275). Dependability is maintained due to the detailed outline of the methodological process of the study. This approach involves the following processes, “ensuring that complete records of all phases of the research process-problem formulation are kept, selection of the research participants, fieldwork notes, interview transcripts and data analysis decisions” (Bryman, 2004: 275). According to Shenton (2004: 72), dependability ensures that the developments involved in the study are described in detail. This makes provision to permit future researchers to replicate the research, whether or not to achieve the same results (Shenton, 2004:72). Furthermore, dependability ensures that researchers are able to note the continuous change in the environment where the research is conducted (Litchman, 2010: 228). For the purpose of this study, dependability demonstrated the way in which the population under study can be used for another study, and perhaps produce the same results showing that the research is trustworthy and consistent.

Confirmability refers to objectivity; the researcher comprehensively describes the research process allowing others to scrutinise the research design (Koonin, 2014:259; Shenton, 2004:66). Cilliers (2014: 259) also supports this definition of confirmability where he states that confirmability is used in qualitative research to demonstrate the efficiency of the data collected, and sustain the findings and understanding of the researcher. Lastly, the findings of the research should reflect the ideas and experiences, voices and the condition of the participants' inquiry in the research as opposed to the views of the researcher, their biases, impulses or viewpoints (Polit & Beck, 2014: 323). Participants support the confirmability of the study (Shenton, 2004:66).

3.10.1. Overview of validity and reliability applied in this study

The researcher embarked on various activities and incorporated the application of multiple strategies for reliability and validity as recommended by Koonin (2014:252):

- The researcher triangulated various parts of the data collected through the semi-structured one-on-one and focus group interviews by testing evidence from the participant sources and used the information to justify the conceptualisation of the themes. Through this process, the research ensured validity and confirmed that the selected themes were based on the various sources of perspectives and data from participants.
- Member checking was used by the researcher to determine the accuracy of the findings from semi-structured and focus group interviews. This was done through descriptions and themes of data that had been selected from the raw data in the transcriptions. The researcher verified the accuracy and referred findings back to the post-school youth to establish if they agreed with the findings. The procedure was done through follow up interviews with some participants, providing an opportunity for comments.
- Peer debriefing was used by the researcher where sections on data analysis were sent to a peer in the field for review. The peer reviewer was not involved in the field work of the study which ensured accuracy.

3.11. SUMMARY

This chapter has, in detail, outlined the research paradigm of this study, the qualitative methodology and design, the strategies for data collection and instruments, the detailed research process as used in this study. There was a discussion of data analysis and sampling techniques including details on ethical issues.

The handling of the data, issues pertaining to validity and reliability of this study, as well as important ethical issues that guided the processes in the study were also described, discussed and explained in detail. Chapter 4 will focus on data presentation and findings of the study, where the data analysis processes will be discussed and demonstrated using the tools discussed in this chapter.

CHAPTER 4

DATA ANALYSIS, INTERPRETATION AND FINDINGS

4.1. INTRODUCTION

Chapter 3 provided a detailed discussion of the methodology employed in this study, the goals and objectives of the study. The outline of the chapter presented an introduction to the research methodology, research paradigm that guided the study and research design, used in gathering data from post-school youth in Tembisa. The data analysis process, ethical considerations; confidentiality issues that needed to be addressed; trustworthiness matters and summary of the chapter were part of the discussion. The study followed a qualitative research paradigm as guided by Creswell (2014:185) and Du Plooy-Cilliers (2014:98) when aiming to engage directly with participants to gain perspectives, understanding of the phenomenon and in-depth subjective responses on the investigated phenomenon.

The purpose of this chapter is to present a clear and detailed process of findings of the study and discussion where the researcher provides an in-depth analysis of data from the interpretation of qualitative data gathered through semi-structured one-on-one and focus groups interviews as guided when using a qualitative approach (Du Plooy- Cilliers, 2014:175; Greeff, 2011; Klenke, 2008:130; Denzin & Lincoln, 2005). The researcher ensured that formal introductions were made between the researcher and the participants. The researcher explained the purpose of the study and the possible benefits and risks (none were shared as this is a low-risk study) associated with participating in the study. The researcher obtained formal informed consent through participants signing of the consent forms including permission to audio record interviews and use a pen and exam pad. Participants were informed that they could either answer the questions in English or any other African language. The researcher is proficient in IsiZulu and IsiXhosa. Each of the participants were provided with a copy of the explanatory statement, which explained the study and its purpose. The introduction phase allowed the researcher time to build rapport with participants while abiding by the ethical research procedures.

As indicated earlier in Chapter 3, data analysis for this research was acquired through the process of the generated codes, patterns and themes that aimed at providing meaning to the data, based on the responses that addressed the research questions and objectives.

This chapter reports and discusses qualitative data findings gathered in the study using the methodology and the research instruments described in chapter three. As indicated in chapter one of this study, due to the vastness of what encompasses a population, parameters were put in place to determine the suitability to participate. The population for the study was the youth between 18-30 years who lived in Tembisa Township and who displayed academic resilience through their efforts of pursued career paths. The criteria for choosing participants were that they needed to be registered learners at Ekurhuleni TVET College: Tembisa campus, which is where they were pursuing their careers.

In order to provide the context of the collected data, the researcher further used contents from the literature review in chapter two of this thesis. Both one-on-one and focus groups interviews were conducted on-site, at Ekurhuleni West College: Tembisa Campus. Three key venues were accessible to the researcher. The main Principal's boardroom, the visiting staff office, and the Student Representative Committee offices (Table: 3.3). The semi-structured one-on-one interviews were scheduled to be conducted over an hour per participant and the focus groups were scheduled to be carried in approximately an hour and a half. The eight semi-structured one-on-one interviews and the two focus group interviews were audiotaped and transcribed by the researcher, as indicated in chapter three (Braun & Clarke, 2006:87; Silverman, 2011:274). For capturing purposes, the interview sessions were also written down (Punch, 2009:174-175; Bezuidenhout & Cronje, 2014: 236). The researcher also provided participants with sheets where they populated their profile information, which is tabled in this chapter (Table 4.1 and Table 4.4). Pseudonyms were used to protect the confidentiality of participants in the study. Copies of transcribed interview data were made and stored safely. The researcher in the coding and thematic analysis process used the other copies.

4.2. DATA FINDINGS

4.2.1 The demographic profile of semi-structured one-on-one interview participants

This section presents data findings from semi-structured interviews starting with information on the demographic profile of semi-structured one-on-one interviews.

Table 4.1: Semi-structured one-on-one interviews demographic profiles

Name	Sex	Age	School Educational level	The course of study in this TVET college	Family profile
Participant 1	M	18	Grade 11	Civil Engineering: Level 2	Participant 1 is the only child. He lives with his grandmother who is a pensioner, together with an older cousin.
Participant 2	M	18	Grd 12	Automotive: Level 3	Participant 2 is the second born child of four children. His mother is a street vendor, his father is unemployed.
Participant 3	F	19	Grade 10	Civil Engineering: Level 2	Participant 3 is the last born child of four children. Both her parents do piece jobs. The father is a gardener, and the mother sells snacks from home.
Participant 4	F	21	Grade11	ERD: Fabrication: Level 1	Participant 4 is a child of a deceased mother. She is the only child from her mother. She stays with an unmarried aunt who also has two children.
Participant 5	M	23	Grade 11	Finance: Level 3	Participant 5 is the youngest of two children. He has an older sister. He lives with the sister at their deceased parents' house.
Participant 6	F	21	Grade 10	Management: Level 2	Participant 6 is the oldest child, she has a younger sister. They

					both live with the parents who are married. The father is employed, the mother is unemployed.
Participant 7	M	22	Grade 12	Engineer related design: Level 3	Participant 7 is the youngest child. He has older siblings. They live with their mother. The mother is employed and is the only breadwinner.
Participant 8	F	22	Grade 12	IT: Information Technology Level 3	Participant 8's parents are deceased. She lives with the aunt and uncle. There are three other children in the house. Both guardians are employed.

*** The names are pseudonyms referred to as participant and the number**

4.2.2 Presentation of the semi-structured one-on-one interview findings

The qualitative data that are discussed in this section were collected from the interviews conducted with the participants through the use of tape recorders and written notes from the interview sessions as guided by Creswell and Plano Clark, (2007:129) and Schurink *et al.* (2011: 403). All direct and verbatim data have been typed in italics to reflect reality. The presentation of the findings from the one-on-one interviews is categorized according to four themes that emanated from the main research question. The themes were: Theme 1: The role of Education, Religion and Culture; Theme 2: Educational community interventions; Theme 3: Youth coping strategies; and Theme 4: Significant challenges for post-school youth.

4.2.2.1 Theme 1: The role of Education, Religion and Culture

The participants in the one-on-one interviews were engaged in experiences that can reflect the role of education, religion and culture in their lives in order to address the objectives of the

study. The participants presented on the three clustered concepts ‘education, religion and culture’ as they wished. In transcribing the data, the researcher clustered responses that were addressing similar issues in order to help with a sequence in this data presentation. In the responses below, verbatim responses are typed in *italics* and participants will be addressed as P1, P2 up to P8, of which P stands for Participant 1

P1 had this to say in response to the first question:

According to Participant 1 (P1) family developed a culture of ‘education first’ which gave direction to the participant’s aspiration towards education. P1 further expressed himself and said *my grandmother did not negotiate when it came to doing schoolwork; this was a household culture to put education first, friends and playing later.*

P7 indicated that in order to survive in Tembisa youth formed their culture, which met a need for belonging and survival. In the expression of the value of culture, P7 indicated that *youth love loud music and dressing in a certain way; there is a culture in the township though at times negative but youth feel a sense of belonging.* P8 confirmed what was expressed by P7 that culture was what people identify with, as he said *youth form their own culture in the Township which has nothing to do with promoting academic resilience.*

P1 gave an impression that culture is valued in Tembisa Township and described the man’s role as that of providing for the family. P1 in his expression of the man’s role as prescribed by culture said *I want to work hard and wish to find a job one day and make my life and my grandmother’s living conditions better, it is expected of me as a man.* P8 believed in the perceptions of P1 as she believed that as an older girl in the family, culture teaches that you take responsibility. P8 expressed that *being a girl at home has increased the responsibilities. There is an expectation to help with the kids, while busy with the load from school and training work. The family expects excellent results.* P2 further indicated that *culture does not allow for a man to be irresponsible as being a male you have to look after the family,* acknowledgement and association with culture was a coping motivation.

In the African culture, when members of the family are deceased, the relatives take over the responsibility of children. For P8, this has been a support after both parents passed as he indicated that *I have always feared doing wrong things like my friends here; my aunt and uncle would have disowned me for doing drugs, gangs, teenage pregnancy and things like that. Living with them has been an opportunity that I did not even in my wildest youth dreams want to spoil.*

The school and friends from school acted as an important part of contributing to academic resilience. P2 identified more with the education setting ‘the school’ as he looked forward to going to school, he said *my close group are friends from school and our studies are the main factor that brings us together, but we do have times when we also just chill and talk about life issues, which I can’t speak to my mom about.* P8 agreed with P2 as she found education and the school to be a great support and indicated that *the teachers at our school were also helpful in helping me to love maths and my school work. If they saw you were trying, they would meet you half way. I always asked for help and I think this really helped me.*

P1 believed in education as key to a better life as he expressed love for his Civil Engineering training and said he *wished to find a job one day and make grandmother’s living conditions better.* He spoke of the love and appreciation he has for the effort that the grandmother has taken to raise and support him. P2 shared the sentiments with P1 as he believed in education as being important for a better future and therefore grabbed education opportunities. P2 said *I believe that the TVET College is a stepping stone to university and I am working towards this goal.* In some families education was a priority. Further, the same value was expressed with P8 as he indicated that guardians were said to not compromise when it came to doing school work. P8 shared that *there were always boundaries to study hard before any privilege.*

P1 believed in his religion and in serving through his church to stay away from trouble. Religion was found to play a big part in creating understanding, interpretation and acceptance of lived experiences. P1 indicated that *I am a Christian; I believe in God’s plan with my life and spend time serving at the local church if I am not busy with school work.* From the expressions of P3, religion provided youth with hope for a better future. P3 mentioned *I pray to God I will get a job, though my long-term goal is to own my very own business.* P8 shared the same belief as P3 on the role religion as she expressed that religion had influence in her life. P8 made a statement that *I am glad I have not disappointed my parents and I believe that they are watching over me from*

heaven. P8 further stated that *I always reminded myself that my aunt and uncle are not my parents; they are just doing me a favour. The church helps us to understand that everything that happens to us, God knows about it. He watches over us.* The same belief was expressed as P3 indicated that *the current hardships are temporal; the Word of God says faith shall open doors of blessing if we remain pure and work hard which I believe is true.*

Interpretation of theme 1

Education and school play an important part in providing education and social engagement in a Tembisa Township. The Township does not have a single form of culture but various cultural practices according to the need. There is a youth culture, community culture and family culture. The culture of the community is that of caring about education, while at a family level education is valued through encouragement to participate in the learning process. The presence of resilience provides with a sense of responsibility, accountability and striving towards the attainment of a better education. This improves opportunities for jobs. Both guardians to Participant 8 believed in empowerment through education and they instilled good values and conduct towards education. This confirms that families of the youth participants in Tembisa did not value for education. The school is the main support structure towards academic resilience in Tembisa Township, though the structure is under-resourced. Most participants in the study indicated that they get support from friends and teachers.

Youth are forced into assuming roles that are more advanced for their age, which give them no choice, but to act independently. The values, norms and beliefs achieved through culture, religion and education have shaped responsible behaviours of post school youth. It is clear from what Brendtro, Brokenleg and Bockern (2013:67) mean when they say every person deserves an opportunity that allows him/her to feel that they are making a difference, impact lives positively and apply independence in important tasks. In the case of post-school youth, independence is not a choice as they are expected to cope. The participant youth worked hard to save money and assume leadership roles in an effort to bring stability to their homes as well in their education.

The youth in Tembisa Township have adopted their own youth culture for survival and fulfilment of the need to belong. Forming of gangs has provided support to many though the group formation was against academic achievement. The culture displayed by the youth is

negative and does not contribute to academic success. Activities that most youths embark on are negative and these add pressure to those that are resilient.

Discussion of theme 1

Normand (2007:45), in her exploration of youth who live in high-risk communities, indicated that resilient youth are those that tap on the little support such as school teachers and family to make a success of their learning experience. The youth participants indicated the role of education, religion and culture shaped their reality and provided support. The indications of youth participants affirms that resilience is when an individual demonstrates the ability to use the available support as mentioned by Aberdeen Getting it Right (2012: 52). He indicates that resilience is nurtured through the availability of support systems in the individual's environment. The teachings of culture, education and religion encouraged them to have the desire to work hard, thrive towards making a success of themselves and their education. The school and teachers at schools acted as buffers for academic success. The youth participants repeatedly mentioned that the schools were always helpful in helping learners to develop the desire to achieve good grades as a Participant 2 mentioned that if the teachers saw that the learners were trying hard, they would meet them halfway. Resilience theories argue that in order for an individual to succeed, there needs to be an internal sense of willingness to achieve (Goldstein & Brooks, 2012:3; Charney, 2004:16). This was demonstrated in the Tembisa youth through their persistence to achieve their career paths. The participant youth discussed made use of support in the environment to strive towards their goals such as family, friends and extended family. This acted as a buffer in nurturing their resilience (Sawyer & Burton, 2012:54). This was an important observation by the researcher in the life experience of P1 and P8 towards helping this research to inform recommendations for the youth who may not have the internal drive to succeed.

The church was a strong support system that proved to nurture resilience at academic, social and psychological levels (Phillips, Chamberlain & Goreczny, and 2014:39). The church structure contributed to coping strategies by some youths in the study. The evidence of this was noted when P1 and P8 indicated that they would run to church wherever faced with environmental pressure. Schools were also indicated as protective factors that supported academic resilience.

Meichenbaum (2004:23) affirms that teachers and schools play a major role in the development of academic resilience and social resilience attributes in learners. The schools are challenged by a lack of resources in order to be more effective in contributing to academic excellence. Daniel *et al.* (1999:70) express that for holistic development to be established, the systems in the individual's life play a big role in channelling progress and facilitating holistic growth. There is resilience in Tembisa as many youths survived without proper infrastructure and community support. Religious beliefs and Ubuntu assisted to encourage the youth towards academic success (Enslin & Horsthemke, 2004: 545; Dass-Brailsford, 2005: 574).

The academic resilient youth overcome the pressure to succeed in their education (Lee, 2009). Education is valued and motivates the post-school youth to persevere. In most townships, there is a lack of recreational and development activities (Mampane, & Bouwer, 2011:114) and education becomes the main support system. These youths at times need to motivate themselves through the experience of adversity because of being goal driven (Phillips, Camberlain & Goreczny, 2014:29; Goldstein & Brooks, 2012:30 and Charney, 2004:41). Culture provides morals, values and provides directions to acceptable behaviour. In the Tembisa Township, various cultures shape the reality of the youth and contribute to educational success. There is the youth culture of seeking an easy way out through gang activities (Normand, 2007:57) and community culture of not having faith in the youth (Mampane, & Bouwer, 2011). Culture acts as a support for survival (Aberdeen Getting it Right, 2012: 52). The post-school youth in the study had to find strength in the various influences of culture in order to define their own culture and value in education. Schools play a major role in promoting academic resilience (Meichenbaum, 2004: 23; Theron & Theron, 2014:297). The Tembisa youth demonstrated that the presence of protective buffers does make a difference towards academic success.

As an extension of culture, the family is an important structure that supported the youth in their academic success. A family structure is an immediate support in the learner's ecological system that addresses their emotional, social and psychological strength (Van Breda, 2001:79; Salis, Owen & Fisher, 2008: 465). The encouragement from the family structure holds more value in causing an individual to want to help others and make a difference (Dass-Brailsford, 2005: 574). The post-school youth in the study experienced support from their family which Brendtro and

Shahbazian (2004:75) say serves the learner in their education, leading to academic success. In the townships, schools play a major role in nurturing academic resilience (Williams, 2011). The learners learn and adopt positive values such as the need to work hard, exercise discipline and pull away from peer pressure and negative activities. Ungar *et al.* (2014:66) indicate that school-based interventions and programmes have a direct impact in shaping a character, teaching discipline and moral values that are needed for survival. Tembisa Township lacks recreational facilities and schools act as buffers towards academic resilience (Sawyer & Burton, 2012:54). The environment provides reasons to look forward to opportunities, engagement, socialising and learning.

4.2.2.2. Theme 2: Educational community interventions

When asked about educational interventions that helped towards their academic resilience, P1 indicated that there was a lack in terms of interventions that needed attention, but highlighted that *extra classes rendered by church volunteers were helpful*. The participant suggested that *extra classes and provision of resources would help instil academic resilience needed to succeed*.

P8 confirmed the urgent need for resources along the line of what was expressed by P1 and said *there is a need for libraries in order to help in the struggle with homework, availability literature source towards projects, groups work session venue*. P7 echoed the need for resources and expressed *that access to the internet will add value to academic success as this enables access to critical information from various sources*.

P2 expressed that the location and maintenance of educational intervention programmes are important to instil resilience. P2 indicated that *there is a library in one of the locations of Tembisa but youth have to walk for long and there are insufficient books to help with studies and the library is poorly managed*. P2 and 3 believed that having a youth centre in Tembisa Township was a need to support academic resilience. P2 referred to prior experience and indicated that *there used to be a youth centre that was shut down after it was broken into and robbed many times. It closed down a long time ago*. P7 agreed with P2 and also expressed that the presence of a youth centre was a great support that can be revitalised. P7 indicated that *there*

is not much education and development related programmes in the community. There was a centre but it shut down, no one knows why but one wouldn't be surprised if it was because of break-ins and lack of funding.

The presence of a TVET college presented youth with a sense of resilience as an intervention, hope for a better future that provides skills leading to increased chances of employment. P3 indicated that *my friends and I heard of Ekurhuleni West College and went there to know of the different career options that are available*. P4 agreed with P3 and indicated, *the college is giving us hope as some youth got employed after their training*.

P6 indicated there is a lot that is not available in terms of programmes in the Township such as interventions to help the youth aspire to right career choices that bring development. With this said, P6 indicated that there is a need to strengthen *the youth club which supported with learning material as well as soccer club which promoted the spirit of togetherness and socialisation*.

Interpretation of theme 2

The Township of Tembisa is lacking in the area of interventions needed to support academic resilience. Youth have to use their own initiatives to put in extra hard work and time towards their own achievement. The presence of resilience is found in these youth as they are able to identify what can work as positive interventions towards academic resilience. Efforts from government and private sector are needed to support the development of the educational interventions in Tembisa Township. Many challenges faced by youth in Tembisa come as a result of the under-resourcing of schools and the community with limited recreational and educational interventions. The youth fall into anti social behaviours due to boredom and limited support. Educational interventions serve a role of teaching responsible behaviour and they keep youth occupied with meaningful activities that shape positive behaviours.

Discussion of theme 2

Township life is a challenge due to the lack of infrastructure, development programmes and recreational activities (Dass-Brailsford, 2005: 574; Normand, 2007:79). This results in many youth engaging in criminal activities out of desperation and boredom. Unemployment remains

high in these high-risk communities (Normand, 2007: 67; Rakabe, 2016:34). P1 and P7 demonstrated resilience in working hard towards their academics. However, the community lacked recreational resources to aid in their education. The youth expressed the need for support programmes, this suggest that programmes and activities would prevent other social ills if there were decisive efforts to make these available. There is a need for growing learners and youth to have strengthened support in the township. This may allow them to be children and play before taking up huge responsibilities of taking care of their families. The context and environmental conditions need to be improved to allow for positive academic resilience and development for those growing up the townships (Salis, Owen & Fisher, 2008: 465; Ungar, Russell & Connelly, 2014.). The township remains faced with a number of challenges which put pressure on academic success (Dass-Brailsford, 2005: 574; Normand, 2007:77; Theron & Theron, 2014: 297). The participants shared common sentiments that there were no recreational activities in the township. Schools in the township play a major role in supporting academic resilience (Mampane & Bouwer, 2011:114), though they have inadequate financial support. Since the apartheid era, the quality of life has changed, however, the townships are progressing sluggishly (Moller, 2013: 915; Rakabe 2016:32) where learners struggle to enrol at universities. The quality of education remains a strain causing many youths to drop out of school (Normand, 2007:67). The development structures do not last in the townships due to poor maintenance (Rakabe, 2016:34). Libraries are a necessity for productive education. The availability of such remains a dream in Tembisa Township. Interventions to motivate and encourage youth are critical in supporting the development of resilience attributes to that wherein academic resilience may not come naturally (Brendtro, Brokenleg & Bockern, and 2013:67). Brendtro *et al.* (2013:67) suggest that in order for an individual to prosper, they need environmental modifications that will enable the experience of mastery in a task through structured programmes.

4.2.2.3. Theme 3: Coping strategies

When asked about their coping mechanisms, P1 attributed all his academic success to hard work. He indicated that *I am not intelligent, but see myself as a hard worker*. P8 shared a similar experience as P1 as he indicated *there is no choice but to work hard in order to succeed here*.

Acquired resilience builds a sense of consciousness and commitment to the environment where an individual strives to do well and live up to expectations. P7 expressed that *I do not want to disappoint my grandmother who tries so hard to keep the family going*. P8 also used the same coping attitude as P1 he also demonstrated the desire to please the aunt and uncle by doing well. P8 said *my aunt and uncle take education as a priority, they taught me to work hard and I would not want to disappoint them*.

The desire to try hard is associated with having a positive outlook on life where the researcher got an indication from P1 that drawing from the available supports impacted on achieving academic goals. P1 wanted to achieve and have a stable career in order to support the family, as he said *that I have always wanted to do the best I can so that I can have a stable career in Civil Engineering in order to take good care the family*. A positive outlook was also indicated through P2 as she shared that *my dream is to one day have my own business in the township and not depend on being employed as a lot of youth are unemployed*.

Different to the challenges at school level, a strategy for academic success mentioned by P5 was the value added by using available resources. P5 stated that *the teachers at the college were supportive. Experiments are done practically, there is a library and these help with academic success*. P1 also believed that if it was not from the school support *hope would have been lost as going to school gave a sense of purpose*.

Interpretation of theme 3

It is evident that the post-school youth had unique attributes in dealing with challenging circumstances living in Tembisa Township. Resilience has been displayed as being intrinsic and extrinsic and this is supported by the theories of resilience. Intrinsic resilience is the ability to willingly work hard under stressful conditions; work towards achieving goals and use self-control. Extrinsic resilience is demonstrated through adherence to prescriptions of the surrounding environment such as the law, culture, religion, discipline from school; and family norms and values. Families of youth and schools are found to have contributed to building the ability to make informed decisions of who to befriend and associate with. Individual attributes and environmental resources helped towards the academic achievement of the youth.

When faced with difficulties, resilience gives the courage to try new things and to make an effort to utilise the little available resources. This involves going the extra mile, saving, doing extra work all towards achieving the set goals (Dass-Brailsford, 2005: 574; Goldstein & Brooks, 2012:3). This character of having courage reveals the presence of academic resilience and a coping ability from a person surrounded by adversity. Interviews revealed that the participants' lived experiences and provide a clear understanding of how people live their lives and how they cope (Elliott & Timulak, 2005: 147). The discussion above demonstrates the participants' practical coping mechanisms when experiencing financial strain in their context.

Discussion of Theme 3

The family is a structure that should build character, values and strong norms to help with survival strategies. The family, as a support system, should be an effective platform for communication, problem-solving and emotional support (Van Breda, 2001: 31). It is evident that in families of most of participants that there were many threats that presented with a broken Circle of Courage for holistic growth. The Circle of Courage states that in order for an individual to succeed academically and in many other areas, it is critical to experience belonging, mastery, independence and generosity (Brendtro, Brokenleg & Bockern, 2013:67). The families of the youth who participated in the study lacked in providing the necessary support. P2's father's excessive drinking was negative towards this youth. This then says that the participant's resilience attributes enabled him to cope under difficult circumstances. Resilience is a person's capability to recover and assume their efforts to a productive lifestyle (Goldstein & Brooks, 2012:13). Resilience allows the individual the opportunity to learn from their mistakes and make favourable decisions. Academic resilience drives a person to motivate himself or herself against the negativity that surrounds them. As discussed in the previous responses, resilience provides the desire to work hard, exercise self-determination, and see challenges as opportunities for growth. Tembisa post-school youth who were academically resilient indicated how they pulled through the challenging life conditions in their township, (Goldstein & Brooks, 2012:3) believes that resiliency allows a person find coping mechanism. The ability to use internal strength and environmental supports are discussed in the resilience theory as intrinsic strengths and extrinsic attributes that enable success. According to Dass-Brailsford (2005: 574) academically resilient people find strengths in their environment and maintain a positive outlook on life. This was

evident in the participants where they expressed satisfaction and fulfilment in the current career training in spite of the strains they experienced in the environment. The presence of academic resilience enables a person to look for an opportunity to grow and to achieve their aspirations and goals (Sawyer & Burton, 2012:54).

4.2.2.4. Theme 4: Significant challenges facing post-school youth identified for the study in Tembisa Township

When asked about the challenges in Tembisa Township P1 indicated that *amongst the challenges was bullying, stealing, breaking into homes, rape, selling of drugs by pupils that were prevalent challenges in schools*. P8 also indicated that *youth make babies like nobodies business in the community, they are found in criminal activities, drinking of alcohol close to schools and everywhere else, gangs and clubbing*. Further was fear and a sense on not feeling safe due to the criminal challenges. This was emphasised by P5 as he expressed *that we are also scared and feel unsafe though we are youth. If you try to be better and work hard, the community pulls you down*. P1 felt unsafe and indicated that *schools are unsafe and lack being conducive environments for learning as there are bullies*. P7 indicated that *there are more negative activities than educational related activities in the Township; gangs who do crime in the community making studying hard resulting is always feeling unsafe*. P2 indicated that *homes are broken into and robbed many times, which instilled uncertainty and fear in the Township*

P1 alluded to a challenge of insufficient resources to promote academic resilience .P1 said *the fact is that there are insufficient resources, recreational centres, libraries and laboratories to conduct experiments* and this remains a challenge. P7 also indicated that *I could have passed with higher distinctions in most of the attempted subjects but could not as there were resources needed for physics experiments, but the school did not have enough resources though the teachers tried to explain, while all the learners could do was to imagine these things*. P8 identified with this challenge as he said *there are insufficient resources at school to help with our the learning process*.

P7 and P8 expressed a challenge with insufficiency of finances as a result of poor employment and total unemployment as a challenge towards academic achievement in Tembisa Township.

P8 said it was an impossible dream to expect further education as *the aunt and uncle would have not afforded to pay for further education*, while P7 expressed that *poor financing of schools had negative impact on the performance*.

P8 and P2 raised poor performance at school as a challenge in post school youth which came as a result of poor education leading to poor result disabling youth from entry into university. P2 in his response indicated that *ngiqedile eskoleni maa'm mara, my grades are bad: I finished school though my grades for grade 12 are bad*. P8 agreed with an indication that *I came to the TVET College because I couldn't go to university with these grades even if I had a sponsor*.

P1 and P2 highlighted poverty which lead to unemployment as a major challenge. P1 shared that *we lack sisokola even nangokudla, kunzima: we even struggle for food*. P2 also expressed *we run out of food at home*.

In the township, youth are labelled negatively as being disruptive, which is a challenge for persistent youth who try hard. P2 indicated that *as young people in Tembisa, we are all labelled as disruptive, but the truth is that not all of us youth are disruptive*. This was expressed as a challenge as the post school youth in the study were negatively affected by the gangs misbehaviours because they did not identify with their behaviour. There is a lot of negative perception on youth in Tembisa. P4 expressed this and said *people in Tembisa think youth will all have babies, do nyaope this nonsense drug, do crime and that will be the end of us youth. They are not acknowledging that some of us run away from these things*.

P6 indicated that a challenge that comes as a result of excessive boredom for youth is *a lot of 'jollyng' which is engagement in adult sexual activities leading to high numbers in teenage pregnancy and alcohol consumption*. P1 further indicated peer pressure as a challenge for youth. P1 was worried that *the cousin succumbed to peer-pressure and was always making time to hang and roam around the community doing nothing productive*. P8 shared that *neighbours were always worried that youth would have children pre maturely and drop out of school. This is a norm for youth in the community*.

P1 shared a challenge that substance abuse was a problem in the community. P1 indicated that *I am always worried that the older cousin drank a lot, did not prioritise schooling instead spent time in hangout spots with a gang in the township*.

Extended family members who were grandparents and uncles due to the absence of biological parents raised most of the youth participants in Tembisa and this presented with a challenge. P1 indicated that *my grandmother through the old age grant assists me, as she does not have a job*, while P8 indicated that *both parents died due to HIV and AIDS and I stay with my uncle and his wife*.

P7 identified political nepotism as being a challenge in accessing opportunities. He stated *many youths are not employed as they are not politicians to know someone who can provide a job opportunity*.

Interpretation of theme 4

There are many challenges in Tembisa. These include teenage pregnancy, unemployment, bullying, crime, rape, underdevelopment, lack, HIV and AIDS. Through these challenges, youth have adopted coping strategies to achieve in their academic work. Academic resilience was important to the youth who held dreams for a better future. Participant 2 and Participant 7 were prompted by the hardships and challenges in their households to work hard. They demonstrated eagerness towards their studies. The conditions were not conducive to study and there was a poor infrastructure and lack of food. Due to under-resourced schools and education, many learners do not do well to be eligible for university scholarships. This hinders economic and environmental progress. Most families in Tembisa are financially incapable of assisting their children and youth in their education. There are issues with sponsorship in a form of scholarships for learners to progress in their education. There is overcrowding in some families and this remains a challenge to individualised attention and support. Unemployment remains high and frustrates growth, development and academic success. Insufficient support put a lot of strain on most participants in the study.

Discussion of theme 4

There were various circumstances in Tembisa Township that presented challenges for Post School youth. Goldstein and Brooks (2012:3) and Rakabe (2016:24) view resilience as the ability to withstand challenges, hold on to a dream and make use of available structures to enable a sense of belonging with the community, friends and family. Participant 1 and 8 demonstrated what Brendtro and Shahbazian (2004:75) termed as having a sense of identity where the individual experiences a sense of belonging into a structure be it the school, family and

friendship, which is an attribute of resilience at a family and community level. Conditions that are experienced by the youth in disadvantaged communities are always unfavourable, says Dass-Brailsford (2005: 574). These conditions influence the safety and security of individuals in a negative way (Williams, 2011). They instil helplessness and hopelessness to the possibility of doing well in the future. This was evident in the experiences of the youth where they were exposed to bullying, drugs and rape. Resilience was demonstrated as the youth did not withdraw from the primary school support system of teachers who contributed to their academic success (Ungar *et al.* 2014:66).

Poor resourcing and the lack of financial resources cause an individual to be vulnerable. Aberdeen Getting it Right (2012: 52) state this in the resilience matrix as unfavourable and a trigger for an individual to demonstrate if they are resilient. Some of the post-school youth in Tembisa did not cope with the financial strains in the community and resorted to negative mechanisms. Persistence and determination according to (Charney, 2004:19) were attributes of resilience demonstrated by some participants. The informal work undertaken demonstrated the presence of goal-orientation, willingness to succeed in order to express appreciation to their support system

Many youth have given up on their hope for the future and this was always a challenge for academic resilient youth to push through the hopelessness. The township life presents overwhelming pressures including peer pressure, poverty and unemployment leading to severe lack of food, proper shelter, and means for academic work (Rakabe, 2016:34; Normand, 2007; Dass-Brailsford, 2005: 574). Participant 2 and Participant 7 indicated that many youth in Tembisa Township have given up on their future. They stay at home, idle about and end up engaging in harmful activities. Academic resilience guide an individual to make means to complete all tasks without giving up and to ask for help and align with those that share the same vision. Normand (2007:73) and Theron and Theron (2014:297) state that the youth in townships drop out of school mostly due to the inability to cope with their challenging circumstances. The challenges faced by students are not only limited to environmental conditions of a lack of proper recreational activities but vary from lack of proper housing, sanitation, infrastructure and food amongst many challenges (Dass-Brailsford, 2005: 574; Normand, 2007:77; Theron & Theron,

2014: 297). Finances to live a reasonable life remain a challenge in Tembisa Township, due to high rates of unemployment. In the interviews, there were indications that gave the impression that in the township, there is survival of those who are fit, and those who resort to quick solutions employed by gangs and crime. The families of some youth who participated in the study did not have positive views of the post school youth and their living conditions. These were expressed as the youth shared their experiences.

Further, Tembisa Township experienced overwhelming teenage pregnancy rate (Theron & Theron, 2014: 297; Normand, 2007:67). The community derails young people on the journey towards achieving academic success due to pressure. This pressure forces the youth who are not resilient to engage in unhealthy survival and coping mechanisms. A resilient teenage parent in the study demonstrated willingness to try for a better future (Goldstein & Brooks, 2012:3). They learn from their mistakes and those of others around them (Charney, 2004:41; Salis, Owen & Fisher, 2008: 465). The youth expressed a challenge of poor resources and lack of funding towards their education. This is a challenge with many townships including Tembisa. People make means to survive with small businesses which Rakabe (2016:1) says are less productive due to the businesses falling within the non-retail Traditional Informal Enterprises TIES category which is the opposite of the more productive Modernising Informal Enterprises (MIEs) classification. The business activities in Tembisa do not grow to prosper within families and the communities as they resonate within the Traditional Informal Sector (TIS). There are many challenges that are found in the ecological system that influence either positively or negatively on the ability of an individual to cope (Salis, Owen & Fisher, 2008: 465). The youth continue to face challenges (National Youth Policy 2015:25) in Tembisa Township due to the unfavourable economic status (Rakabe, 2016:24). The challenges present as positive triggers or stressors, which put strain on development and academic achievement (Bracco, Piccinno & Dorigatti, 2013:16; Aberdeen Getting it Right, 2012: 49). The participants in the study shared the reality of inadequacy in finances which negatively influenced academic achievement. Learners in Tembisa Township struggle to cope and as a result, drop out of school due to insufficient means to provide for their educational needs. Every developing learner has a basic need to feel a sense of belonging (Brendtro, Brokenleg & Bockern, 2013:67) in order to experience mastery and academic success. Understanding the challenges in context and how they influence development

is important to contribute towards recommendations for interventions that can help towards academic achievement.

4.3. SUMMARY OF THEMES, PATTERNS AND CODES IN A TABLE

Thematic analysis is a qualitative analysis method used to identify, analyse and report themes, patterns and codes within the analysis of data to allow for the organisation of data in order to describe them in a rich and raw format (Braun & Clarke, 2006:79). Semi-structured one-on-one interview data presentation uses thematic content data analysis in order to make more sense and bring structure into the collected data (Grbich, 2007:31). This included decreasing raw material, separating important data from non-essentials, establishing main themes, patterns and codes that cut across the collected data (Du Plooy Cilliers *et al.*, 2014: 233).

Thematic analysis was used in this study to address the research questions and objectives; and to identify valuable pockets of data; analyse the data and provide a report on the main themes, patterns and the generated codes within the analysis of data (Braun & Clarke (2006:79). This method enabled the process of organising the data from the semi-structured interviews, focus groups and literature review. With all the theoretical frameworks, the researcher needed to establish themes, patterns and codes that would provide conclusive data on factors and resources at a personal, family and environmental level. The frameworks together with responses to the main research, sub-questions and interview data, translated to four themes which the researcher developed with patterns and codes as outlined below. The themes were:

Theme 1: The role of Education, Religion and Culture

Theme 2: Educational community interventions

Theme 3: Youth coping strategies

Theme 4: Significant challenges for post-school youth

4.3.1: Table 4.2: The thematic analysis table of semi-structured one-on-one interviews

THEMES	PATTERNS	CODES	Youth Participants							
			Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7	Participant 8
The role of Religion, Education and Culture	Personal attributes and attitude to life	Grabs educational opportunities towards a chosen career choice	✓	✓	✓	✓	✓	✓	✓	✓
		Learns from mistakes	✓	✓	✓	✓		✓	✓	
		A positive view of life	✓	✓	✓	✓	✓		✓	✓
		Persistent	✓	✓		✓	✓	✓	✓	✓
		Positive personality attributes: gets along with others	✓	✓	✓	✓	✓		✓	✓
		Self-motivated and assertive	✓		✓	✓	✓	✓	✓	✓
	Identifies with a religion	Holds strong religious beliefs	✓		✓	✓	✓		✓	✓
		Sees religion as providing a sense of identity	✓		✓	✓	✓	✓	✓	✓
		Believes religion plays an important role	✓		✓	✓	✓	✓	✓	✓
	Personal ability to deal with difficulties	Exercises positive approaches to deal with problems	✓	✓			✓		✓	✓
		Controls self from using negative coping mechanisms	✓	✓	✓	✓	✓	✓	✓	✓
		Calls out for help when faced with difficulties		✓	✓		✓		✓	✓
	Awareness of self (self-belief and esteem)	Awareness of self-strengths and weaknesses	✓	✓	✓	✓	✓	✓	✓	✓
		Hard working character	✓	✓	✓	✓	✓	✓	✓	✓
		Believes in own abilities	✓	✓	✓	✓	✓	✓	✓	✓
		Self-respect	✓	✓		✓	✓		✓	✓
	Personal meaning of	Acknowledges the importance of cultural		✓	✓	✓	✓			✓

	Culture	norms and values								
	Value for friendship support	Values the influence of positive friendships	✓	✓	✓	✓	✓		✓	✓
		Believes in being there for others and vice versa	✓	✓	✓		✓	✓	✓	✓
	A personal view of family	The negative perception of parent(s)	✓	✓	✓	✓		✓	✓	
		Positive perception of parent(s)		✓			✓	✓	✓	✓
	Personal beliefs	Strives to do the right thing based on the right choices	✓	✓	✓	✓	✓	✓	✓	✓
		Believes in the presence of right and wrong according to rules		✓	✓	✓	✓	✓	✓	✓
	Altruistic attitude	Desires for the community to be a better development environment	✓	✓	✓	✓	✓	✓	✓	✓
		Determined to make a difference through the career	✓	✓	✓	✓	✓	✓	✓	✓
	Family beliefs	Believes in supporting each other as per cultural orientation	✓	✓	✓	✓	✓		✓	✓
	Family financial status	Financial shortage and instability in the home		✓	✓	✓	✓	✓	✓	✓
	Family Communication	Presence of relationship between participant and adult in the family	✓		✓	✓		✓	✓	✓
		Shares common beliefs about the value of education			✓	✓	✓	✓	✓	✓
		A sound relationship between siblings is present		✓	✓	✓	✓	✓	✓	✓
	Good parenting	Parent(s) encourage children to value education	✓					✓	✓	✓
		Parents strive to provide all basic needs for the children	✓	✓		✓		✓	✓	✓
		Parents set boundaries and rules that guide children according to cultural and religious beliefs			✓	✓		✓	✓	✓

		Children feel protected by their parent(s)				✓	✓	✓	✓	✓
Educational community interventions	Community support for the youth	Lack of support resources in the community such as the information and development centre	✓	✓	✓	✓	✓	✓	✓	✓
		Presence of support and influence from school teachers	✓	✓	✓	✓	✓	✓	✓	✓
		Presence of encouraging and supportive adults in the community for the youth	✓				✓		✓	✓
		Lack of sufficient recreational centres	✓	✓		✓	✓	✓	✓	✓
		Positive community culture and values			✓			✓	✓	✓
	Educational therapeutic interventions	There are recreational and educational therapeutic interventions present		✓	✓				✓	✓
		Lack of educational interventions	✓	✓	✓	✓	✓	✓	✓	✓
		Urgent need for educational intervention	✓	✓	✓	✓	✓	✓	✓	✓
	Friendship choices	Affected by peer pressure and negativity in friends from the community		✓	✓	✓	✓	✓	✓	
		Believes in choosing the	✓	✓	✓	✓	✓	✓	✓	✓

Youth coping strategies

		right friends								
		Has a decisive approach to dealing with friends	✓				✓	✓	✓	✓
Handling Others	Handling	Respects elders and others	✓		✓		✓	✓	✓	✓
	Others	Concerned for the well-being of others	✓	✓	✓	✓	✓	✓	✓	✓
Academics	Academics	Makes effort to work hard and submit all assessments on time	✓		✓	✓	✓	✓	✓	✓
		Values the importance of education	✓	✓	✓	✓	✓	✓	✓	✓
Aspirations for the future	Aspirations for the future	Aspires to having a good career	✓	✓	✓	✓	✓	✓	✓	✓
		Aims high for the future	✓	✓	✓	✓	✓	✓	✓	✓
		Sees self as being successful	✓	✓	✓	✓		✓	✓	✓
Strategies for protecting self from harm	Strategies for protecting self from harm	Operating within reasonable, realistic rules from home and school	✓	✓		✓	✓	✓	✓	✓
		Engagement in healthy activities such as sports		✓			✓		✓	✓
		Consciously stays away from harm and lives a reasonably simple life	✓	✓		✓	✓	✓	✓	✓
		Grabs life opportunities that bring progress and success	✓	✓	✓	✓	✓	✓	✓	✓
		Spends a lot of time in education and working hard at the career path of choice	✓	✓	✓	✓	✓	✓	✓	✓
		Avoids negative wild youth activities (drinking, smoking, stealing)	✓	✓	✓	✓	✓	✓	✓	✓
	Supportive structures in the community	There is no sufficient support towards academic resilience in Tembisa Township than at the school	✓	✓	✓	✓	✓	✓	✓	✓
	Positive models	Presence of role models in the community	✓				✓	✓	✓	✓

Significant challenges for post school youth	School resources	Insufficient resources	✓		✓	✓	✓	✓	✓	✓
	Barriers to effective schooling	Inadequate safety in the school premises	✓		✓	✓	✓	✓	✓	✓
		Crime and taverns close to the high school premises				✓		✓	✓	✓
		Lack of fees towards school related activities	✓	✓	✓	✓	✓	✓	✓	✓
	Stereotypes about schooling in the township	Education is not a major priority compared to making money.		✓	✓	✓	✓	✓	✓	✓
	Poverty	Lack of adequate community resources towards youth development	✓	✓	✓	✓	✓	✓	✓	✓
		Lack of funded programmes to help youth with education	✓	✓	✓	✓	✓	✓	✓	✓
		High unemployment	✓	✓	✓	✓	✓	✓	✓	✓
		Presence of economic segregation/marginalisation	✓	✓	✓	✓	✓	✓	✓	✓
		Hopelessness in Tembisa Township	✓	✓	✓	✓	✓	✓	✓	✓
	Pressures and danger faced by youth	Crime and engaging in crime through forceful gang groups	✓	✓		✓		✓	✓	✓
		Irresponsible engagement in unprotected sexual experiments and activities leading to HIV		✓	✓	✓		✓	✓	✓
		Teenage pregnancy	✓	✓	✓	✓		✓	✓	✓
		Substance abuse	✓	✓		✓	✓	✓	✓	✓
		Poor and negative upbringing	✓	✓	✓	✓	✓	✓	✓	
	Safety issues	Presence of crime: breaking in, high-jacking, stealing	✓			✓	✓	✓	✓	✓

		Feeling unsafe in the community		✓	✓	✓	✓	✓	✓	✓
		Inadequate protection in the community of Tembisa		✓	✓	✓	✓	✓	✓	✓
Perceptions of youth		Youth are labelled negative in the community	✓	✓	✓	✓	✓	✓	✓	✓
		Irresponsible behaviours in the youth have become a norm	✓	✓	✓	✓	✓	✓	✓	✓

Table 4.3: Thematic analysis of semi-structured one-on-one Interviews

Above is the template, which demonstrates the findings from the data, collected during semi-structured one-on-one interviews.

4.3.2. Thematic analysis discussion of semi-structured one-on-one interviews

This section provides a thematic analysis of one-on-one interviews excluding the verbatim presentation. The purpose of this section is to show the clustering of data according to themes, patterns and codes in the above table. Thematic analysis is a qualitative analytic method used to identify, analyse and report themes, patterns and codes within the analysis of data to allow for the organisation of data in order to describe them in a rich and raw format (Braun & Clarke, 2006:79; Braun & Clarke, 2006:79). Semi-structured one-on-one interview data presentation uses thematic content data analysis in order to make more sense and bring structure into the collected data (Grbich, 2007:31). This included separating important data from non-essentials, establishing main themes, patterns and codes that cut across the collected data (Du Plooy Cilliers *et al.*, 2014: 233).

In the data analysis process, the researcher identified four critical themes that formed the basis of this qualitative discussion in answering the research questions and objectives. The discussions in this section provided a summary of empirical findings on each of the research themes that translated into patterns and codes. As mentioned in chapter two, the study was conceptualised with the guidance of the theoretical frameworks that framed the study. These were the Resilience Theory with the Matrix, Ecological Theory with systems; and the Circle of Courage according to Greene, Galambos and Lee (2008:76). Each of these theoretical frameworks was evident in the

different sections of the thematic analysis. The identified themes for this research were as follows:

Theme 1: The role of Education, Religion and Culture; Theme 2: Educational community interventions; Theme 3: Youth coping strategies; and Theme 4: Significant challenges for post-school youth identified in the study. Below is a discussion of the findings that are summarised above in the Thematic Table analysis.

4.3.2.1. Theme 1: The role of Education, Religion and Culture

The data collected from the post-school youth of Tembisa at Ekurhuleni Campus presented the theme that demonstrated the impact of culture, religion and education at the individual level. The participants in the interviews were requested to provide their experiences and perspectives on various questions that looked at the attributes of academic resilience at individual, family and environmental level. There was consensus on a number of attributes that evidently demonstrated the participants' initiatives towards academic resilience. These were formulated into main themes, patterns and codes. It was interesting to note that some of the attributes and resources also emerged in the focus group sessions. At the personal level as per the influence of culture, education and religion, most of the participants demonstrated the presence of positive attributes where they seize opportunities for a better future. The art of seizing available opportunities is not spontaneous unless the person has the ability to look beyond circumstances that present as stumbling blocks, preventing them from reaching their full potential (Goldstein & Brooks, 2012:3; Berk, 2006:26 & Dass-Brailsford, 2005: 574). The act of seizing available opportunities comes with faith and belief that things will change for the better as motivated in the youth religious belief and faith. Seizing opportunities was featured in the post school Tembisa youth's responses where there was an indication of youth working hard; grabbing opportunities in pursuit of a qualification which can lead to job opportunities.

There was considerable consensus from participants on the indication that they learn from their mistakes and mistakes of others' (Van Breda, 2001: 57), where life lessons to cope with adversities are drawn through observation and experiences. The participants demonstrated this by indicating that they did not want to be like the disruptive youth in their community as they pledged to stay away from trouble. The church proved to be a great community intervention and support to some of the participants in this study. According to Phillips, Camberlain and Goreczny

(2014: 29), there is a strong relationship between religious orientation and coping mechanisms. This was evident in the youth as they indicated the support from the church affiliation towards paying for their education.

The participants further displayed the ability to withstand criticism. Van Breda (2001:40); Rakabe (2016:32); and Theron & Theron (2014:297) indicate that this is hardiness and not succumbing to peer pressure. Salis, Owen and Fisher (2008: 465) state that the individual's ecological system puts a lot of pressure that could lead to unfavourable decisions. The youth in the study confirmed this from their experience. Persistence was discovered by Phillips, Camberlain and Goreczny (2014:29); Aberdeen Getting it Right (2012: 52); and Van Breda (2001:49) as being present if there is academic resilience within the context of an individual experiencing adversity. The youth highlighted that there were always stereotypes, insults and ridiculing against the youth, but the participants remained persistent.

The negativity in the environment of Tembisa put a strain on the participants' academic achievement. This study identified that the youth in Tembisa were persistent and strived to refrain from trouble. The participant youth continuously align with those who have the same attitude towards dreams and education. They strive to stay away from trouble and exercise discipline. They exercised self-discipline, hold religious beliefs. Religion and culture foster values, morals, norms, ethics and skills to make informed decisions that influence success in attempted tasks (Phillips, Camberlain & Goreczny, 2014: 29; Dass-Brailsford, 2005: 574).

The academically resilient youth had the ability to choose appropriate ways to solve problems. This is presented by Brendtro, Brokenleg and Bockern, (2013:67) as acquiring mastery and independence to make informed decisions. This was highlighted in the youth participant's responses where it was mentioned that when faced with challenges they would ask teachers for help and engage in piece jobs to contribute towards their schooling.

The post-school youth in this study shared common beliefs about the value of education and that education is the key to a better life. According to Meichenbaum (2004:32), education positively shapes the individual's reality through set standards, knowledge and skills transfer. Youth in the study were academically resilient and indicated that together as friends they want to be entrepreneurs and bring development to their community. They acknowledged rules and used

these to make the right decisions. They believed that being positive in life is the first victory before the pressures that surround them in the community as they expressed that they do their best through hard work. There was a sense of strong religious belief among the youth.

Family and religion contribute the ability to adjust and adapt to environmental challenges (Van Breda, 2001: 108). This was evident when the youth indicated that they pray to God to find suitable jobs. The youth drew strength from those who supported them. Academic resilience can be achieved if there is support in the environment (Berk, 2006:26; Normand, 2007:164; Dass-Brailsford, 2005: 574; Van Breda, 2001:119). This was demonstrated as the youth indicated that they always looked forward to learning and seeing their teachers; they loved spending time with their school friends and teachers with whom they study together.

There was a strong presence of hope for a better future in the academically resilient youth as well as drawing strength from positive role models. Role models played an important role in shaping their character and acting as motivation to those in hopeless circumstances (Benard, 1997:29). This was demonstrated as the youth expressed willingness to be better men, like DJ Sbu who comes for their township; they want to tell motivational stories about their lives as well one day. They went an extra mile to achieve better; as they made use of resources at the college to do well in order to succeed. They had positive views about the future as they aspired to be qualified in different careers

There was also an aspiration to assist others such as friends and family. In most participants, there was a strong sense of taking initiatives and supporting others, this was when they pushed one another to do the work hard so that they all do well. There were expressions of pride in self and respect for self in participant youth. Many of the above-mentioned attributes were common factors shared at the personal level of the Tembisa Township youth with academic resilience. There were various further attributes and resources at a family level that impacted both negatively and positively towards the youth's academic resilience and career path (Van Breda, 2001: 57; Salis, Owen & Fisher, 2008: 465 and Benard, 1997:29). These included family stress, effective and ineffective parenting displayed by families in Tembisa according to the experiences and views of individual interview participants.

For the majority of the academically resilient youth, there was motivation from their families to work hard and achieve better. This was expressed through an indication that parents push the youth to go to school. Some parents were said to be strict and they did not give youth a choice but to work hard and do well. Poor parenting was evident in some of the post-school youth who expressed that their parents drink too much alcohol and they are sometimes violent. Some parents were reported to have failed to provide basic schooling needs for their children due to unemployment. Some of the youth were raised by pensioners who could not afford school requirements. These included the fulfilment of the needs towards schooling.

The inability of parents to provide for the family negatively impacted on the academic performance of their children. Sawyer and Burton (2012:54) and Aberdeen Getting it Right (2012: 52) in their study of resilience and the resilience matrix, articulate the parents' inability to provide for their families as a major cause of vulnerability, resulting in the inability to cope. The youth indicated that at many times could not afford electricity and water making it difficult to study. Some participants expressed that their families believed they should study in order to have a better life. They were encouraged to be a better generation by their families. When motivation is present in the family structure, this serves as a protective buffer that encourages and nurtures resilience (Van Breda, 2001: 76; Theron & Theron, 2014: 297 and Sawyer & Burton, 2012:54). The academically resilient youth demonstrated value and positive receipt of encouragement from their families. This was demonstrated at the indication by youth that they did not want to disappoint their families who try hard to support them.

There was sound communication in the families where the participant youth come from. This provided emotional support towards academic resilience, the participant youth indicated that they are unified in their families, they sit under the tree and talk and laugh together. Most families support one another with the little means they have; they believe in being there for one another. P5 indicated that she felt that she will, in the end, be able to help her grand-mother and improve their living conditions; she aspired to finish her studies and be able to help at home as things are tough and many times there is a shortage of food. Most families experience poverty in Tembisa Township (Rakabe, 2016:24). Poverty sets the resilience process in motion where researchers are able to identify the presence or absence of resilience (Goldstein & Brooks,

2012:13). The youth confirmed the challenge with poverty and many other factors such as unemployment. Families have a shortage of food.

4.3.2.2. Theme 2: Educational community interventions

In the discussion of community interventions, there was a strong sense of the schools being a strong intervention support towards academic resilience. Meichenbaum (2004:23) argues that schools have a major role to play in nurturing resilience. Teachers, as a support system, have the power to shape learners' thinking and provide a mechanism for coping academically (Charney, 2004:316). The post-school participants in the study indicated that teachers were always a strong support system and contributed to their success.

According to the study of community resilience by Van Breda (2001: 150) the community is a support structure that fulfils the need for social support which enables academic resilience. Individual resilience cannot be separated from community resilience as according to Salis, Owen and Fisher (2008: 465), the reality is shaped by the influences from an ecological context. The youth indicated that they only have schools in Tembisa, but no recreational facilities; the church volunteers tried with extra classes but this did not last long as the facilitators were not always present at times.

The presence of role models who contributed to the community played a part towards positive reinforcement and intervention in the participants' academic success such having DJ Sbu. This was evident when the youth indicated that they want to be better and not drink alcohol like their fathers. Positive role models have the ability to give hope, courage for the youth in vulnerable communities to perform better (Normand, 2007:67; Bernard, 1997:29 and Van Breda, 2001: 150) and these act as buffers (Sawyer & Burton, 2012:54) that enable the ability to cope.

Within the community, the youth indicated that there is a sports field that was under-developed but was a recognised support mechanism in academic resilience. Research shows that exercise relieves stress and allows for the ability to think and make a decision that is not driven by pressure instead are driven by thought processing (Charney, 2004:161). The youth indicated that there is a soccer field where a few kids can play and this did relax and help them to exercise. The community remains without programmes to promote academic resilience

4.3.2.3. Theme 3: Youth coping strategies

Resilience is a term used when a person is able to withstand environmental pressures and adapt in the face of adversity (Greene, Galambos & Lee, 2008:76). The participants in the community of Tembisa Township presented common strategies to cope with life pressures presented to them by the community, family, school and peers. These range from the use of internal self-control (Charney, 2004: 47) to reach out to the environment as a coping mechanism which, according to Aberdeen Getting it Right (2012: 52), is the presence of buffers that strengthen the presence and display of resilience attributes academically, socially and psychological adaptations. Friends, teachers as well as the family came out strong as protective buffers for the youth to cope academically towards their career paths in the midst of adversity (Van Breda, 2001: 69; Aberdeen Getting it Right, 2012: 52).

According to Daniel *et.al*, (1999:70), the presence of resilience is experienced within the systems that press with adversity which causes an individual to experience vulnerability and challenges through life experiences within these unfavourable pressures. Though under-developed, some youth play soccer in the local soccer groups. They expressed that they play soccer and feel relaxed afterwards though it is not safe to go to the field due to cases of rape. They chose to engage in healthy activities instead of crime and gangs. The school also made provision for extra-curricular activities such as soccer and netball. Meichenbaum (2004:13) and Theron and Theron (2014:297) believe that school interventions nurture academic resilience because of the structure, rules, curricula that teaches life skills within a school as well and the element of socialization that exists within a school setting.

The post-school youth in the study were able to cope by not drawing attention to themselves through loitering the streets. They chose to help at home to clean, cook and care for siblings to avoid problems. Though there would be many invitations, resilient youth would refuse to join gangs and stay away from friends who put pressure on them to leave school and to find a job before the completion of a qualifying certificate. Brendtro, Brokenleg and Bockern (2013:67) view self-control as mastery and adaptation to the environment. The participants demonstrated

an outstanding ability of not being swayed by the present but focusing on their future goals and achievements.

The participants shared that they were enterprising people, which according to studies of resilience in Van Breda, 2001: 234 is a positive attribute of resilience. This was indicated when the youth articulated that they grab opportunities as they come; they want to study and have stable jobs which according to Phillips, Camberlain and Goreczny (2014:29) is important in order to thrive. There was the decisive use of resources made available such as the local church which was indicated by participants as assisting through making provision of extra lessons. Coping was also made possible through healthy friendship choices where participants indicated that as friends they helped each other when they did not understand concepts at school as well as competition on who would achieve a high score, study together and call on their teachers for support.

Rules and boundaries were mentioned as being key in the achievement of academic resilience. Rules were presented at various levels such as through culture, religion and family beliefs. The participant youth further indicated that parents encouraged them to work hard which motivated the youth. The participants believed in working hard in order to achieve their goals. Support from caring adults was also found to be a coping mechanism for participants as they expressed that parents would always encourage them to work hard in order to not struggle in the future. Hope and hard work driven internally also emerged strongly in the participants. There was an expression by the youth of wanting to have jobs so that they can help at their homes. The motivation to complete tasks was also evident in the youth, these youth encouraged themselves to achieve in life. The presence of role models also served as motivation and a coping mechanism to strive for success. Other participant youth in the study demonstrated cultural beliefs as a form of strength in helping them to cope with challenges in Tembisa Township. There was an expression of ancestral belief where a participant indicated that he believed that the deceased parents were watching over their family; the family never slaughtered anything for them and he wants to do this when he gets a job. In order for the process of resilience to commence, there needs to be adversity which forces the individual to exercise coping strategies (Goldstein & Brooks, 2012:3; Bracco, Piccinno & Dorigatti, 2013:1; Brendtro & Shahbazian, 2004:75; Van Breda, 2001:197).

4.3.2.4. Theme 4: Significant challenges for post-school youth

Teaching in the South African township schools proves to be a challenge due to the economic status of the township (Rakabe, 2016:34). The schools are not excluded from the community challenges with the reality of poor resources, poor management, poor security and general insufficient educational tools to produce excellent achievement from learners. Bullying, stealing and crime are common issues in underdeveloped schools which has a negative impact on the psychological well-being of learners (Pottinger, & Stair, 2009: 312). According to Meichenbaum (2004:32), teachers in schools should play a critical role in nurturing academic resilience. However, the challenge remains with the support that the township school lacks in order to provide effective interventions. There were a number of challenges presented through the interview sessions. These were challenges that the youth shared which contributed to the youth possessing resilient attributes in the midst of challenges in their school settings. The youth had to use their personal and environmental resources to make the best of unfavourable conditions. The schools of Tembisa, as demonstrated in the inputs from the participants, put youth academic resilience at risk even though the youth go an extra mile to thrive. First on the list of environmental risks is the shortage of resources. The participants expressed that it was hard to study at their school; these youth participants did experiments from reading the books instead of learning with the use of laboratories. The youth participants had never been to the laboratory to do the practical experiment. The result of poor resources was poor performance as the school performance grades of most youth participants were not good due to the shortage of resources. The consequence of poor results at led to the youth only being able to study through a TVET College instead of a university. There was an expression of peer pressure in the schools to drop out of school and find a job due to the lack of finances in youth families. The schools were under-resourced with no labs, libraries and recreational activities which made coping hard in Tembisa Township schools.

The community is an important support system in the learning process (Salis, Owen & Fisher, 2008: 465). This part of the system is supposed to serve the purpose of the youth experiencing a sense of belonging and generosity (Brendtro & Shahbazian. 2004:75). In Tembisa Township, this does not seem to be the case as negativity that puts pressure on academically resilient youth were experienced due to crime and overwhelming poverty. Tembisa Township is dynamic in that there

are positive attributes such as Ubuntu yet there are also negative attributes where education is not a major priority. The community shares challenges that impacted on all the participants. These range from an unsafe environment due to gang-related crime, to the high rate of youth unemployment. The participant youth highlighted the presence of teenage pregnancy in the community; crime; poverty; lack of direction, support and resources that contributed to academic success and influence into the participants' career paths.

Politics were mentioned as being negative in the community where the youth indicated the frustration when looking for job opportunities. Funding was a challenge in the community both through schooling and even at the TVET College where participants indicated that they wait for funding for a long time and do not know what to do and this was always stressful. The community lacks of resources to keep the youth focused and progressing academically. The soccer fields are available but underdeveloped and unsafe due to rape issues. When asked if there were interventions in the community to support academic resilience, all the participants expressed lack and marginalisation. There are limited educational and recreational interventions in the community. There is no functional library, not even development centres, only random soccer at the local grounds.

The community did not encourage the youth; there was a lot of stereotypes as the youth were labelled because of the bad behaviour of others such as unsafe sex leading to teenage pregnancy, drug addiction, crime through gangs. There was poverty and lack of stability in most families in the township. Other participants indicated that they used to go to school because they ate from the feeding scheme and for some youth this was only the meal for the day. There is a lot of unemployment in the Tembisa community. Most youth were at the TVET College because parents could not afford to pay for their further education, due to being unemployed. Poverty and unemployment resulted in some youth expressing anger stating that they struggle for food. There was an issue highlighted by many participants around safety in the community where it was clear that it is not safe to jog in the community as there were cases of rape. People had been robbed of their phones while jogging. Most homes in Tembisa experience break in by criminals which caused fear. Safety issues were also highlighted near the school settings where there were gangs at schools who bully others. Access of alcohol at the taverns close by the schools was a challenging factor expressed by many youths. Stereotypes on the youth had posed a challenge on

what was expected of them as it had been regarded as acceptable youth culture to engage in wild activities such as clubbing, drinking alcohol and having unprotected sex. The academic resilient youth struggled because they were not succumbing to the activities. It is a challenge if the community accepts such behaviours as a norm for the youth.

4.4. FOCUS GROUP INTERVIEWS

4.4.1. The demographic profile of focus group interviews

In order to gain the demographic data of the focus group participants, the researcher requested participants to fill out a profile form (Table 4.4) consisting of basic demographic details on gender, age, race and career aspirations.

Table4.4: Summary of the demographic characteristics of the youth focus group participants.

		Number
Gender	Males	7
	Females	7
Race	Black	14 (all participants for both focus groups)
Age : 18-20 year old	Male	4
	Females	3
Age: 21-22 years old	Males	2
	Females	2
Age: 23-24 years old	Males	1
	Females	2
Common career aspirations	Generic Management x3, Electrical Engineering x2, ERD: Fabrication x2, Finance x2, IT: Information Technology x3, and Engineer related design x2	

4.4.2 Presentation of focus group interviews

The data in this section of the chapter consolidate and capture common and key sample responses per section in the interview protocol. There is no discussion of individual views but collective views of the focus group as per the questions leading to themes, patterns and codes evident in the analysis aimed at addressing the main question. The responses below were expressed through quotes from the participants as well as responses provided by the researcher's use of probing to get more data. The presence of environmental factors that are important in nurturing resilience such as the school, family, friends and community's collective spirit is evident (Salis, Owen & Fisher, 2008: 465; Daniel *et.al*, 1999:70). Individual attributes such as self-control, making good choices on friends, saying no to peer pressure were also demonstrated in the consolidated responses of the youth. This was termed as the presence of independence according to Brendtro and Shahbazian (2004:75) and Brendtro, Brokenleg and Bockern (2013:67) in the study of the Circle of Courage Model. The section below highlights the verbatim responses of post-school participants' focus groups on the questions posed during the interviews to provide the participants' perspectives.

4.4.3. Thematic analysis discussion of focus group interviews

The presentation of the qualitative findings below is based on the research objectives and questions of the study; and the theoretical frameworks that helped in conceptualising the study. The researcher provides key themes as in the focus group interview analysis that was formulated into patterns and codes. In the end, these are merged with the findings in the one-on-one interviews and produce consolidated findings on the themes. Braun & Clarke (2006:79); Silverman (2011:274); and Bezuidenhout and Cronje (2014: 236-243) recommend the use of thematic analysis stating that the process is a suitable qualitative analytic method used to identify, analyse and report themes, patterns and codes within the analysis of data. The process allows for the organisation of data in order to describe the data set in a rich and raw format. This included decreasing raw material, separating important data from non-essentials, establishing main themes to patterns and codes that cut across the collected data (Du Plooy Cilliers *et al.*, 2014: 233). There were two focus groups of seven participants each.

4.4.3.1. Theme 1: The role of Education, Religion and Culture

The participants in the focus group were engaged in experiences that can reflect the role of education, religion and culture in their lives in order to address the objectives of the study. The participants presented on any of these three clustered concepts ‘education, religion and culture’ as they wished. In transcribing the data, the researcher clustered responses that were addressing a similar issue in order to create a sequence in this data presentation. In the responses below, participants will be addressed as P1, P2, and more, as previously done which stands for Participant 1. Verbatim responses are again presented in *italics*.

The role of culture was identified as significant in the participants

When participants were engaged on their perspectives on the role of education, religion and culture to academic resilience, it was evident that these concepts had an impact in the lives of the post-school participants.

In response to the first question, participants indicated that, in the African culture, extended families are regarded as valued close members of the family. P2 indicated that *we have close families; your cousins are your family, kagogo isekhaya: at grandparents place is home.*

Tembisa still practices unity and Ubuntu as guided by the African culture. P7 indicated that *we think very high of family here, we spend time together, sit under the trees, talk about things that make us laugh.* P3 shared a similar experience where she said *as families we spend time together and talk about our hardship and laugh as though it is not as bad as it is.* P3 indicated that *as families we stand together through it all in small families.* The discussion by P1 emphasised on the sense of care within families that experience vulnerability. P4 added and said *we rally around one another as a family, it's just that we are not from rich families who have money to do everything that we desire to do to make us happy.* Traditions and celebrations in the African culture bring the community together. P1 indicated the evidence of community good spirit in the indication that *when we have weddings and funerals, we support one another.*

Though there is clear evidence of the mark that in culture practiced in Tembisa families, education is not equally recognised by most families. P1 indicated that families engage together in social activities but *the support is not the same towards education. Our elders can't help because they did not go to school, they don't know how to help, we rather get help from school teachers.* The challenge with most parents is that of being uneducated and illiterate which remains a sad reality in Tembisa Township.

The church is identified as an important player towards academic resilience through instilling faith and good behaviour as well as good morals. P2 indicated that *the church helps where possible with extra maths classes, study teams where facilitators are available to help at no cost.* Religion plays an important role in the Tembisa. P6 indicated that *most of us go to church. We have Protestants, Wesley's church, Roman Catholics church, Ushembe 'traditional worshipers', Zions. Our streets are full of people in colourful church uniform on Sundays.* Many families draw their strength and courage to face hardship by holding on to their faith that circumstances can change. Though families' value church, it not all the youth who attend church gatherings as the youth are said to their own youth culture as alluded to by P5 said that *not many youths go to church though, they hang out in places of fun 'party kind of environments where they jive 'okumunye phez'kokunye: song'.* Youth have their own culture where fun and socialisation is celebrated.

In Tembisa Township, church fulfils a religious role of teaching good moral but also an education role where youth are taught about life skills, good and acceptable behaviour. It is without a doubt that there are dynamics in Tembisa. P3 continued on the value for church which was associated with religion and said church contributed to academic resilience like this: *some churches try to help, they take us to youth weekend camps where we learn about how to conduct ourselves, how to deal with peer pressure, how to fight against HIV AND AIDS, teachings on abstinence, how to apply for a job and career guidance.*

While other families do not put value to education, there are members of society who believe in education. P5 indicated that *we used to have retired teachers helping our at the senior citizens club that also shut down due to being under-resourced. The aunt next door also once said the*

Department of Social Welfare did not process funding and the place did not have means to keep running and help helping older persons with stipends. Lack of resources frustrates academic success in the youth of Tembisa and they say P4 and P2 *development is slow and things are hard in our community*. Religion and culture is found to have played a big part in the building discipline and positive life goals for the youth. P5 indicated that in order to survive in Tembisa *a big part of the drive here is that you must make a psychological decision to improve your life circumstances, not many people care whether you are winning or losing; whether you are coming or going with your education*. For resilient youth, education has been a source of motivation; P1 confirmed this as he said *here we only get motivation from the school, the school teachers and friends at the school*. P1 further said that elders in the community want youth to get a better education in the hope that they will not experience similar hardship. Elders play a discipline role as P1 said *the community does not give much to education except that you still get elders in the community that will chase you away if it is during school hours, you are dressed in school uniform, and you are in the street. They would ask, why are you not at school? What are you doing in the street?* Many member of the community do not have appreciation for education, which made it difficult for youth thrive. P4 indicated that academically resilient youth would be confronted by stress of being surrounded by people who were negative towards education. The participant said *some people care, but others are jealous, very discouraging and even saying to your face that you think you are better, so and so's children have babies and you are barren just because you stick to school and not baby making business which is common in our community*. Education support and prioritisation remains a challenge, P5 highlighted that *you would hear older people in the community saying, opportunities are open for youth now. Take them and don't make the same mistakes that they made. You then ask where are these opportunities they talk about, no one knows. We are ill-informed about these things*. When asked whether there was a culture in the community, the response was negative from P6 as she indicated *there are youth cultures alright, but not positive at all. The youth culture moves from the acceptance that youth do substance abuse, gangs, teenage pregnancy, crime and this has nothing to do with promoting academic resilience*. Resilient youth aspire to a better life as P4 indicated that *he wants to have a better life through a better job so that he is not stuck in the township*. There is a culture of supporting one another in Tembisa Township as indicated by P5 that, *in the community, there is a sense of culture and evidence of community good spirit is when there are weddings and*

funerals. The evidence of the role of the family was highlighted in the interviews where the P6 and P5 mentioned that in Tembisa Township, *families are close units; your cousins are like family, kagogo isekhaya: at grandparents place is home*.

Interpretation of theme 1

Resilience and academic resilience are important concepts to understand when working with vulnerable groups. The post-school of Tembisa have indicated that there are more challenges in Tembisa schools and the community than opportunities to thrive in the areas of education. Academic resilience is interpreted as the ability to bounce back in the area of education. It is having that spirit of fighting for what you want and what you believe in regardless of the hardship. This is the learner's ability to do okay, even if there are issues that strain them. Like some of the post school youth participants that they did not the privilege to have electricity at their house holds. Sometimes they even did not have candles but they make a plan because they were determined to do well at school. According to Phillips *et al.*, (2014: 39) there is a strong correlation between religion and culture as support mechanisms for the youth. Lack of recognition towards culture in raising youth is highlighted in the study as a gap that needs attention. The participants demonstrated that Tembisa Township is a church-going community, though they go to different denominations they believe in Jesus Christ. The church helps where possible with extra maths classes, study teams where facilitators are available. The church tries to help towards academic resilience as they take youth to youth weekend camps where they learn about how to conduct themselves; learn about how to deal with peer pressure, how to fight against HIV AND AIDS, teachings on abstinence, how to apply for a job and career guidance. The strength at the family level in Tembisa was that most participants' families stuck together, with the little they had. There was a strong sense of unity and family (Van Breda, 2001:57). Strong families presented a good measure of adjustment. The community of Tembisa thinks very high of family, they spend time together, sit under the trees, talk about things that make them laugh. It is clear that they draw strength from one another, friends and those who show interest and care. In Tembisa there are youth cultures but the youth cultures are not positive as they do not contribute to academic resilience. The youth culture moved from the acceptance that youth do substance abuse, gangs, teenage pregnancy, crime and this had nothing to do with promoting academic resilience. The African culture breaks boundaries in terms of immediate and extended

families. Culturally, families identify as one and share norms, values informed by their cultural orientation. In Africa, a family structure is valued as there is still a sense of Ubuntu if your brother is in need, you feel a responsibility to help

Discussion of theme 1

The participants in the focus groups were asked on their perspectives and experiences of the role of education, religion and culture to academic resilience. The responses were from the post-school youths' ecological context which includes individual level, family, school and community levels. These were achieved through interview questions where the researcher asked questions and used probing to get more data in response to these questions. At an individual level, the youth participants generally demonstrated that they were persistent. This is one of the attributes indicated by Dass-Brailsford (2005: 574) as present in a person who has adapted to a challenging environment. Education, religion and culture instil character, personalities and significant individual and family attributes for survival. Persistence is the courage to refuse to allow challenging circumstances determine the direction of your future. This was demonstrated when youth participants indicated that their resilience was influenced by having that spirit of fighting for what they want and what they believe in regardless of the hardship; refusal to give up easily. The youth worked hard, a character discovered in the study by Normand, 2007:64 to determine hard work in the lives of resilient youth from a high-risk community. The youth shared that sometimes they even lacked candles but they made a plan because they want to achieve at school. Hard work was not only driven by environmental rules but from within to achieve in all the attempted tasks. Bracco, Piccinno and Dorigatti, (2013:17) and Aberdeen Getting it Right (2012: 52) mention, in their studies on resilience and the resilience matrix that resilience can be extrinsic: influenced by the environment or intrinsic which means coming from within. Further within the study on personal attributes highlighted was that most of the academically resilient youth were able to exercise self-discipline and refused to associate with gangs. Salis, Owen and Fisher (2008: 465) in their study on the ecology and systems discovered that there is potential for great influence that can be found in an individual's behaviour from the experience of hardship in their environments. Though the pressure from youth gangs was evident in Tembisa Township, the resilient youth had self-determination and discipline not to engage with these gangs. Culture, religion and education through norms, values and discipline are able to build a character and

ability for a person to make informed decisions in response to life challenges. Culture and Ubuntu 'humanity' present communities with a set of values and norms (Enslin & Horsthemke, 2004:545). This proved to have worked in building academic resilience for the participants in Tembisa Township.

Resilience was demonstrated further through the attributes and desire to make a difference and help others. Brendtro, Brokenleg and Bockern (2013:67) term this as the presence of generosity and willingness to make a difference. The youth indicated, in their responses, the need to make a difference by stating the desire to make a difference. Academically resilient youth demonstrated the attribute of being able to use support systems (church, school, family and community) in the environment. The support systems act as buffers and protective factors that nurture resilience, according to Bracco, Piccinno and Dorigatti (2013:17). The participant youth demonstrated the ability to ask for help in their response and said it is important to ask for help where you feel like you are sinking and have no direction on what to do. The resilient youth also valued, acknowledged and believed in the principles embedded in religion, culture as well as the family structure which shaped the positive attitude of youth towards life. The discipline and good morals were evident when P1 indicated a belief in God and the direction gained from the culture through the values they have as a family. The influence of culture enabled the post-school youth to stay out of trouble by saying no to drugs, learn from mistakes and problematic situations. Culture, religion and family are support systems that allow for values and norms to be applied in real life circumstances to provide direction when considering communities that exercise Ubuntu (Enslin, & Horsthemke, 2004. 545; Phillips, Camberlain & Goreczny, 2014: 29-43; Van Breda, 2001: 57). The youth demonstrated value for culture and religion as coping mechanisms. These are elements presented as factors that enable coping in adversity (Enslin & Horsthemke, 2004: 558; Phillips, Camberlain & Goreczny, 201:39). Culture and religion are present in the ecological context and systems that shape an individual's character, according to Berk (2006:26); Salis, Owen and Fisher (2008: 465); and Daniel *et.al*, (1999:70) in their discussion of the Systems and Ecological Theory. Acknowledgement of the value of culture was expressed in the participants' discussion where there was an indication of the belief in God and direction gained from culture through values that the families have. Working hard and being goal oriented was another coping mechanism for youth participants. Being able to learn from one's and others' mistakes brought a

sense of responsibility and maturity thus preventing youth from engaging in erroneous activities. This was expressed as participants expressed that they learn from mistakes. The participants further demonstrated being internally motivated. Goldstein and Brooks (2012:33) indicated that resilience can be intrinsic or extrinsic.

The community of Tembisa identifies with the Christian religion according to the participants. Religion and spirituality were discovered in the research on resilience theories as an important factor for survival (Van Breda, 2001:76; Phillips, Camberlain & Goreczny, 2014:29). Religion and spirituality assisted in the shaping of the youths' reality developed a deep sense of acceptance of the status quo yet not as a way of defining their future. Though there were shortages and insufficient resources for schools, the community generally believed in the value of education. Meichenbaum, (2004:27) believes that education plays a major role in building the academic resilience of learners in the township as it presents a sense of structure, discipline, values and responsibility, and teach life skills. Learners experience a sense of belonging in the school when they are with their peers; they experience a sense of mastery in the tasks executed and generosity in their experience of sharing with other learners. Brendtro, Brokenleg and Bockern (2013:67) and Brendtro and Shahbazian (2004:75) refer to the experience of mastery, independence, generosity and belonging as important segments of the Circle of Courage theory which enables a person to feel complete. Learners in Tembisa Township demonstrated the value of education and the school as they indicated that the community believes education is key to real freedom though there are poor resources

4.4.3.2 Theme 2: Educational community interventions

When asked about educational interventions in Tembisa Township, P1 indicated that *there were not many recreational services in the community of Tembisa*. P4 mentioned that *at the municipality offices, there was at least WiFi available if youth were on the premises. In this way, there was access to downloaded school research related stuff, WhatsApp and Facebook if the learners did not have data*. The participant added to say *not everyone had phones though, it was really hard to have access*.

P1 also stated that the community lacked educational community resources. The participant mentioned that she wished there was an Internet Cafe, to help with exposing the learners to important information. Further highlighted by P1 was that *even if there was an internet café in the Township, there would have been a financial challenge paying for access as most of the youth did not have money to spend on extra things outside of what they did at school.*

P6 mentioned that in Tembisa Township *there was no proper orientation towards career paths. The only way to survive was to follow what you want by seeking information yourself.* P2 expressed that *a wish for a functional library and youth centres. The centre closed down and the youth were left stranded without educational support.* P3 mentioned that there was a library, *the library was poorly resourced and managed. With a lot happening in the community in terms of crime, most of the learners are even scared of walking to the under-resourced library.* P3 raised a concern that *youth in the Tembisa Township are do not have creative activities to engage on, there is a need for recreational activities that it would have a better life.* From P3 there was an expression that *there is a need for genuine mentors, role models and people who really care about youth and not politicians who use us through the branch for their personal gains.*

P7 identified with schools when asked about community interventions. The participant indicated that *schools in Tembisa Township are a strength as they have supportive teachers who are paid to be there.* P7 further indicated that *some teachers try to help but the schools are under-resourced. Other teachers do not do their job well, as they are always absent with no catch-up classes planned to help learners. Others care while others just do not care.* P3 indicated that the community used to have extra educational support from retired elders in the community which did not progress due to lack of funding.

Interpretation of theme 2

There are more limitations and poor maintenance and resources than positive interventions in Tembisa Township. Participants' experiences revealed that the community used to have a youth centre which shut down as it was broken into so many times. The community holds no value into the little educational facilities to help with academic success as these are vandalised. The main consistent resources in Tembisa are primary schools, higher primary schools, high schools. These structures are under-resourced but the community utilises the schools that play a role to

educate, teach coping mechanisms and curricula. Tembisa schools are still facing high rates of learners who fail in their attempted grades. The TVET College in Tembisa has presented an important educational intervention that provides learners with the required knowledge and skills. The TVET College is a good structure for the community which accommodates many youth who are unable to afford or qualify for university. Tembisa has the potential to develop and contribute to development. The community still has elders who tell tales to their children about the struggles they faced with apartheid and how slavery affected them. For this reason, participants got encouraged to study so that they do not suffer as the elders suffered. It is evident that the youth got encouraged to remember that education is the key to success. The elders in our community love quoting icons like Mandela. The youth indicated they were told that Nelson Mandela used to sit by the side of the road stitching school shoes for money and yet remained determined to fight the good fight for a better life, not only for him but for all South Africans. In Tembisa there are still elders who tell tales of their struggles with apartheid and how slavery affected them back in the days. For this reason, the youth were encouraged to work hard at school so that they do not suffer like the old generation. The youth get encouraged to remember that education is key to success. Tembisa used to have spontaneous intergenerational transfer and impacting of knowledge from old people to the youth and children in Tembisa Township, through extra evening classes. This was facilitated through the values and culture in this community. The academically resilient youth had the ability to make decisive choices to gain from the wisdom of the elders in the family through spending time and sharing common struggles experienced in the communities.

Discussion of theme 2

Community resources and recreational activities are important in nurturing resilience Rakabe (2016: 27). There are community attributes and resources that prove to contribute to academic resilience were mentioned through engagement with the focus group. These included the presence of caring friends, family, community and schools in particular teachers and other learners. In order for academic success to be achieved Ungar, *et al* (2014: 66) state that communities and schools must have school-based interventions aimed at enhancing the resilience of students. The efforts to intervene need to be planned and funded as a first step towards changing the living conditions in the township.

Rakabe, 2016:27 indicated that townships need to be revitalised and invested on to improve availability and accessibility to developmental and recreational facilities. Though there was limited access to recreational supplies, the participants demonstrated that they were able to use the little resources that they could find that helped to contribute to their academic resilience. The municipality offices made provision of access to WiFi if youth would be in the premises. In this way they were able to download school research related stuff, WhatsApp and Facebook was also accessible. Not all of the youth had phones; therefore the struggle for access to community intervention remained a sad reality for some youth.

4.4.3.3. Theme 3: Youth coping strategies

When asked about coping mechanisms in the midst of challenges within Tembisa Township P6 spoke about the importance of locus of control. The participant expressed this through an indication that *this is refusing to using drugs, teenage pregnancy, gangs and all the madness in our area and focus on your schoolwork klaar*. P1 shared the sentiments and added *that in order to cope you must stay out of trouble*, while P4 indicated *the you need to say no to drinking of alcohol habits; learn from own mistakes; and stay out of problematic situations at all cost*. Further, P3 indicated that they *stay out of problematic situations at all cost*.

In order to cope, P7 emphasised on the need to make the right choices with friends and used available resources in this case family. P1 said that *I draw strength from my family, friends and those who show interest and care for my well-being*. P2 agreed to this as a coping mechanism and indicated *in order to achieve, it was important to ask for help when in need*. Further, P7 indicated *I would always ask for help and draw strength from family friends and those who show interest and care*.

The presence of resilience and coping ability is perceived in working hard to achieve one's dreams. The desire to achieve dreams was evident in the P4 and P6 as there was an indication by P4 that *you have to have the spirit of fighting for what you believe in regardless of the hardship*. This was supported by P6 where she indicated that *you must never give up*. P4 shared the desire to *have a better life through gaining a better job*.

The need to make a difference served as a motivation to the participants' academic resilience. P1 mentioned that *"I want to improve our living conditions"*.

Practical learning was highlighted as an academic coping mechanism as P2 indicated that *I get practical learning at the TVET college compared to high schools where there were no practicals to do experimental work*. The participant further said *the TVET College is a good structure for the community accommodates us who can't afford or qualify to study through university*.

The environment in Tembisa presents adversities, things are hard and resilience must be from within. P5 indicated that *things are hard in the community; a big part of the drive in Tembisa is that you must make a psychological decision to improve your life circumstances*. P4 agreed to this through the indication *that not many people care whether you are winning or losing; whether you are coming or going with your education you need to push yourself*.

Youth have survived in Tembisa by making decisive efforts to stay away from trouble. This was noted as P3 indicated through an indicating that *some of the youth run from trouble because they want to do well in order to have reasonable and lawful incomes in the future*.

Interpretation of Theme 3

Resilient participants fight for what they believe in. They are determined, courageous and they do not give up easily. They strive to make a difference. The group discussion found that these youth ask for help where they feel they are not coping. As part of their coping strategy, the academic resilient youth drew strength from their family friends and those who showed interest and cared for their well-being. They have the ability to choose the right friends. Another attribute for academic success was that of working hard and taking school work and tasks seriously. The strong religious belief in God was a coping mechanism for the youth including the direction gained from cultural values in the families. Being able to learn from mistakes was another coping mechanism identified. Academic resilient youth believe in their abilities. They stay out of problematic situations. The desire for a better life contributed as a coping mechanism and this gave encouragement to achieve in school in order to increase opportunities for employment.

Academically resilient youth were able to cope due to presence of unity in families. Families support one another with the little they have to share. The church structure was identified as a coping mechanism for most participants as together with their families attend at different denominations but they believe in Jesus Christ. The youth expressed that their families believe education is key to taking the youth to real freedom. Academically resilient youth learn from faults and mistakes made by others and they acknowledged rules and acceptable behaviour. They chose their friends carefully without peer pressure and they were passionate about education and gave their utmost efforts to doing well. Responses from the youth to interview questions gave an indication that resilience is ‘exercising free will and making decisive choices’ that make these youth different from many youth in the community. The unmotivated youth were hopeless, gave into peer pressure and adversities. It was interesting to note the pattern in the focus group session that also stood out from the semi structured interviews on one-on-one attributes of resilience, where hard work was important as well as, ‘making use of available resources such as family and church to draw strength and direction’ was seen as important.

Discussion of Theme 3

Researchers need to draw focus into supporting and building learners’ resilience levels in order to aid their adjustment to environmental challenges. The presence of resilience was noted when the participant youth shared experiences on the ability to thrive regardless of adversities they faced in the environment. The evidence of the importance in supporting learners with coping mechanisms at different levels such as academic, social, spiritual and emotional was expressed by the participants on the coping mechanisms they used to succeed in their education. In order for the youth to thrive in Tembisa Township, ‘decisive efforts to do well’ needed to be undertaken when making choices. Van Breda (2001: 213) alludes to the ‘need to do well’ as a resilience attribute that would only be experienced if an individual has the capacity to withstand adversity.

The ‘capacity to work hard, stay away from trouble and make good choices’ in the area of friendship choices and activities is another attribute of resilience (Goldstein & Brooks, 2012:3) that only a resilient individual would use as a coping strategy. In the study of resilience and

academic resilience, it is understood that the individual is not destroyed by stressful conditions but rather the inability to thrive. Abilities to decide on the choice of good friends' were present in many youth who did well in their academics. This attribute was expressed by the participants as important in coping with adversity. The academically resilient youth employed the attitude and coping strategy of taking the initiative to 'stay out of trouble.

In order to succeed academically, another coping strategy displayed by the youth was that of displaying the presence of internal locus control and drawing strength from the environment. In the study on resilience, Charney (2004:51) found that a strong personality and internal locus of control were important factors demonstrating the presence of resilience. The youth in Tembisa were constantly surrounded by gangs that would try to invite them into criminal activities and force them into aligning with the unacceptable attitudes in the community. The youth in the study resisted peer pressure because of being goal oriented. The resilient youth seized opportunities even by virtue of being at the Ekurhuleni TVET College in their different career paths. They believed in their abilities. They wanted a better future as they saw beyond adversities (Bracco, Piccinno & Dorigatti, 2013:17). According to Ungar, *et al.*, (2014: 66) and Dass-Brailsford (2005: 574) instead of withdrawing and adopting negative mechanisms, resilient youth go out of their way to draw strength, courage and support from available support sources such as friends, school, church and the community. Bracco, Piccinno and Dorigatti (2013:1) present support as a protective factor in understanding the concept of coping and what causes some learners to cope academically and others to give up. The ability to tap on the support system contribute to the coping abilities when faced with multiple adversities. The youth in the focus group interviews shared a number of experiences and perspectives regarding the attributes that can be associated with family in contributing towards academic resilience. It appeared that for many of the participants, there were more adversities and vulnerabilities in the area of family and community.

Family is an important structure which is an initial point of support that nurtures resilience (Van Breda, 2001: 213). He further stated that the family unit contributes towards development and serves as a base for experiencing cohesion, communication, fighting spirit, problem-solving, culture and spirituality, teaches values and norms, teaches boundaries and provides reliable social support. Families play a major role in nurturing resilience (Dass-Brailsford, 2005: 574;

Van Breda, 2001: 31). Education is driven more at a family level than the community level when the personal attributes of youth are explored. According to Brendtro & Shahbazian, 2004:75 families with strong relations experience a sense of belonging, this boosts their morale and confidence to withstand challenges. Brendtro and Shahbazian (2004:75) terms this as a holistic therapeutic development facilitated by being decisive on the efforts to build the Circle of Courage. It was evident in the study that emotional support was present in the way families conducted themselves to contribute to the participants' academic resilience.

Many families in Tembisa Township are dysfunctional, they struggle financially, there is high unemployment leading to financial strain. There is poor income and support towards children's schooling and academic success. Social ills also affect families in Tembisa ranging from death and divorce, which causes a huge gap in the area of support for the youth. Death and divorce cause people to experience adversity and triggers the resilience process (Aberdeen Getting it Right, 2012: 52).

4.4.3.4. Theme 4: Significant challenges for post school youth

When asked about significant challenges in Tembisa Township, P3 indicated that *our community youth are unemployed and most have lost hope.*

P5 raised a challenge of teenage pregnancy, as there was an indication that *falling pregnant is a norm in our community.* P5 further indicated that because of teen pregnancy *dropping out of school had become a norm.*

Unemployment affects the stability in most homes and frustrates youth who try to maintain a positive life style. P6 mentioned the challenge with affordable infrastructure in Tembisa. The participant said *some of us don't have electricity, sometimes we even do not have candles but we make a plan because we want to do well at school. All of us here we try our best.* P4 indicated the lack of funding towards extra-mural activities and experiments as a challenge, pointing out that *we used to do scientific experiments from the book at school.* A similar challenge was expressed by P2 as the participant raised that *there is a challenge with functional libraries and laboratories in the township.*

There are still issues with access to learnerships and scholarship funding in Tembisa TVET College as the waiting periods are unrealistic. P1 indicated that *even at the college there is no clear criteria on who get funded by NFSAS, we are all made to wait in frustration as we get cut off the term and have to catch up on our own due to none payment.*

Tembisa schools severely lack resources. P7 shared that *there are primary schools, higher primary schools, high schools in our community but these are under resourced though they we make do of what is in the schools.* P7 further indicated that this was why some of them were at the TVET College compared to the preference of a University, *we get limited education.* P5 added that *there is a lot that is needed in the area of our community's development as schools are under resourced and we have poor infrastructure.*

Some teachers in the schools did not demonstrate diligence as they were demotivated. This presented as a challenge in the students' academic success. P3 highlighted that *some of our schools in township are a source of strength to socialise, feed from the feeding scheme and have teachers for support.* The participant further indicated that *other teachers did not do their job well as though they did not know what they were teaching; they were always absent and demotivated and did not initiate catch up classes to help learners with the completing the curricula.*

The provision of food, when it was available, was strength to many youth in the study. P5 indicated *our schools had feeding schemes helped us to cope since some of us only had that meal for a day which acted as a good motivation to be at school.* P3 also expressed the schools feeding scheme as a support, where she indicated that *we got feed from the feeding scheme at school.*

There is lack of basic needs that was expressed through the interviews where the P3 mentioned that *most of us do not have electricity. Sometimes we even do not have candles but we make a plan because we want to do well at school.*

P2 expressed that the community faces many social ills. The participant indicated that *there is a challenge with drugs, teenage pregnancy, gangs, rape, stealing, pressure, unemployment, crime and this clouds all of us youth as being irresponsible, good for nothing, non-visionary*. The participant indicated that Tembisa has an urgent need for *initiatives aimed at helping youth*.

The community lacks role models and elders that can guide the youth. P1 expressed that *there used to be retired teachers helping youth at the senior citizens club that also shut down due to being under resourced*.

P7 indicated that in the community there is jealousy and expressed that *people do not support you if you appear as successful within the community*. P1 agreed to this and said *the community is a united community as we share experiences of hardship; as the youth, we support one another but there is pulling down if the neighbours child is doing well, then elders fight and other even bewitch each other*. .

P7 indicated a challenge with peer pressure as being a common factor that affects the youth. The participant said *many of the youth from families here do not go to church though, they hang out in places of fun, party like kind of environments where they dance*.

There is a challenge with support towards school from families. P1 indicated that as academic resilient youth, they are frustrated by the fact that *the support towards education is not the same in their families as their parents and elders are unable to help because they did not go to school, they do not know how to help*, and so the participants only get help from school teachers.

Interpretation of Theme 4

There are more challenges in Tembisa than an average suburb of South Africa. This can be interpreted as having negative impact on the academic performance the learners. The challenges surrounding youth are at all critical levels that impact on development such as at school, families and communities. This is concerning as these system should act as a buffers towards academic success. In the case of Tembisa, these conditions are causing strain and make surviving difficult.

There is a need for decisive efforts to fund education programmes through collaborations by government and private sectors that will provide opportunities for the youth. Lack of libraries and laboratories are negative towards academic resilience of youth. Funding models to support youth need to be developed in order to facilitate conducive learning environments. Teacher training issues need to be addressed so that there is alignment with the teaching of curricula that might have introduced after training degree this could be the reason for teacher absenteeism. Some of the teachers are demotivated due to lack of resources and strain from teaching subjects that they did not qualify for at their training. Teachers were indicated as demotivated with some being absent for most of the teaching periods which presented as a challenge. Poor infrastructure affects Tembisa Township and development in youth of the township. Some youth resort to criminal activities to make living conditions manageable. There is a need for mentors and role models to guide the youth in Tembisa. There are issues in Tembisa with the affordability of critical services such as internet towards academic excellence. Another point causing vulnerability in Tembisa Township was parents' illiteracy, which resulted in the youth having difficult lives as this made it impossible for families to support their children academically. Most youth thrive because they are self-driven and want to see their life circumstances changing. There are so many youth who are involved in gangs, crime, teenage pregnancy and this cloud all youth as being irresponsible, good for nothing, non-visionary.

Discussion of Theme 4

The social ills presented by the post-school participants included easy access to drugs, teenage pregnancy, gangs amongst others and all the social ills in the Township. Lack of funding was highlighted as a challenge towards extra-mural activities in Tembisa schools, as well as the lack of functional libraries and lack of laboratories for science. Meichenbaum (2004:30) believes that resilience in learners who are from high risk communities should be nurtured. However, there remains a huge challenge faced by teachers who have the desire to nurture resilient behaviour, thus this requires urgent attention by all sectors. He further provides suggestions for the interventions which clearly indicate that funding should be attended to if the initiatives are to be a success as these need improved infrastructure, learning resources and support. Theron and Theron (2014:297) state that education is important to address challenges and facilitate the academic resilience processes and the adjustment of the youth to adversity. They indicated that

education funding is important as this was proven to provide important academic services to the learners. The services are teaching of the school curricular content that serves to provide basic academic skills such as writing and reading.

The discussions with the participants highlighted that there were financial strains in many sections of the Tembisa community. Poor financing is a common negative factor in most townships of South Africa. The government and other stakeholders ought to revitalise lives in the townships in order to make their lives better (Rakabe, 2016:34). Youth struggle with basic means to help in their academic ability and success. Normand (2007:67) identified the lack of resources as a major challenge that impacted negatively on the students' abilities to achieve outstanding results in their school work.

The National Youth Policy, 2015:10 mentioned in chapter one of this study indicated that youth face multiple challenges in the township. These challenges are dropping-out of school, impoverishment, crime, unemployment, substance abuse, violence, teenage pregnancy, lack of resources, limited basic needs such as shelter, food and good education. These results in youth who struggle to cope, according to Guoxiu, Restrepo Henao, Theron and Vanderplaat (2015:7). The challenges, shared by the participants in the interviews affect all ages, groups especially children and youth, all classes and gender in the community. The challenges are experienced at different contexts within the community: in families, schools, churches and the wider community ranging from unemployment to financial strain, under development and lack of resources.

There are a number of social ills affecting academic success in disadvantaged communities but as Normand (2007:27) points out, learners are expected to do well, as highlighted in the interviews. Townships are faced with the challenge of inequality, poor resources and poor distribution of resources towards disadvantaged communities (Rakabe, 2016:12; Williams, 2011). Some of the social ills in the community affect the schools' functioning as the children and youth in these schools come from the traumatic experience of the same community. Theron and Theron (2014: 297) and Bernard (1997: 29) state that when communities are in need, there is survival of those who are fit and if research on resilient studies fails to use the strength based approach instead of focusing on deficit, communities will not understand the value of unity, support and hard effort towards making a difference in life challenging circumstances. Many

communities in South Africa have poor infrastructure and Tembisa is no exception (Rakabe, 2016:24; Normand, 2007:24; and Theron & Theron, 2014: 307). According to the focus group interviews, there is limited infrastructure in Tembisa as well as resources to contribute to holistic academic resilience and fruitful careers for the youth. The community of Tembisa lacks programmes to keep the youth focused and there is no proper orientation towards career paths.

4.5 THEORETICAL PERSPECTIVE

The literature review enabled the understanding that every person is part of a broader ecological system that shapes their reality and this is found in the ecological theory and systems theory used to frame this study (Salis, Owen & Fisher, 2008: 465; Berk, 2006:26 & Daniel *et al.* 1999:70). This study was framed around the Ecological Systems Theory, Resilience Theory and the Circle of Courage discussed in chapter two (Greene, Galambos & Lee, 2008:76; Goldstein & Brooks, 2012:3). These frameworks guided the researcher to consider the individual attributes, family, community issues that frame the understanding of the academic resilience phenomenon, which was the focus of this study.

The Ecological Systems Theory teaches that for the resilience phenomenon to be understood and realised, there needs to be an analysis of the person's influential factors in all the systems: Individual; Microsystem; Mesosystem; Exosystem; Macrosystem and Chrono-system. The individual is at the centre of the ecological context where the researcher analysed the coping abilities, strengths, weaknesses, opportunities and the impact on threats in their behaviour. At the Microsystem level, the analysis focused on the conditions in the family, school, peers, neighbourhood, church and health services. At the Mesosystem level, the focus was on the relationship between the micro systems to determine if there were supportive or negative influences. The Exosystem considered what happens at the level of neighbours, friends, family, and mass media, social and local services. The Macrosystem looked at the attitudes and ideologies of culture. Lastly, the Crono-system considered the socio-historical conditions and time since life events such as divorce, death, teenage pregnancy, unemployment; poverty issues have a direct and in indirect influence on one's living conditions. These are the living conditions of underdevelopment, segregation and high unemployment rates in Tembisa Township. The

living conditions in this township shape the realities of the post-school youth, influencing their academic performance and achievement.

The Resilience Theory, which also framed this study, creates an understanding of resilience attributes and resources together with the Ecological Systems Theory. The circle of courage model is where once the researcher has determined the ecological systems context; the next step is to establish support, threats in the environment that could be presenting a person with risk and vulnerability which sets the context for studying resilience. Resilience will not be understood if there is no potentially harmful condition in the context which causes the person to display either coping abilities or not (Greene, Galambos & Lee, 2008:76). The Resilience Matrix states the requirement for support or lack of support towards academic resilience through analysing the Protective factors, Adversity, Vulnerability and Resilience and the person's life. Protective factors may include the family, friends, role models and community support. Adversity may include crime, sickness, disability and abuse. Vulnerability may include unemployment, poverty, marginalisation and issues with safety. Resilience may look at one's coping abilities and strategies, strengths, weaknesses and opportunities.

Lastly, the Circle of Courage theory looks at the holistic view of the one's support and lacks thereof. This includes establishing the availability and access to resources, experiences and the ability to be independent. The model looks at experiences an individual has had with the experience of mastery, independence, generosity and belonging to determine whether the Circle of Courage is broken or not and work towards assisting the with lack (Brendtro & Shahbazian, 2004:75). The purpose of the study was to analyse academic resilience attributes and recommend intervention programmes that can nurture resilience. This model gives direction on academic resilience programmes that can be pursued based on the establishment of a lack in a person's life. The model further establishes whether the lack is related to the need to belong; the need to experience a sense of identity and belonging with the family or school; generosity through educational programmes and independence through teaching coping mechanisms.

4.6. OVERVIEW OF FINDINGS

The findings in this chapter emerged from the process of data analysis of the semi-structured one-on-one interviews and focus group interviews, supported by the literature review on the phenomenon. The researcher used one-on-one interview together with the focus group as there were many participants who were not actively sharing in the focus groups and therefore one-on-one provided individualised attention for maximum participation. All the data collection methods and processes revealed that the post-school youth have a clear perception of their surrounding environment that poses various challenges to them. Some feel hopeful about the future, though the challenges presented them with pressure and placed them at a point of vulnerability. Some of the challenges experienced by the youth in Tembisa included uncertainty about safety, security in terms of family stability and instability. Many of these youth have developed coping mechanisms, strategies, attitudes and skills in order to cope with the challenges. Furthermore, the youth participant coping mechanisms are the family, at an individual level and the community at an external level. The ability to withstand challenges was evident in the sample of analysis chosen for this study. The lacks of resources at schools were highly unfavourable for the participants. These youth demonstrated academic resilience towards career paths as the Ekurhuleni TVET College. The participants strove to succeed and release their families from the poverty trap through acquiring certificates that would enhance the possibility for job opportunities. There was a lack of recreational activities and proper development of resources such as soccer fields.

4.7. SUMMARY OF THE CHAPTER

This chapter has provided a detailed description of the data collection interview process and participants' profile. The research also provided an explanation of how the collected data were analysed. The process further included the description presented in tabled data and the results through coding and thematic process that was conducted to identify patterns in this study. In conclusion, a detailed comprehensive discussion of the emerged themes was undertaken by linking these themes to the research questions presented in the previous chapters. A detailed discussion of findings and how these findings are connected to the literature reviewed is presented in more detail in chapter five.

CHAPTER 5

A SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1. INTRODUCTION

Chapter 4 presented the findings of the study and data analysis. The researcher engaged with the raw data acquired from the field, analysed it and made sense of the study phenomenon as guided by Creswell and Plano Clark (2007:129). They state that the process of data analysis is a thorough engagement with the data until the researcher develops an understanding of the phenomenon being studied. The analysis was informed by the data collected to investigate academic resilience attributes of post-school youth in Tembisa Township who experienced different forms of adversities, which served as the context for studying resilience. Data analysis was done using the identified themes that the researcher conceptualised to make sense of the data and to also align the findings and recommendations to the research questions and objectives.

The purpose of this chapter is to present a summary of the empirical findings of the study sourced from the in-depth analysis conducted in chapter four, which was the interpretation of qualitative data. The chapter presents the summary of major findings, conclusions and recommendations based on the content outlined in the empirical evidence detailed in chapter four after the phenomenological analysis of the qualitative data collected was been conducted. The chapter provides a summarised description and interpreted data following the conducted one-on-one interviews and focus groups with youth participants from the TVET College. The chapter also draws from the detailed literature review of the study in chapter two of this thesis. In this chapter, the researcher presents the findings and recommendations demonstrating alignment with the four main research objectives that were set to be achieved in this study in alignment with the identified themes.

In order to make sense of the data, the researcher identified four themes based of the data collected which translated into patterns and codes aimed at responding to the research questions and objectives. These themes were: Theme 1: The role of Education, Religion and Culture; Theme 2: Educational community interventions; Theme 3: Youth coping strategies; and Theme 4: Significant challenges for post school youth identified for the study. The four objectives of the study that the researcher aligned the themes to were to:

- investigate the role played by education, culture and religion practices in promoting Tembisa's post-school youths' academic resilience
- analyse the coping strategies that can be nurtured to support post-school youth resilience towards academic success and a positive lifestyle and
- examine the most significant challenges facing post-school youth of Tembisa Township and to establish how these could be hindering academic success and to
- recommend educational intervention programmes that can be implemented to instil academic resilience in Tembisa Township's post-school youth.

In addition, the researcher presents the limitations of the study through a synopsis of the study which are an evaluation of the methods used to enable the researcher to address the main question and subsidiary questions of the study presented in chapter one. Finally, following the synopsis, recommendations and findings, the researcher will shed light on the areas that will be important to investigate in future research.

5.2. SUMMARY OF FINDINGS

As noted earlier, data were generated from the post-school youth at a TVET college using two qualitative data collection methods: one-on-one interviews and focus group interviews as analysed and interpreted in chapter four. Furthermore, the findings presented in this chapter are supported by literature and theoretical underpinnings presented in chapter two of this study, which formed the basis for the study and further evaluated the extent to which the main questions for the study have been answered on academic resilience attributes of post-school youth in Tembisa Township.

5.2.1. The role of education, culture and religious practices in promoting academic resilience for the post-school youth

The third objective was to analyse the role of education, culture and religious practices in promoting academic resilience for the post-school youth. According to Feldman and Masalha, (2007: 7) culture plays a significant role in shaping reality, moulding resilience and in contributing to one's ability to adapt in the midst of risk. Culture shapes reality, norms and values that the resilient ones tap onto in order to cope and make sense of their environment.

Phillips *et al.*, (2014: 29) indicated that religion and spirituality had been found through research to play an important role in the lives of older adults and youth adults and has significant positive impact on their mental health. Differing religious orientations were found to have the power to influence coping styles at both intrinsic and extrinsic levels orientations. Theron and Theron, (2014: 299) in the research conducted on education services and resilience process in Black South African students experiences revealed that education was the only formal service featured with any regularity in participants stories of their constructive adjustment to poverty and associated challenges during childhood and youth. Education impacted resilience processes in ways that were constructive evident in the post school youth who participated in the study.

Education was presented through the experiences of youth as important in nurturing resilience of the youth in Tembisa Township. The coping strategies highlighted in the study indicated that the school acted as a strong supportive structure which played a very big role in motivating youth and in giving direction through the implemented discipline measures, rules and regulations that governed the school programme. The schools provided the academic resilient youth with hope through the peers and teachers that were always there, willing to help with academic matters and offering friendship. Education was found to be the most important activity that kept the youth going in Tembisa Township through the inclusion of some extra-mural sporting activities that helped in relieving stresses of learners and contributed to physical fitness ‘though limited resources were highlighted as an issue’. The youth prioritised education and ensured coping academically through spending large amounts of time working hard at their education related activities; this gave learners focus, hope, teamwork exposure, desire to achieve, problem solving skills, time management as well as discipline and determination to achieve set goals.

Some of the youth in the study proved to hold strong Christian religious belief where there were expressions of “strong belief in God and God’s ways”. The youth believed that religion provided them with a sense of identity ‘defining the value of a human life according to beliefs in their faith. These youth believed that religion provided with self-realisation and understanding of the life struggles as not being there to destroy them but to build a positive character that can be used to help others in the families and community. Religion was presented and providing a sense of self-worth, that the adversities do not have to determine the future but be viewed as stepping

stones to a better future that can be used to motivate other youth. Religion also presented with a sense of hope, as some religious groups applied their belief of caring and giving and demonstrated this through provision of food to feed the poor, retreat camps to teach survival skills; and homework and tutorial help for impact education in Tembisa Township. The study identified that youth believed that religion plays a role in moulding good behaviour and instilling disciplined values to deal with challenging risks in Tembisa Township.

Culture was another protective factor that shaped youth's reality and ability to adapt to the challenges faced by the Tembisa Township dwellers. Cultural orientation in Tembisa Township guided some of the youth in the study to choose the right friends of a similar age that shared common goals in their education. Culture presented with a sense of responsibility to some youth, where it was expressed that they needed to do well in their education and career path in order to be head of the family. In the Black culture a 'male person is the head of the family that should fulfil a providing role'. Culture was found to provide other participants with a sense of identity and ancestral connection, where a male youth participant expressed that he believed that the deceased parents were watching over his family hence the academic success. He also expressed that he was working hard to do well and find employment so that he can perform a cultural ceremony for the deceased parents. Culture provided a sense of unity; families of youth were united, supportive of one another, protective of one another and sharing the little they had. It is culturally acceptable to honour the family structures as most families believe that this comes with doing well in life. The resilient youth were also found to respect elders, submit to authority while accepting encouragement from parents towards their academic success. The respect for elders as it is the expectation in the culture of post youth participants played an important role towards adapting to environmental challenges. The community had a culture of identifying with one another in terms of all the families being Black, which instilled a sense of 'Ubuntu' in the Tembisa community.

5.2.2 Educational interventions that help instil resilience in the post-school youth of Tembisa Township?

5.2.2a Educational resilience programmes that can be included in the learning process to support academic resilience in Township youth

As discussed in chapter one of this study, South Africa needs interventions and programmes that are decisively aimed at nurturing academic resilience and create understanding of a youth population beyond focusing on negative behaviours but strengths (Hlagala, 2012:47). Studies on resilience of previously disadvantaged groups are limited in the context of South Africa though youth form a large number of the population and this needs to improve. Programme initiatives need to move away from focusing on human frailties and focus on human strengths (Dass-Brailsford, 2005: 574). Meichenbaum (2004:24) shared programmes found through research to nurture resilience in high-risk children and their families as follows:

- Drug abuse programmes and prevention of school drop-out programmes;
- Parent-child relationship programme and positive behaviour support programmes;
- Creating a caring community programme and school mental health programme;
- Promoting school connectedness programmes and child abuse prevention programmes;
- Programmes centred around support and prevention of the negative consequences of divorce; and lastly health care programmes.

Libraries in the community proved to be a great need to enable academic success of the Tembisa Youth. There needs to be funding for libraries in the Tembisa Township. The youth in the study have proven to be resilient in many ways in the community while most are unable to survive in the absence of well-maintained library and other decisive programmes to help in the community as a source of support towards education and career paths. There are many other programmes to add on the recommendations from literature in the above paragraph that would support towards the challenges that youth strongly expressed in the study. These include but are not limited to:

- School wide awareness programmes on issues such as bullying
- Peer pressure, career guidance, variety in extra-mural activities

- Parental skills programmes to with the discipline measures for children that are not harmful to reaching of developmental milestones
- Youth training, skills and career guidance programmes and career preparation at a school level
- Behaviour management programmes to help deal with peer pressures and
- Programmes on HIV and teenage pregnancy, which is prevalent in Tembisa township.

5.2.2b The importance of educational therapeutic interventions that help instil resilience in post-school youth of Tembisa Township

The second objective was to interrogate the importance of educational interventions to help instil resilience in post-school youth of Tembisa Township. Theron and Theron, (2014:299) revealed in their study findings that education services are important in the facilitation of resilience process. The education services in Township schools were found to nurture resilience through access to material resources where learners felt supported to obtain and have access to food ‘through feeding schemes’, clothing, education and future employment opportunity. Education intervention services were also said to provide constructive relationships and facilitated connections with other people. This was shared through the teacher –learner relationship and learner –learner relationship. Revealed in Theron and Theron (2014: 300) study was also that educational interventions provided with powerful identity where learner participants in the study shared that educational structures presented with a sense of purpose, personal competence and others acknowledgement contributed to resilience. Lastly, social justice came with educational intervention services where youth expressed that they had the courage to achieve academically due to ‘fair treatment’ instilled through social justice in the education intervention services.

The schools were found to play an active role in the lives of youth in Tembisa. This research drew on both formal and informal education intervention programmes of Tembisa Township in order to determine the role these structures played towards academic success of post- school youth. There were experiences shared by participants on the presence of community intergenerational engagement where the youth accepted help from retired teachers though the programme was not sustained due to lack of funding. This informal education structure served to

provide youth with academic support, role modelling, counselling and support to do well in their academic work. The youth made use of the help and support from the local churches' educational interventions that provided tutorial classes, homework classes and took youth to camps to influence positive behaviours. This was occasional and depended on the availability of funds in the churches. The community had a soccer club that was attended by some youth, this was structure taught discipline, punctuality, personal hygiene and physical fitness if implemented effectively. Tembisa also had church youth groups and Sunday classes that taught the youth of values, discipline measures and coping mechanisms that were said to have worked, before the interventions collapsed due to insufficient funding. There were many issues around safety for the youth to get the soccer sports fields hence the sustainability of this structure was seen as important. The youth participants expressed that there was once a youth development centre in the community which was helpful and provided important survival information and recreational activities as expressed by many youth as it was important in nurturing their academic resilience. The centre was not sustained due to insufficient resources and funding. The library in Tembisa Township was not supportive due to poor resourcing and management of the library space. This structure was viewed by many youth as important and in need of revitalisation in order to serve the purpose to support, enable and empower learners to achieve academic excellence.

It is evident that in Tembisa Township there is a lot that needs to be done to nurture resilience. The study had brought to the platform an indication of attributes and resources that need urgent attention in order to nurture academic resilience for learners and youth in this township. The community's youth identified the interventions that were once present and expressed the need for these structures to help in their academic success. They recommended that different stakeholders in the education sector come together to make meaningful efforts to help the youth of Tembisa and free them and the community from the circle of poverty.

5.2.3. Coping strategies that can be nurtured to support post-school youth resilience towards academic success and a positive lifestyle

The second objective was to investigate the coping strategies that contribute to post-school youth maintaining a positive lifestyle impacting on positive career aspiration. In order to determine the presence of resilience, there needs to be adversity and vulnerability that kick starts the process where there is demonstration of certain coping mechanisms and strategies by the person going

through adversity. Greene, Galambos and Lee (2008:76) presented the resilience theory as the study of what and how circumstances contribute to successful consequences in the face of adversity. It is in the resilience theory and the resilience matrix that they say there should be evidence of protective factors and environmental help to nurture resilience. The protective factors in the person's environment act as buffers to the negative effects of the adverse experiences (Aberdeen Getting it Right, 2012: 52). Protective factors of resilience presented in the study included positive mind set for academic success. There was a positive self- identity and ability to see self beyond the immediate environmental context that presented with risk and adversity. The presence of negative transformational experiences that tested the presence and limits of academic resilience became apparent together with resilience in the midst of adversity. Some of the examples for protective buffers that were highlighted within the protective factors included the family, friends, peers, strong culture, role models, and religious beliefs. Resilience is viewed as the ability of a person to embrace the challenging life experiences and retain openness to the world in the face of risk and adversity (Dass-Brailsford, 2005: 574).

Some of the youth expressed the role and presence of positive role models as a contributor to academic achievement as some of them indicated how they aspired to be like the role models that equally shared in the hardship of the community yet they were successful because of their choice to thrive. In order to cope, it was important for many youth participants to make good friendship choices through their ability to choose the right friends. The choice of positive and optimistic friends was said to be the strength against negative peer pressures in the community. The resilient youth also had the ability to exercise a decisive approach to dealing with friends where the goal with the friends would be maintaining good academic performance. The youth demonstrated the strong values and respect for self, elders and others and this was believed to be good behaviour in order to do well in life. The participants also had empathy, compassion and concern for others and this was due to the fact that poverty affects everyone in the community. Being there for others was an exercise of Ubuntu and this was reciprocal in that others were there for the youth, which contributed to their coping ability to do well academically. This was a coping mechanism where the youth supported each other emotionally, academically and otherwise.

All the youth in the study displayed a coping mechanism, which was the ability to make the effort to work hard and submit all their academic work timeously. The commitment to achieve academically enabled the youth to do well in their school performance. All the participants in the study displayed a common value of perceiving education as important, which enhanced the aspiration and willingness to pursue good career paths. All the participants had high hopes for a bright successful future. This was an important coping mechanism that kept the youth going even though the learning environment was not supportive. Many of the youth participants had a positive perception of themselves and believed in their own capabilities. There are various coping strategies that the youth displayed to protect themselves for pressure in the community and other peers. Most of these youth were found to have the ability to accept rules and operate within the reasonable rules from home and schools, which gave direction to acceptable behaviours. The youth made the effort to engage in healthy activities such as sports through the schools as well as soccer in the community though these structures were not well sponsored and resourced.

The participants also shared their choice to lead a reasonable simple life where they stayed away from harm and the pressure to accumulate money from criminal activities. The youth in the study were enrolled in various career paths in the TVET College, which demonstrated that they had the willingness to seize opportunities that bring progress and success academically leading to increased opportunities to secure jobs. In most of the participant youths, there were deliberate efforts to stay away from negative activities such as consumption of alcohol, smoking and stealing. Self-control and calling out for positive and constructive help was a coping mechanism in the resilient youth. As a means to cope, the youth further demonstrated that the unity and atmosphere in their family units acted as a strong support towards academic achievement and a resilience response. School teachers played a big role as both support and role models for the youth. The positive learning relationship with the learners provided strength and great support and acted as a protective factor to aid all the youth in the study to cope with their academic work. Further to coping, was an expression of the presence of encouraging and supportive adults in the Tembisa community.

5.2.4. Significant challenges for post-school youth in the study

The first objective was to examine challenges that are considered most significant on the post-school youth within Tembisa Township. Chapter one of this study stated that there are many challenges and social ills that are faced by the youth from marginalised communities (National Youth Policy, 2015-2020:10; Guoxiu, Restrepo Henao, Theron, & Vanderplaat, 2015:7). The challenges pose threats to academic success and they act as triggers to the resilience process. These include many youth who experience dropping-out of school, impoverishment, crime, unemployment, substance abuse, violence, teenage pregnancy, lack of resources, limited basic needs 'shelter, food and good education', issues with safety; and the result is youth who struggle to cope according to the National Youth Policy (2015-2020:10); Guoxiu, Restrepo Henao, Theron and Vanderplaat (2015:7). These unfavourable circumstances in the environment result in youth who experience learning difficulties (Theron, 2008: 215). Although there are social ills and challenges with poverty as a high predictor for school failure in learners, literature reveals that not all poor learners fail in school (Ramey, Ramey & Lanzi, 1998 cited in Dass-Brailsford, 2005:584)

The study found that the discussions from literature on the challenges by youth were present in the post-school youth of Tembisa, which hinder academic success. Though there were many challenges in Tembisa Township, the presence of the resilient trajectory was evident. The lack of resources, poverty and many of the mentioned odds did not prevent the youth from achieving their set career aspirations and goals which began with the willingness to achieve academically. The interview sessions highlighted a pattern of various challenges encountered by the youth. There were inadequate school resources as a common challenge. Many of the schools have insufficient resources towards schooling such as libraries, laboratories, books and other related equipment. The schooling experience presented the youth with barriers to effective schooling through inadequate safety environments in the school premises, crime and taverns closer to the high school premises. The presence of crime and substance abuse and easy access to alcohol presented barriers to effective schooling, which the resilience youth had to adjust to and find ways of coping. Lack of fees towards school related activities posed a challenge due to high rates of unemployment in the families of these youth. Most families in Tembisa have parents and guardians who are uneducated which posed a challenge in supporting the youth with homework

and other school related activities. This leads to the negative stereotype about schooling where the community puts more value to making money than in education.

Tembisa Township is classified as poor due to evidence of poverty evident in this research. Tembisa schools, as explained in chapter two of this the study, remain under resourced (Rabane, 2016:2). The township remains disadvantaged and vulnerable which contribute to less quality education, less employment opportunities, less abundance per household due to a large number of poor families who do not benefit from the small businesses initiated by township dwellers (Rabane 2016:3). What Rakabe (2016:3) states on the presence of poverty in Tembisa was confirmed through the one-on-one interviews and focus groups. The participants indicated the challenge experienced with poverty resulting to the lack of adequate community resources towards academic and holistic development of the youth. There is a lack of funded programmes and support resources such as information and developmental centre in the township to help youth maintain success in their education. The participants further commonly shared the challenge of the presence of high unemployment rates and presence of economic segregation or marginalisation experienced by the community. This results in hopelessness amongst the youth and families in the community.

Both one-on-one and focus group interviews highlighted the presence of multiple pressures and dangers faced by the youth in the community as a strain to positive academic achievement. The pressures include community crime and pressure towards engagement in crime through forceful gangs. Many youth in Tembisa Township engaged in irresponsible unprotected sexual behaviour and activities leading to an increase to the HIV /AIDS pandemic. Peer pressure posed a great challenge for youth which was evident in high rates of teenage pregnancy in the community. Substance abuse was also prevalent as it was said to be accessible to members of the community including school going children and the youth. Access to alcohol and poor supervision was also highlighted as a challenge for the youth translating to an expression of poor and negative upbringing.

Further to the challenges faced by the Tembisa youth, was the need to deal with safety issues. The participants indicated experiences with community high-jacking, house break ins and

stealing which put pressure towards academic success. Families live in fear and feel unsafe and there is inadequate protection from both the family and community services that are supposed to bring peace and harmony to the community. Many of the participants in the study expressed that they have directly or indirectly experienced being attacked through break-ins, high-jackings and stealing that affected their well-being towards peaceful academic engagement. For the academically resilient youth that were purposefully selected for the study, it was further noted that pressure was presented by the labels that the community put on the youth. These are such as the ones presenting the youth as irresponsible and belonging to gangs. For the resilient youth, the presence of irresponsible behaviour in the community and the acceptance thereof of these behaviours as common in the youth age group, posed great challenge for the participants in the study. Peer pressure from the community caused many challenges for youth who placed great value on education.

5.3. SUMMARY OF FINDINGS FROM LITERATURE ON ACADEMIC RESILIENCE ATTRIBUTES

The main research question investigated the distinctive academic resilience attributes with regard to education in post-school youth within Tembisa Township. In answering this research question, the researcher provided the analysis of the context in Tembisa Township with regard to the area which outlined the state of vulnerability and adversity in the township needing pursuit of educational careers in an effort to bring development to the community (Mampane, 2014:4). Aspects in the economy and environment that require attention to improve the living conditions in Tembisa through careers paths, demonstrated by post youth's careers choices also demonstrated the academic resilience attributes. According to Rakabe (2016:16) Tembisa Township, like many other townships, is an evident sad manifestation of spatial and economic inequality in South Africa. Tembisa Township was found in his research to be widely characterised by huge numbers of informal business activities and underdevelopment. Rakabe (ibid) further states that though there is existence of informal business activities, these tend to aggravate further underdevelopment due to low productivity in the townships and inability of these businesses to link with external formal markets. This has undoubtedly been the condition

that drove the academic resilient youth to seek to see change both in Tembisa Township their families and in their own personal growth through their career choices.

In order to package the findings and recommendations of the study, detailed objectives highlight various areas, which feed into the main question and sub-questions of this research. The post-school youth in the study displayed common attributes of resilience during interview sessions. The findings, as captured in this section, indicate that the resilient youth hold distinctive personal attributes of resilience. They displayed the willingness to seize opportunities that are directed at various career paths, which are needed in Tembisa Township to improve their living conditions (Zolkoski, & Bullock, 2012:2295). The career aspects pursued are Civil engineering, Electrical Engineering, Automotive, ERD: Fabrication, Finance, Management, Generic Management, Engineering related design and IT: Information Technology. Many of the youth are self-driven to bring change through the skills and knowledge from their training to improve the living conditions at both family and community level in Tembisa. The youth expressed a strong desire for the community to be a better development environment. Theron and Theron (2010:1) support this response of the resilient post-school youth where they state that one of the pathways to resilience that the South African youth report as important was educational aspiration and the profound hope that a good education will potentiate success, access to university and an upward trajectory thereafter. The career paths of the youth respond to the economic needs for development and challenges of the Tembisa township which, as stated by Mampane (2014:4) and Rakabe (2016:1), is the large presence of informal settlements. Informal business activities without returns due to the inability to link with formal markets are additional attributes

The youth in the study expressed that they seize opportunities in the hope to become entrepreneurs that will address development issues in their township. They had altruistic attitudes that revealed that they are determined and have persistence to make a difference through their careers (Ungar *et al.*, 2014:66). They also had a positive view of life and believed that by adding value to education, they would acquire successful careers. The findings revealed that the academically resilient youth had strong awareness of self-strengths and weaknesses and they knew when to withdraw from unhealthy engagement with peers and gangs who placed no value to education (Meichenbaum, 2004:43). The study discovered that common in the academic

resilience attributes on education careers was that the youth shared their individual character of hard work and self-respect. The youth succeeded through the demonstration of belief in own abilities and learnt from their mistakes. The youth were persistent in their education, which clearly expressed determination to succeed academically and pave a way for others not to experience the same measure of lack and adversity. The results in the study further emphasised that for the youth to cope, there needs to be an evolving presence of value for education (Theron & Theron, 2014:297). The youth demonstrated efforts of a positive personality where most strived to get along with others, leveraging on self-motivation, strength and assertiveness in order to cope and succeed in lower educational levels as well at later towards their career paths.

5.4 LIMITATIONS OF THE STUDY

The findings of the study should be perceived in view of the following limitations. The selection of the post youth participants for both the interviews and focus group discussions was made on the basis of sampling that was convenience sampling (Battaglia, 2008:523), rather than the larger population. In addition, only a limited number of post-school youth were participants in the study and as such, the youth participants were a small percentage of the youth population in Tembisa Township. Pascoe (2014), indicates that a qualitative study provides with realistic and manageable results if it identifies a manageable sample of participants to investigate. The youth participants were identified in a single setting at 'Ekurhuleni West TVET College'. Different settings could have provided differing perspectives of challenges and issues that relate to academic attributes and resilience of the youth in Tembisa Township. The other limitation of the study was the potential of recall error, where the youth might have recalled and shared events from their past in a way that was selective to their circumstances against the larger population of youth who demonstrated resilience outside of academia. Furthermore the limitation was that some of the questions were broad in their responses to interview questions allowing for lived experiences to be shared, of which some were not focused on academic resilience but helped to provide a broad context to understanding the environment. Lastly, there was no question asked on the actual quality of the career programmes that these youth were enrolled for at the Ekurhuleni TVET College, to determine resilience beyond school and career opportunities that these programmes offer these youth even though this was not the focus of this study.

5.5. RECOMMENDATIONS

After a thorough process of analysing the empirical evidence gathered during field work, and also in view of the implications of this study in trying to address the issue of resilience in the academic field, the researcher made the following recommendations. These were based on the main question in the study. The recommendations are aligned directly to the questions as follows:

Recommendations 1 to address the question: The role of education, culture and religious practices in promoting academic resilience for the post-school youth.

- In addressing the need for youth academic success and ensuring help through education resources, there is an urgent need for government education interventions to provide school resources to aid the effectiveness and positive impact to education for learners in the schools (Van Breda, 2001:63; Mampane & Bouwer, 2011:114). There remains inadequate resourcing in schools and this status needs to change in order to nurture positive academic resilience and success in Tembisa's post-school youth.
- Schools need support to deal the challenge of bullying and uncontrollable behaviours in the school premises due to learners' easy access to alcohol in the community. In order to combat this challenge, policies and implementation plans on the distribution of alcoholic beverages and the access thereof of alcohol to youth needs to be reviewed and strengthened to address discipline measures on taverns situated closer to schools. There needs to be decisive efforts to foresee the implementation in townships where it should be forbidden to have taverns at close proximity to the schools.
- Funding protocols for marginalised youth need to be streamlined and use criteria that will reach members of the community that need the support (South Africa Department of Higher Education and Training, 2017: 37). Instruments such as NSFAS need to be strengthened to provide opportunities for education, which will ultimately open job opportunities for the youth in Tembisa Township and promote access to quality education and a skilled youth population who can positively impact the economy. There remains lack of funding towards school and training programmes for the youth.

- There is need for a community resource centre. The centre would accommodate facilitation of community workshop initiatives on how to address many issues including parenting in the households of Tembisa. Poor parenting that does not contribute to academic success was evident in most youth of Tembisa Township. This includes teachings the township on the impact that cultural practices have on academic resilience. Many youth in the study were pressured by the negativity in the youth culture, whilst the family culture provided support towards academic achievement.
- Partnership between the schools, religious institutions and private sector towards the resources and services in the schools came out strongly from the youth in the study. Religious institutions play a major role through camps to teach morals, discipline, life skills and helping with homework. In order for the religious groups to do more, funding is needed from government and the private sector to sustain these support initiatives.

Recommendations 2 to address the question: The most significant challenges facing post-school youth identified for the study in Tembisa Township.

- The research identified a need for the establishment of community fora that will address community issues to eliminate stereotyping, abuse of children and youth, safety issues, poor parenting, teenage pregnancy, negative youth gang culture which remains a challenge in the community.
- There is a need for efforts to enforce the law in Tembisa Township to address issues around crime, gangs that put communities at risk through criminal activities and distribution of drugs to young people of the community. These were major challenges identified through the interview sessions.
- The community needs investors towards infrastructural development that will include community members in developing their own community through funded programmes. This would possibly curb unemployment in Tembisa.

Recommendations 3 to address the question: Coping strategies can be nurtured to support post-school youth resilience towards academic success and a positive lifestyle.

- There is a need to conceptualise and implement community programmes around intergenerational relations and programmes for children and the youth. Tembisa has retired senior citizens that were willing to serve the community through helping children and the youth. However, their initiative failed due to lack of financial support and proper infrastructure. These efforts failed due to insufficient funding of programmes and interventions. Mentorship programmes were a need in Tembisa Township. It is recommended that these be structured and conceptualised decisively to benefit the children in this community towards positive academic success. The participants mentioned a great need for role models in Tembisa.
- Advancement in the area of youth development is an important aspect that needs attention where decisive effort to link the TVET College with the private sector for facilitation of exit opportunities to jobs for the youth is recommended.

Recommendation 4 to address the question: Educational therapeutic interventions help instil resilience in the post-school youth of Tembisa Township

- Townships remain under developed in terms of infrastructure (Rakabe, 2016:32). There is a need for the establishment of youth development and recreational centres to aid the youth with support towards their career path as well as educational support. Efforts need to be made through collective partnerships between government, civil society, and the private sector to build safe recreational facilities to support the youth in Tembisa. Healthy living and exercise play a critical role in energising learners and the establishment of the youth centre is recommended for the community. The youth indicated that they fall into criminal activities, teenage pregnancy and crime due to severe boredom. Establishment of educational intervention programmes will therefore serve the purpose of equipping the post-school youth with knowledge of how to prevent pre-mature pregnancy; enhance engagement in developmental activities to prevent the youth from engaging in criminal activities; empower youth with skills to enhance employability and less engagement in

criminal activities aimed as survival against lack and poverty. The educational therapeutic intervention will instil the ability for the youth to thrive against hardship in Tembisa Township.

- Establishment of libraries and maintenance of the libraries is a need in Tembisa to help the youth achieve academically. This may provide access to internet services, books and other study materials, and private space for learning.
- School are recommended to accommodate the design and implementation of mentorship programmes where the youth in high schools have mentors at the colleges to provide direction on their careers paths.

5.6. FURTHER RESEARCH OPPORTUNITIES

There are a few qualitative research studies conducted in township settings on academic resilience and how to utilise the resilient approach to enhance community resilience, family resilience; academic, social, psychological, emotional intelligence and resilience for various communities. This phenomenon needs further investigation to include larger parts of township populations. There needs to be studies on how schools can be enabled and empowered to gain autonomy (Ungar, 2014:66; Russell, & Connelly, 2014: 66) and less dependence on government for main resources but have self-sustaining ability to provide good education to the learners. Studies on how schools, as support structures for academic resilience, can achieve financial and resource autonomy instead of dependence on the state for key resources are needed. Further research can be conducted on academic resilience of learners who may not have made it the TVET Colleges to address issues that hinder them from academic progress so that recommendations can be made to reach out to these youth that are unemployed and without further education.

Future research can also address issues of community-based intervention programmes for the youth development centres in order to ensure the provision of the centres that serve to instil resilience and empower youth towards further education. Research and conceptualised proposals on the structure of the academic resilience programmes, design, resources, implementation strategy, monitoring and evaluation processes are important for future research. Future studies

need to address issues of youth unemployment (The Presidency Republic of South Africa, 2015: 17) and how formal and information educational programmes can be used as tools to link the youth with support systems outside of their community. Studies on how to help townships move from the status of being classified as marginalised, should be conducted. Townships remain under-resourced and this affects all generations hence the need for strategies, techniques and approaches towards development. Townships need to be conceptualised and use the effort of all: ‘researchers, academics, government, private sector and various community structures. Intergenerational programmes are an area that need to be investigated in future research on disadvantaged townships of South Africa (Ungar, *et al*, 2007: 287) to understand issues of culture and religion and how these help towards community building.

5.7. IMPLICATIONS FOR THE TEMBISA COMMUNITY

The main objective of this study was to provide an informed investigation and understanding of academic resilience attributes in post-school youth that were based on the experiences and perspectives of youth who live in Tembisa Township, which was the context of this study. The aim was to gain information on academic resilience attributes. The researcher achieved this goal through the use of qualitative method guidelines of decisively selecting key participants from a ‘TVET college setting. The study identified the youth in the community who have achieved academically and academically resilient, who have lived experiences and are doing well by virtue of their initiative to pursue career paths that respond to the improvement of personal, family, community development needs identified in the literature review.

Data were collected with the use of semi-structured one-on-one and focus group interviews. These methods were both used to structure interview protocols as well as the literature study. The main findings in the study proved to demonstrate the presence of many aspects of academic resilience attributes derived from a thorough analysis and understanding the context of resilience as well as the literature review of this study in chapter three.

The post-school youth participants in the study demonstrated the various lived challenging experiences that have a direct impact to academic resilience based on their lived experiences within Tembisa Township. The study identified the social ills that have a negative impact on

academic resilience and thereafter provided recommendations on the programmes, that can help as well as areas for future research.

5.8. CONCLUSION

The findings in this study provided valuable information on the academic resilience attributes of Tembisa Township post-school youth through the discussion from various aspects guided by the research objectives and questions, which were based on the lived experiences and interpretations of the experiences which presented many of these youth with risks, adversity and vulnerability. The post-school youth in the study have mostly been victims of poverty that is evident in Tembisa and yet displayed a resilient trajectory in their academic resilience through the odds and societal challenges they faced. The risk factors that were presented by the participant youth as identified in the analysis, indicated that these youth were more than competent and were overcomers compared to their peers who displayed negative coping mechanisms against the pressures of the community. As mentioned in chapter two of the study by Mampane (2014:1) “resilience is the ability of youth to overcome overwhelming risks in their environment and develop successfully into competent individuals”.

The resilience theory revealed that competence is the ability to adapt. The post youth participants in this study demonstrated resilience in spite of chronic risk factors present in the township that caused them to be vulnerable and at risk of poor academic achievement. The key findings through the analysis of lived experiences indicated that there was a pattern where the youth demonstrated resistance and thrived though surrounded by many aspects they were dysfunctional in their context. These youth maintained determination to succeed academically. Academic resilience, through this study, can be said to be an important element that needs to be nurtured in the children and youth who come from an environment that puts them at risk. These youth have displayed that there is an inborn capability by human beings to survive and the environmental condition that must act as a great support and buffer to enhance the ability to succeed. It was evident in the study that youth in Tembisa Township thrive academically with little support from the community. In order to nurture resilience for those youth whom resilience does not come intrinsically but extrinsically, there needs to be efforts to make learning resources in the schools and community available through programmes. The results also showed that the youth who were

academically resilient were self-driven and motivated. These youth were high achievers and took initiatives towards set goal-orientation. There was always a need from the participants to act positively in order to experience change.

Tembisa Township has potential to do better than has been uncovered by this study. There has to be collaborations and partnerships of various sectors such as government, civil society, private sector and the community as key role players to positively influencing the living conditions of this community. Many youth of Tembisa have dropped out of school because of poor school conditions that need attention as well as poor developmental efforts in the community. Programmes aimed at increasing youth participation and schooling need to be decisively initiated. Funding towards education through streams such as NFSAS needs to be strengthened to reach the disadvantaged youth who need the support; criteria and distribution needs must to be strengthened. The improved resourcing at family and community level could contribute towards the academic success of the youth immensely.

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APPENDIX A:

Interview protocol #1

Topic: Academic Resilience Attributes of Tembisa Township Post-School Youth of Gauteng Province in South Africa

Time and Date of the semi- structured one-on-one interview:

Time allocated: 1 hour

Place: Ekurhuleni TVET College: Tembisa campus

Interviewer/Researcher: Ms Precious-Pearl Vezi

Interviewee (*1x 8 participants -for one-on-one interviews*)

Age and gender of the interviewee:

Career aspiration(s):

One-on-one interview questions:

- What is the role of education, culture and religious practices in promoting academic resilience for the post-school youth?
- How can educational interventions help instil resilience in the post-school youth of Tembisa Township?
- Which coping strategies could contribute towards post-school youth to maintain a positive lifestyle?
- What are the most significant challenges facing post-school youth in Tembisa Township?

APPENDIX B

Interview protocol #2

Name of the study: Academic resilience attributes of Tembisa Township Post-School youth of Gauteng province in South Africa

Time and Date of the focus-group interview:

Time allocated: 1 and a half hour

Place: Ekurhuleni TVET College: Tembisa campus

Interviewer/ Researcher: Precious-Pearl Vezi

Interviewees (*2 groups x 7 participants each group for focus group interview*):

Age(s) and gender (s) of the interviewee(s):

Common group career aspirations:

Interview questions

- What is the role of education, culture and religious practices in promoting academic resilience for the post-school youth?
- How can educational interventions help instil resilience in the post-school youth of Tembisa Township?
- Which coping strategies could contribute towards post-school youth to maintain a positive lifestyle ?
- What are the most significant challenges facing post-school youth in Tembisa Township?

APPENDIX C:

Request letter to the District Principal for permission to conduct the study



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
MAFIKENG CAMPUS

Private Bag X2046, Mmabatho
South Africa, 2735

Tel: 018 389-2111
Fax: 018 392-5775
Web: <http://www.nwu.ac.za>

Education Leadership Development
Tel: 018 3892500 (Secretary)
Email: eliza.senne@nwu.ac.za

District Official
Department of Education
Gauteng Province
Diane Bunting, Room 509,
111 Commissioner Street,
Johannesburg.

3 July 2017

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

This is to confirm that **Ms Zandile Precious-Pearl Vezi Student No: 28809297** is a PhD student registered at the North-West University, Mafikeng Campus. The title of the dissertation is: **Academic resilience attributes of Tembisa Township post-school youth of Gauteng Province in South Africa.**

Permission is hereby kindly requested to enter Tvet college in Tembisa to collect data from the college learners. Data collection will be by way of interviews.

Collection of data will occur outside college contact time so as not to interfere with teaching and assessment processes or office duties. The dates and times of the collections are to be agreed upon by the campus rector and all other participants.

Participants will participate voluntarily in the data collection. The identity of the participants and the college and district will be kept confidential and anonymous. The information collected therefore cannot and will not be used to evaluate the District/school in terms of its performance in comparison with others, because the information collected will not be about academic results or teachers' teaching performance in specific colleges.

Should you enquire more information about the project, kindly contact the supervisor for this project: Dr JP Dhlamini at 0183892079.

Herewith permission is kindly requested to perform this research in your District Office. It would be appreciated if you would kindly grant **written** permission to this student. Any assistance given to the student to perform the research will be appreciated.

Yours sincerely

Prof P N. Diko (Director)
School for Education Leadership Development
North-West University (Mafikeng Campus)
Mmabatho

APPENDIX D: Ethics approval certificate of the project

Tel: +27 18 299 4849
Email : Ethics@nwu.ac.za

ETHICS APPROVAL CERTIFICATE OF PROJECT

Based on approval by the **Human Resource Research Ethics Committee (HRREC)** on **02/08/2017**, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby **approves** your project as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

ecessary, the project may be initiated, using the ethics number below.

Project title: Academic resilience attributes of Tembisa Township Post-School youth of
Gauteng Province in South Africa

Project Leader/Supervisor: Dr JP Dhlamini

Student: PPZ Vezi

Ethics number: N W U - 0 0 6 5 7 - 1 7 - A 9

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

Application Type: Single Study

Commencement date: 2017-08-02

Expiry date: 2020-08-02

Risk: NA

Special conditions of the approval (if applicable):

- x Translation of the informed consent document to the languages applicable to the study participants should be submitted to the HRREC (if applicable).
- x Any research at governmental or private institutions, permission must still be obtained from relevant authorities and provided to the HRREC. Ethics approval is required BEFORE approval can be obtained from these authorities.

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

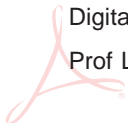
- x *The project leader (principle investigator) must report in the prescribed format to the NWU-IRERC via HRREC:*
 - *annually (or as otherwise requested) on the progress of the project, and upon completion of the project*
 - *without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.*
 - *Annually a number of projects may be randomly selected for an external audit.*
- x *The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the HRREC. Would there be deviated from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.*
- x *The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-IRERC via HRREC and new approval received before or on the expiry date.*
- x *In the interest of ethical responsibility the NWU-IRERC and HRREC retains the right to:*
 - *request access to any information or data at any time during the course or after completion of the project;*
 - *to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process.*
 - *withdraw or postpone approval if:*
 - *any unethical principles or practices of the project are revealed or suspected,*
 - *it becomes apparent that any relevant information was withheld from the HRREC or that information has been false or misrepresented,*
 - *the required annual report and reporting of adverse events was not done timely and accurately,*
 - *new institutional rules, national legislation or international conventions deem it necessary.*
- x *HRREC can be contacted for further information via Estie.Emtoch@nwu.ac.za or 018 289 2873.*

The IRERC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the IRERC or HRREC for any further enquiries or requests for assistance.

Yours sincerely

Prof LA

Digitally signed by
Prof LA Du Plessis



Du Plessis

Date: 2017.09.01

13:06:46 +02'00'

Prof Linda du Plessis

Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)

APPENDIX E: Permission letter from Ekurhuleni West TVET Colleges District Principal



"Empowering Students"

PERMISSION LETTER: Principal of Ekurhuleni West College

Study: Academic resilience attributes of Tembisa Township post-school youth of Gauteng province in South Africa.

Date:

Dear Ms Precious-Pearl Vezi and Dr Joyce Dhlamini

Thank you for your letter requesting permission to commission a study and recruit our student participants from one of our college **Ekurhuleni West College: Tembisa Campus.**

I have read and understood the detail in the letter requesting for permission for the research study under the topic '*Academic resilience attributes of Tembisa Township post-school youth of Gauteng province in South Africa*' and hereby give permission without reservation for this research to be conducted provided all other protocols are followed and grant the approval for the study.

Yours sincerely

(Signature of person granting permission)

HELLEN M. DLATLENG

(Name of person granting permission)

Principal

(Position of person granting permission)

CORPORATE CENTRE: Cnr. Driehoek and Sol Roads, Germiston, Tel: (+2711) 323 1600 Fax: (+2711) 323 1601 E-mail: info@ewc.edu.za

ALBERTON CAMPUS
25 Lake Arthur Street
Brackendowns 1448
PO Box 166575
Brackendowns 1454
Tel: (+2711) 900-1201/2
Fax: (+2711) 900-1712

BOESBURG CAMPUS
49 North Street Plantation
Boesburg
Private Bag X08
Boesburg 1460
Tel: (+2711) 917-9984
Fax: (+2711) 917-8770

GERMISTON CAMPUS
Cnr. Driehoek and Sol Roads
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Germiston 1400
Tel: (+2711) 872-0830
Fax: (+2711) 873-1769

KATHORUS CAMPUS
782 Palms Section
Katllehong
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Randhart 1457
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Fax: (+2711) 905-3644

KEMPTON CAMPUS
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and Pretoria Road
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Kempton Park 1680
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Fax: (+2711) 391-1582

TEMBISA CAMPUS
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Tembisa
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Tel: (+270) 79 490 7030
Fax: (+2711) 928-1023

www.ewc.edu.za

EWC Marketing: Enquiries 0861 392 111 / 0861 EWC 111

APPENDIX F

EXPLANATORY LETTER TO THE PRINCIPAL: Ms Hellen Manakedi Ntlatleng

EKURHULENI WEST TVET COLLEGES: [Tembisa Campus]

Name of the study: Academic resilience attributes of Tembisa Township Post-School youth of Gauteng province in South Africa.

Researcher: Ms Precious-Pearl Vezi

Faculty: Education and Training [North-West University, Mafikeng Campus]

Dear Principal of Ekurhuleni West Colleges: Ms Hellen Manakedi Ntlatleng

Introduction

This letter serves to humbly request for your permission to conduct a study in one of your six college campuses namely: Ekurhuleni West College (Tembisa Campus). The topic of the study is '*Academic resilience attributes of Tembisa Township Post-School youth of Gauteng province in South Africa*'. The study is conducted by Ms Precious-Pearl Vezi, a PhD student in the Faculty of Education and Training of North-West University, Mafikeng Campus. The student is a resident in the Kempton Park zone of the Ekurhuleni Municipality within the Gauteng Province.

Purpose

The purpose of the study is to examine challenges facing post-school youth of Tembisa Township to establish how these could be hindering academic success. The study also seeks to analyse the attributes of academic resilience that can be nurtured to support Post-School youth resilience towards academic success and a positive lifestyle. Furthermore the study aims to investigate the role played by education, culture and religion in promoting Post-School youth of Tembisa's academic resilience. And lastly will be to establish the educational intervention programmes that can be implemented by schools/ the college and the community to instil academic resilience in Youth of Tembisa Township.

Procedure and protocols

If your permission is granted for the commissioning of the study, you are kindly requested to sign and stamp the 'attached permission letter' or use your normal permission letter so that the researcher will be able to produce it to your Campus Managers who will then be able to liaise directly with the student researcher Ms Precious-Pearl Vezi in identifying participants for the study. The protocol followed towards this study includes the permission being requested for in this communication; the researcher also followed the protocol of sending an application that is requesting clearance with the Deputy Chief Education Specialist: Research coordination (Ms Daine Buntting) of the Gauteng Provincial Department of Education. The researcher also followed the research protocol for ethics clearance approval with the North-West University where she is registered for the study. Lastly the research has prepared the letter to both Campus Managers seeking for permission to access and commission as study at the campus.

Why was the Ekurhuleni West College (Tembisa Campus) chosen for this study?

Ekurhuleni West College (Tembisa Campus) attract and accommodate a large number of youth from Tembisa Township and this is the target for the study. The researcher believes that the aims of the study will be achieved through engagement with the learners in your college due to the practical schooling and community experiences that the learners would be able to contribute. The criteria for choosing participants for the study include that as a young person the participant has experience of living in Tembisa Township and they are enrolled in TVET College which demonstrates potential for resilience.

Risk:

The study will not present risk to the participants. The participants might only feel discomfort in answering questions as they will need to draw from their personal schooling experiences of growing up in Tembisa Township. It is understood that some of the memories may cause sadness as the participants remember them. A minor observation of potential risk is that as the data for this research will be collected with permission from the college; there is minor risk that participating youth might feel obligated to participate. The researcher will intentionally communicate that the decision to participate in this study is entirely voluntary. The youth will be informed and they will receive a full explanation through a consent form that they have the right to not answer any questions that may cause discomfort and also that they have the right to withdraw from the interview at any point.

Benefit:

The benefits of study for the youth as participants include the opportunity for them to reflect upon their personal and environmental schooling experiences and also to help identify academic resilience attributes. The engagement with the youth will create self-awareness and enable youth to keep the attributes that they have been doing well to contribute to the academic success. The benefit of the study to the college and larger to the educational community is that, like other research around educational topics, the telling of stories by Post-School youth could aid the college and community to reflect upon the influence and impact it has to the achievement of academic resilience. The study will help with a broader understanding of the ecological context and how this contributes or hinders success of youth in the community. Findings of the study will be shared with the college to assist with the educational management for youth in Tembisa Township, this will further contribute to the identification of strengths and positive attributes that can be nurtured through intervention educational programmes aimed at supporting more youth of Tembisa Township to do well academically.

Compensation:

No compensation will be offered to one-on-ones for participating in this study.

Confidentiality:

The participation of Tembisa youth in the study is confidential. Audio recordings, transcripts, and information notes will be kept in a lockable cabinet kept at the researcher's office. The information will also be kept in a Microsoft word file in the researcher's lap top under a password only known by the researcher to ensure confidentiality and to allow the researcher to evaluate findings. Data collected will be kept safe and will not be distributed to any third party. Pseudonym will be used to protect participants' identity. Participants' names will not be on any of the documentation. All facts exposing youth identification as participants such as names to the data will be destroyed after the dissertation work is completed.

Voluntary Participation:

Participation in this study is voluntary. If youth choose to take part in this study the researcher will appreciate the participation. The participants will receive consent forms to sign and they shall be informed that they may stop at any time if they feel uncomfortable.

Contacts and Questions:

If there are any questions about this study, the office of the principal may contact the researcher at precious-pearl.vezi@monash.edu or Tel: +27 11 950 4163. The Faculty Supervisor of the study may also be contacted at Joyce.Dhlamini@nwu.ac.za or Tel: +27 18 389 2079.


Thank you in advance as I look forward to your communication regarding this request for permission to conduct the study.

Student researcher's signature:


Date: Study supervisor's signature:

Date:

APPENDIX G: Permission letter from the Tembisa Campus Manager



higher education
Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



EWC
Ekurhuleni West TVET College
"Empowering Students"

Ekurhuleni West TVET College

Enquiries:
Ms. Conny Maleka
Acting Campus Manager
connymaleka@ewc.edu.za
011 925-1005/6

17 November 2017


Dear Ms. Precious-Pearl Vez and Dr Joyce Dhlamini

ACADEMIC RESILIENCE ATTRIBUTES OF TEMBISA TOWNSHIP POST-SCHOOL YOUTH OF GAUTENG PROVINCE IN SOUTH AFRICA

Thank you for your letter requesting permission to commission a study and recruit our student participants from our college Ekurhuleni West TVET College (Tembisa Campus).

I have read and understood the detail in the letter requesting for permission for the research study under the topic "*Academic resilience attributes of Tembisa Township post-school youth of Gauteng province in South Africa*" and hereby give permission without reservation for this research to be conducted provided all other protocols are followed and grant the approval for the study.

Yours sincerely



Ms. MC Maleka
Acting Campus Manager

Corporate Centre: Cnr. Driehoek & Sol Roads, Germiston, Tel: +27 (0)11 325-1600 Fax: +27 (0)11 325-6011 E-mail: info@auc.edu.za

Tibetani Campus 25 Lake Nathu Street P.O. Box 166375 Brookside, 1474 Tel: +27 (0)11 900-1301/9 Fax: +27 (0)11 900-1719	Botshabelo Campus 49 North Street Mantsoni, Botshabelo P.O. Box 2028 Botshabelo, 1440 Tel: +27 (0)11 913-9984 Fax: +27 (0)11 913-6770	Germiston Campus Cnr. Driehoek & Sol Roads Germiston, 1400 Tel: +27 (0)11 848-0850 Fax: +27 (0)11 845-1704	Katlehong Campus 482 Katlehong Section Katlehong P.O. Box 11668 Katlehong, 1457 Tel: +27 (0)11 903-5562/5551 Fax: +27 (0)11 903-5591	Pengtson Campus Cnr. Potlako & Peka & Peka, Peka Peka, 1407 Tel: +27 (0)11 972-1217 Fax: +27 (0)11 972-1582	Tembisa Campus 9 Coppermine Section Tembisa Peka, 1407 Tel: +27 (0)11 925-1005/6 Fax: +27 (0)11 925-1005
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Reg.No: 400964 www.ewc.edu.za GDE Component No.: 913 004

GDE Media: 0841 300111/0841 300111

APPENDIX H

EXPLANATORY LETTER TO THE CAMPUS MANAGER

EKURHULENI WEST TVET COLLEGE: [Tembisa Campus]

Name of the study: Academic resilience attributes of Tembisa Township Post-School youth of Gauteng province in South Africa.

Researcher: Ms Precious-Pearl Vezi

Faculty: Education and Training [North-West University, Mafikeng Campus]

Dear Campus Manager of Ekurhuleni West College: Tembisa Campus

Introduction

This letter serves to request for permission to conduct a study in your campus Ekurhuleni West College: Tembisa Campus. The topic of the study is *‘Academic resilience attributes of Tembisa Township Post-School youth of Gauteng province in South Africa’*. The study is conducted by Ms Precious-Pearl Vezi, a PhD student in the Faculty of Education and Training of North-West University, Mafikeng Campus. The student is a resident in the Kempton Park zone of the Ekurhuleni Municipality within the Gauteng Province.

Purpose

The purpose of the study is to examine challenges facing post- school youth of Tembisa Township to establish how these could be hindering academic success. The study also seeks to analyse the attributes of academic resilience that can be nurtured to support Post-School youth resilience towards academic success and a positive lifestyle. Furthermore the study aims to investigate the role played by education, culture and religion in promoting Post-School youth of Tembisa’s academic resilience. And lastly will be to establish the educational intervention programmes that can be implemented by schools/ the college and the community to instil academic resilience in Youth of Tembisa Township.

Procedure and protocols

If the permission is granted for the commissioning of the study, you are kindly requested to sign and stamp the ‘attached permission letter’ or use your normal permission letter for the

attention of the student researcher Ms Precious-Pearl Vezi. The researcher will appreciate your direction on how the students may be recruited to participate in the study.

The protocols followed towards this study include the permission being requested for in this communication; the permission sought from the Principal of the College (*see attached letter from the principal*); the researcher also followed the protocol of sending an application that is requesting clearance with the Deputy Chief Education Specialist: Research coordination (Ms Daine Buntting) of the Gauteng Provincial Department of Education (*see attached letter*). The researcher further followed the research protocol for ethics clearance approval with the North-West University where she is registered for the study (*see attached letter*).

Why is Ekurhuleni West Colleges: Tembisa Campus chosen for this study?

Ekurhuleni West College: Tembisa Campus attract and accommodate a large number of youth from Tembisa Township and this is the target for the study. The researcher believes that the aims of the study will be achieved through engagement with the learners in your college due to the practical schooling and community experiences that the learners would be able to contribute. The criteria for choosing participants for the study include that as a young person the participant has experience of living in Tembisa Township and they are enrolled in this TVET College which demonstrates potential for resilience.

Risk:

The study will not present risk to the participants. The participants might only feel discomfort in answering questions as they will need to draw from their personal schooling experiences of growing up in Tembisa Township. It is understood that some of the memories may cause sadness as the participants remember them. A minor observation of potential risk is that as the data for this research will be collected with permission from the college; there is minor risk that participating youth might feel obligated to participate. The researcher will intentionally communicate that the decision to participate in this study is entirely voluntary. The youth will be informed and they will receive a full explanation through a consent form that they have the right to not answer any questions that may cause discomfort and also that they have the right to withdraw from the interview at any point.

Benefit:

The benefits of study for the youth as participants include the opportunity for them to reflect upon their personal and environmental schooling experiences and also to help identify academic resilience attributes. The engagement with the youth will create self-awareness and enable youth to keep the attributes that they have been doing well to contribute to the academic success. The benefit of the study to the colleges and larger to the educational community is that, like other research around educational topics, the telling of stories by Post-School youth could aid the college and community to reflect upon the influence and impact it has to the achievement of academic resilience. The study will help with a broader understanding of the ecological context and how this contributes or hinders success of youth in the community. Findings of the study will be shared with the college to assist with the educational management for youth in Tembisa Township; this will further contribute to the identification of strengths and positive attributes that can be nurtured through intervention educational programmes aimed at supporting more youth of Tembisa Township to do well academically.

Compensation:

No compensation will be offered to one-on-ones for participating in this study.

Confidentiality:

The participation of Tembisa youth in the study is confidential. Audio recordings, transcripts, and information notes will be kept in a lockable cabinet kept at the researcher's office. The information will also be kept in a Microsoft word file in the researcher's lap top under a password only known by the researcher to ensure confidentiality and to allow the researcher to evaluate findings. Data collected will be kept safe and will not be distributed to any third party. Pseudonym will be used to protect participants' identity. Participants' names will not be on any of the documentation. All facts exposing youth identification as participants such as names to the data will be destroyed after the dissertation work is completed.

Voluntary Participation:

Participation in this study is voluntary. If youth choose to take part in this study the researcher will appreciate the participation. The participants will receive consent forms to sign and they shall be informed that they may stop at any time if they feel uncomfortable.

Contacts and Questions:

If there are any questions about this study, the office of the campus manager may contact the researcher at precious-pearl.vezi@monash.edu or Tel: +27 11 950 4163. The Faculty Supervisor of the study may also be contacted at Joyce.Dhlamini@nwu.ac.za or Tel: +27 18 389 2079.

Thank you in advance as I look forward to your communication regarding this request for permission to conduct the study.

Kind regards

Student researcher's signature:

Date:

Study supervisor's signature :

Date:

APPENDIX I

INITIAL RECRUITMENT LETTER

Name of the study: Academic resilience attributes of Tembisa Township Post-School youth of Gauteng province in South Africa

Researcher: Ms Precious –Pearl Vezi

Dear Participant

My name is **Precious-Pearl Vezi** and I am a doctoral student in the Faculty of Education and Training of the North-West University: Mafikeng Campus. You are receiving this letter from me because you are identified as a potential participant for the study that I am conducting due to meeting the criteria for my selection of participants. The participants for the study must be between ages 18-30 years, be enrolled at a TVET College with experience of growing in Tembisa Township including schooling in Tembisa Township.

The purpose of my study is to examine challenges you face as a young person of Tembisa Township to establish how these could be hindering your academic success. I also intend to analyse the attributes of academic resilience that can be nurtured to support your resilience towards academic success and a positive lifestyle. Further, the study intends to investigate the role played by education, culture and religion in promoting your academic resilience as a young person growing up in Tembisa. Lastly, the study wishes to establish the educational intervention programmes that can be implemented by schools and the community to instil academic resilience in youth of Tembisa Township.

Involvement in this study will require your participation in one one-on-one interview and one focus group discussion. The once off one-on-one interview is scheduled for one hour and the once off focus group is one and a half hour. Together we will select convenient locations, times and the dates for the interviews. The data collected during the study is intended to be used in my dissertation work and may be informative to educational managers and program developers whose work is to provide an educational environment that supports the needs of learners and nurture academic resilience and success.

I hope you are interested in participating in this important study. You may reach me at precious-pearl.vezi@monash.edu or 073 654 4283 if you have any questions, or if you would like to be part in this exciting research.

Thank you of your consideration

Sincerely,

Precious-Pearl Vezi

APPENDIX J:

Semi-structured one-on-one interview consent letter

PARTICIPANT CONSENT FORM FOR ONE-ON-ONE INTERVIEW

Name of the study: Academic resilience attributes of Tembisa Township Post-School youth of Gauteng province in South Africa.

Researcher: Ms Precious -Pearl Vezi

Faculty: Education and Training [North-West University, Mafikeng Campus]

Dear Participant

You are hereby invited to participate in a study being conducted by Ms **Precious-Pearl Vezi** a PhD student in the Faculty of Education and Training of North-West University, Mafikeng Campus. The student is a resident in the Kempton Park zone of the Ekurhuleni Municipality within the Gauteng Province. The purpose of the study is to examine and capture, through your words the academic resilience attributes you have as a Post-School young person at a personal and environmental level within Tembisa Township of Gauteng province in South Africa.

What will you be asked to do?

If you decide to participate, you will be asked to participate in an *one-on-one interview* to share your experiences as a Post-School youth of Tembisa Township. The interview will take approximately sixty minutes of your time. The location, date, and time of the one-on-one interview will be scheduled around your availability as a participant. The researcher will use an audio recording device, laptop, exam pad and pen to transcribe the data from the interview.

Why were you chosen for this study?

You were specifically chosen for the study because you present with the aspects needed for participants to the study. The criteria for choosing participants for the study includes that as a young person you have experience of living in Tembisa Town ship; you are engaged in studies through a TVET college; and that you are between ages 18-30 either male or female.

Risk:

The design of the study will not present risk to you as participant. You might only feel discomfort in answering questions as you will need to draw from your personal experiences growing up in Tembisa Township. It is understood that some of the memories may cause sadness as you remember them. As the data for this research will be collected with permission from your college, there is the risk that as a participant you might feel obligated to participate. Please be aware that the decision to participate in this study is voluntary. You have the right not to answer any questions that cause discomfort and you also have the right to withdraw from the interview at any point.

Benefit:

The benefits of study for you as the participant include the opportunity to reflect upon your personal experiences and academic resilience attributes as a Post-School youth. This will create self-awareness and enable you to keep things that you have been doing well to contribute to your academic success. The benefit of the study to the larger educational community is that, like other research around educational topics, the telling of stories by Post-School youth could aid the community to reflect upon the influence and impact it has to the achievement of academic resilience. The study will help with a broader understanding of the ecological context and how this contributes or hinders success of youth in the community. Findings of the study will be shared upon request to assist with the educational management for youth in Tembisa Township, this will further contribute to the identification of strengths and positive attributes that can be nurtured through intervention programmes aimed at supporting more youth of Tembisa Township to do well academically.

Compensation:

No compensation will be offered to one-on-ones for participating in this study.

Confidentiality:

Your participation in this study is confidential. Audio recordings, transcripts, and information notes will be kept in a lockable cabinet kept at the researcher's office. The information will also be kept in a Microsoft word file in the researcher's laptop under a password only known by the researcher to ensure confidentiality and to allow the researcher to evaluate findings. Data collected will be kept safe and will not be distributed to any third party. Pseudonym will be used to protect your identity. Your name will not be on any of the documentation. All facts

exposing your identification as a participant such as names to the data will be destroyed after the dissertation work is completed.

Voluntary Participation:

Participation in this study is voluntary. If you choose to take part in this study the researcher will be thankful, do note that you may stop at any time. You may skip any question you do not feel comfortable to answer during the interview. Your decision to withdraw or participate in the study will not be shared by the researcher.

Contacts and Questions:

If you have any questions about this study, please contact the researcher at precious-pearl.vezi@monash.edu or Tel : +27 11 950 4163. You may also contact my Faculty Supervisor at Joyce.Dhlamini@nwu.ac.za or Tel: [+27 18 389 2079](tel:+27183892079). If you have any questions about your rights as a research participant, please contact the North-West University research office at

Thank you in advance for your participation. Your time and inputs are greatly appreciated and valuable to me as a researcher. Your signature below indicates that you have read and understood the above information. You will receive a copy of this form.

Participant's signature:

Date:

APPENDIX K

PARTICIPANT CONSENT FORM FOR FOCUS GROUP INTERVIEW

Name of the study: Academic resilience attributes of Tembisa Township Post-School youth of Gauteng province in South Africa.

Researcher: Ms Precious -Pearl Vezi

Faculty: Education and Training [North-West University, Mafikeng Campus]

Dear Participant

You are hereby invited to participate in a study being conducted by Ms **Precious-Pearl Vezi** a PhD student in the Faculty of Education and Training of North-West University, Mafikeng Campus. The student is a resident in the Kempton Park zone of the Ekurhuleni Municipality within the Gauteng Province. The purpose of the study is to examine and capture, through your words the common academic resilience attributes you have as a Post-School young person at a personal and environmental level within Tembisa Township of Gauteng province in South Africa

What will you be asked to do?

If you decide to participate, you will be asked to participate in *a focus group interview* to discuss your experiences within the groups together with other Post-School youth of Tembisa Township. The interview will take approximately an hour and a half of your time. The location, date, and time of the focus group interview will be scheduled around the availability of all participants in the group. The researcher will use an audio recording device, laptop, exam pad and pen to transcribe the data from the interview.

Why were you chosen for this study?

You were specifically chosen for the study because you present with the aspects needed for participants to the study. The criteria for choosing participants for the study include that as a young person you have experience of living in Tembisa Town ship; you are engaged in studies through TVET College; and that you are between ages 18-30 either male or female.

Risk:

The design of the study will not present risk to you as participant. You might only feel discomfort in answering questions as you will need to draw from your person experiences growing up in Tembisa Township. It is understood that some of the memories may cause sadness as you remember them. As the data for this research will be collected with permission from your college, there is the risk that as a participant you might feel obligated to participate. Please be aware that the decision to participate in this study is voluntary. You have the right to not answer any questions that may cause discomfort and you also have the right to withdraw from the interview at any point.

Benefit:

The benefits of study for you as the participant include the opportunity to reflect upon your personal and environmental experiences and academic resilience attributes as a Post-School youth. This will create self-awareness and enable you to keep things that the group have been doing well to contribute to the academic success. The benefit of the study to the larger educational community is that, like other research around educational topics, the telling of stories by Post-School youth could aid the community to reflect upon the influence and impact it has to the achievement of academic resilience. The study will help with a broader understanding of the ecological context and how this contributes or hinders success of youth in the community. Findings of the study will be shared upon request to assist with the educational management for youth in Tembisa Township, this will further contribute to the identification of strengths and positive attributes that can be nurtured through intervention programmes aimed at supporting more youth of Tembisa Township to do well academically.

Compensation:

No compensation will be offered to one-on-ones for participating in this study.

Confidentiality:

Your participation in this study is confidential. Audio recordings, transcripts, and information notes will be kept in a lockable cabinet kept at the researcher's office. The information will also be kept in a Microsoft word file in the researcher's lap top under a password only known by the researcher to ensure confidentiality and to allow the researcher to evaluate findings. Data collected will be kept safe and will not be distributed to any third party. Pseudonym will

be used to protect your identity. Your name will not be on any of the documentation. All facts exposing your identification as a participant such as names to the data will be destroyed after the dissertation work is completed.

Voluntary Participation:

Participation in this study is voluntary. If you choose to take part in this study, you may stop at any time. You may skip any question you do not feel comfortable to answer. Your decision to withdraw or participate in the study will not be shared by the researcher.

Contacts and Questions:

If you have any questions about this study, please contact the researcher at precious-pearl.vezi@monash.edu or Tel : +27 11 950 4163. You may also contact my Faculty Supervisor at Joyce.Dhlamini@nwu.ac.za or Tel: [+27 18 389 2079](tel:+27183892079). If you have any questions about your rights as a research participant, please contact the North-West University research office at

Thank you in advance for your participation. Your time and inputs are greatly appreciated and valuable to me as a researcher. Your signature below indicates that you have read and understood the above information. You will receive a copy of this form.

Participant's signature:

Date:

APPENDIX: L

CONSENT FORM: Student participants

Ekurhuleni West College: Tembisa Campus

Study: Academic resilience attributes of Tembisa Township Post-School youth of Gauteng province in South Africa.

Student Researcher: Ms Precious-Pearl Vezi

+27 11 9504 4163

precious-pearl.vezi@monash.edu

I have read and understood the explanatory statement. I hereby consent the following:

I consent to:	Yes	No
Taking part in an interview facilitated by the researcher	<input type="checkbox"/>	<input type="checkbox"/>
The use of audio recording, laptop, paper and pen being used during the semi-structure one-on-one interviews and focus group sessions.	<input type="checkbox"/>	<input type="checkbox"/>
I consent that I shall not be forced to participate in the study if I feel uncomfortable	<input type="checkbox"/>	<input type="checkbox"/>
Spending at least 1 hour of my time with the researcher for the interview session	<input type="checkbox"/>	<input type="checkbox"/>
To sharing my perspectives on resilience in relation to emotional or physical abuse in the field as required by the study	<input type="checkbox"/>	<input type="checkbox"/>

Name of participant: _____

Signature of participant : Date: _____

LIST OF TABLES

Table 2.1.

Department of Higher Education and Training, 2017. Ekurhuleni West TVET College Strategic Plan. South Africa: GCIS

ENROLMENTS AT TEMBISA TVET COLLEGE PER YEAR											
Campus	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Tembisa	583. 505	840. 941	935.408	617.319	809.769	867.009	947. 100	1103. 025	1091. 959	1193. 30	1263. 0

Table 2.2

Department Of Education Financial Aid Scheme (NSFAS) funding, 2013-2016

National Student Financial Aid Scheme (NSFAS) funding				
YEAR	2013	2014	2015	2016
BENEFICIARIES	220 978	228 642	235 988	225 864

Table 2.3

Youth Employment Strategy (YES), 2013

Youth Employment Strategy for creation jobs for TVET youth graduate	
Commitment 1	Education and Training
Commitment 2	Work Exposure
Commitment 3	Public Sector measure “to employ young people through such programmes as Expanded Public Works Programme (EPWP) which targets many youth with attained certificates from TVET College
Commitment 4	Youth targets set aside(considering various industries to absorb youth such as solar water heater installation programme and the green economy

Commitment 5	Youth Entrepreneurship and youth cooperatives
Commitment 6	Private sector measures to ‘provide youth with opportunities’

Table 3.2

Career paths for participant youth

Career path	Training level(s)
Civil and Electrical Engineering	3
Engineering Related Design (Fabrication)	3
Finance	2
Automotive	3
Information Technology	4
Engineering related design	1
Generic Management	2
Business Management	4

Table 3.3

Sample and interview Setting

Interview Setting	Number of Participants
Ekurhuleni West	7 participants (focus group)
Tembisa TVET college	
principal’s boardroom	
Ekurhuleni West	7 participants (focus
Tembisa (TVET) college	group)
principal’s office	
boardroom	

Student Representative Committee SRC: offices	5x1 participants (one-on-one interviews)
---	--

Visiting staff office (EWC)	3X1 participants (one-on-one interviews)
------------------------------------	---

TOTAL 22 participants

Table 3.1

*Phases of Thematic Analysis (Adapted from Bezuidenhout & Cronje, 2014: 236-243 **Braun and Clarke, 2006:87 and Silverman, 2011:274-275).***

Phase	Description of the process
1. Familiarising self with raw data converting it into text:	Preparing and transcribing data (where necessary), reading and re-reading the data, taking notes of and putting down initial ideas and comments. This is where the researcher converts recorded speeches to documents. The data is transcribed verbatim, once the research is familiar with the data and take notes and, they then start identify potential codes.
2. Generating initial codes (coding):	Coding the text into words, paragraphs or phrases; coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code. This is where the researchers will generate initial codes through identifying re-occurring patterns to smaller manageable feats, often refers to data reduction.
3. Developing categories in searching for	Collate similar codes into potential themes, gathering all data relevant to each potential theme by combining

themes:	repeating ideas and expressions of participants list and identify meaning of the themes.
4. Testing the coding scheme and reviewing themes:	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic ‘map’ of the analysis and verifying if all themes were captured.
5.a Defining and naming themes:	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme. The researcher describes the meaning of the existing themes and identifies the part of the data these themes represent, attach names to each theme. These themes will serve as units of analysis.
5.b Refine themes	Identify linkages between themes looking for complexity of association. Draw conclusions from the coded data (interpret data).
6. Producing the report:	The final level of the analysis. Selection of clear, compelling extract examples, the final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly, written report of the analysis.

Table 4.1

Semi-structures one-on-one interviews demographic profiles

Name	Sex	Age	School Educational level	Course of study in this TVET college	Family profile
*Siyanda	M	18	Grade 11	Civil Engineering : Level 2	Siyanda is the only child. He lives with his grand-mother who is a pensioner. Together with an older cousin.
*Mduduzi	M	18	Grd 12	Automotive: Level 3	Mduduzi is the second born child of four children. His mother is a street vendor, his father is unemployed.
*Nozipho	F	19	Grade 10	Civil Engineering : Level 2	Nozipho is the last born child of four children, Both her parents are doing piece jobs (the father is a gardner, and the mother sells snacks from home).
*Snethemba	F	21	Grade 11	ERD: Fabrication: Level 1	Sinethemba ia a child of a deceased mother. She is the only child from her mother. She stays with an unmarried aunt who also has two children.
*Ayanda	M	23	Grade 11	Finance: Level 3	Ayanda is the youngest of two children. He has an older sister. He lives with the sister at their deceased parent's house.
*Siphesihle	F	21	Grade 10	Management: Level 2	Siphesihle is the oldest child, she has a younger sister. They both live with the parents, who are married. The father is employed, the mother is un employed.
*Sbonelo	M	22	Garde 12	Engineer related design: Level 3	Sibonelo is the youngest child, he has older sisters and brothers. They live with their mother. The mother is employed ' she is the only bread winner'.
*Thando	F	22	Grade 12	IT : Information Technology Level 3	Parents are deceased; lives with aunt and uncle. There are three other children in the house. Both gurdians are employed.

*** The names are pseudonyms**

Table 4.3 *Thematic analysis of semi-structured one-on-one interviews*

THEMES	PATTERNS	CODES	Youth Participants							
			Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7	Participant 8
The role of Religion, Education and Culture	Personal attributes and attitude to life	Grabs educational opportunities towards chosen career choice	✓	✓	✓	✓	✓	✓	✓	✓
		Learns from mistakes	✓	✓	✓	✓		✓	✓	
		Positive view of life	✓	✓	✓	✓	✓		✓	✓
		Persistent	✓	✓		✓	✓	✓	✓	✓
		Positive personality attributes: gets along with others	✓	✓	✓	✓	✓		✓	✓
		Self-motivated and assertive	✓		✓	✓	✓	✓	✓	✓
	Identifies with a religion	Holds strong religious beliefs	✓		✓	✓	✓		✓	✓
		Sees religion as providing a sense of identity	✓		✓	✓	✓	✓	✓	✓
		Believes religion plays an important role	✓		✓	✓	✓	✓	✓	✓
	Personal ability to deal with difficulties	Exercises positive approaches to deal with problems	✓	✓			✓		✓	✓
		Controls self from using negative coping mechanisms	✓	✓	✓	✓	✓	✓	✓	✓
		Calls out for help when faced with difficulties		✓	✓		✓		✓	✓
	Awareness of self (self-belief and esteem)	Awareness of self-strengths and weaknesses	✓	✓	✓	✓	✓	✓	✓	✓
		Hard working character	✓	✓	✓	✓	✓	✓	✓	✓
		Believes in own abilities	✓	✓	✓	✓	✓	✓	✓	✓
		Self-respect	✓	✓		✓	✓		✓	✓

	Personal meaning to Culture	Acknowledges the importance of cultural norms and values		✓	✓	✓	✓			✓
	Value for friendship support	Values the influence of positive friendships	✓	✓	✓	✓	✓		✓	✓
		Believes in being there for others and vice versa	✓	✓	✓		✓	✓	✓	✓
	Personal view of family	Negative perception of parent(s)	✓	✓	✓	✓		✓	✓	
		Positive perception of parent(s)		✓			✓	✓	✓	✓
	Personal beliefs	Strives to do the right thing based on the right choices	✓	✓	✓	✓	✓	✓	✓	✓
		Believes in the presence of right and wrong according to rules		✓	✓	✓	✓	✓	✓	✓
	Altruistic attitude	Desires for the community to be a better development environment	✓	✓	✓	✓	✓	✓	✓	✓
		Determined to make a difference through the career	✓	✓	✓	✓	✓	✓	✓	✓
	Family beliefs	Believes in supporting each other as per cultural orientation	✓	✓	✓	✓	✓		✓	✓
	Family financial status	Financial shortage and instability in the home		✓	✓	✓	✓	✓	✓	✓
	Family Communication	Presence of relationship between participant and adult in the family	✓		✓	✓		✓	✓	✓
		Shares common beliefs about the value of education			✓	✓	✓	✓	✓	✓
		Sound relationship between siblings is present		✓	✓	✓	✓	✓	✓	✓
	Good parenting	Parent(s) encourage children to value education	✓					✓	✓	✓
		Parents strive to provide all basis needs for the children	✓	✓		✓		✓	✓	✓
		Parents set boundaries and rules that guide children			✓	✓		✓	✓	✓

		according to cultural and religious beliefs									
		Children feel protected by their parent(s)				✓	✓	✓	✓	✓	
Educational community interventions	Community support for the youth	Lack of support resources in the community such as the information and development centre	✓	✓	✓	✓	✓	✓	✓	✓	
		Presence of support and influence from school teachers	✓	✓	✓	✓	✓	✓	✓	✓	
		Presence of encouraging and supportive adults in the community for the youth	✓				✓		✓	✓	
		Lack of sufficient recreational centres	✓	✓		✓	✓	✓	✓	✓	
		Positive community culture and values			✓			✓	✓	✓	
	Educational therapeutic interventions	There are recreational and educational therapeutic interventions present		✓	✓				✓	✓	
		Lack of educational interventions	✓	✓	✓	✓	✓	✓	✓	✓	
		Urgent need for educational intervention	✓	✓	✓	✓	✓	✓	✓	✓	
		Friendship choices	Affected by peer pressure and negativity in friends from the community		✓	✓	✓	✓	✓	✓	
Believes in choosing the right friends			✓	✓	✓	✓	✓	✓	✓	✓	

Youth coping strategies		Has a decisive approach to dealing with friends	✓				✓	✓	✓	✓
	Handling	Respects elders and others	✓		✓		✓	✓	✓	✓
	Others	Concerned for the well-being of others	✓	✓	✓	✓	✓	✓	✓	✓
	Academics	Makes effort to work hard and submit all assessments on time	✓		✓	✓	✓	✓	✓	✓
		Values the importance of education	✓	✓	✓	✓	✓	✓	✓	✓
	Aspirations for the future	Aspires to having a good career	✓	✓	✓	✓	✓	✓	✓	✓
		Aims high for the future	✓	✓	✓	✓	✓	✓	✓	✓
		Sees self as being successful	✓	✓	✓	✓		✓	✓	✓
	Strategies for protecting self from harm	Operating within reasonable, realistic rules from home and school	✓	✓		✓	✓	✓	✓	✓
		Engagement in healthy activities such as sports		✓			✓		✓	✓
		Consciously stays away from harm and lives a reasonably simple life	✓	✓		✓	✓	✓	✓	✓
		Grabs life opportunities that bring progress and success	✓	✓	✓	✓	✓	✓	✓	✓
		Spends a lot of time in education and working hard at the career path of choice	✓	✓	✓	✓	✓	✓	✓	✓
		Avoids negative wild youth activities(drinking , smoking, stealing)	✓	✓	✓	✓	✓	✓	✓	✓
	Supportive structures in the community	There is no sufficient support towards academic resilience in Tembisa Township than at the school	✓	✓	✓	✓	✓	✓	✓	✓
	Positive models	Presence of role models in the community	✓				✓	✓	✓	✓
	School resources	Insufficient resources	✓		✓	✓	✓	✓	✓	✓
	Barriers to effective	Inadequate safety in the school premises	✓		✓	✓	✓	✓	✓	✓

Significant challenges for post

schooling	Crime and taverns close to the high school premises				✓		✓	✓	✓
	Lack of fees towards school related activities	✓	✓	✓	✓	✓	✓	✓	✓
Stereotypes about schooling in the township	Education is not a major priority compared to making money.		✓	✓	✓	✓	✓	✓	✓
Poverty	Lack of adequate community resources towards youth development	✓	✓	✓	✓	✓	✓	✓	✓
	Lack of funded programmes to help youth with education	✓	✓	✓	✓	✓	✓	✓	✓
	High unemployment	✓	✓	✓	✓	✓	✓	✓	✓
	Presence of economic segregation/ marginalisation	✓	✓	✓	✓	✓	✓	✓	✓
	Hopelessness in Tembisa Township	✓	✓	✓	✓	✓	✓	✓	✓
Pressures and danger faced by youth	Crime and engaging in crime through forceful gang groups	✓	✓		✓		✓	✓	✓
	Irresponsible engagement in unprotected sexual experiments and activities leading to HIV		✓	✓	✓		✓	✓	✓
	Teenage pregnancy	✓	✓	✓	✓		✓	✓	✓
	Substance abuse	✓	✓		✓	✓	✓	✓	✓
	Poor and negative upbringing	✓	✓	✓	✓	✓	✓	✓	
Safety issues	Presence of crime: breaking in, high-jacking, stealing	✓			✓	✓	✓	✓	✓
	Feeling unsafe in the community		✓	✓	✓	✓	✓	✓	✓
	Inadequate protection in the community of Tembisa		✓	✓	✓	✓	✓	✓	✓
Perceptions of youth	Youth are labelled negative in the community	✓	✓	✓	✓	✓	✓	✓	✓
	Irresponsible behaviours in the youth have become a norm	✓	✓	✓	✓	✓	✓	✓	✓

Table 4.4

Summary of the demographic characteristics of the youth focus group participants

		Number
Gender(s)	Males	7
	Females	7
Race(s)	Black	14 (all participants for both focus groups)
Age : 18-20 year olds	Male	4
	Females	3
Age: 21-22 years old	Males	2
	Females	2
Age: 23-24 years old	Males	1
	Females	2
Common career aspirations	Generic Managementx3, Electrical Engineeringx2, ERD: Fabrication x2, Financex2, IT: Information Technologyx3, and Engineer related designx2	

Table 4.5*Data for focus groups interview schedules*

Semi-structured one-on-one interview data						
No	Time (actual)	Place	Age	Gender	Career Aspiration	Level
1	1:10 mins	EWC: Tembisa Campus/ SRC offices	18	M	Civil Engineering	Level 2
2	1:00 hr	EWC:Tembisa Campus/ SRC offices	18	M	Automotive	Level 3
3	0:45 mins	Ekurhuleni West Tembisa TVET college Visiting staff office	19	F	Civil Engineering	Level 2
4	1:00 hr	Ekurhuleni West Tembisa TVET college principal's boardroom	21	F	ERD: Fabrication	Level 1
5	1:10mins		23	M	Finance	Level 3
6	50 mins	Ekurhuleni West Tembisa TVET college principal's boardroom	21	F	Management	Level 2
7	1:04mins	Ekurhuleni West Tembisa TVET college Visiting staff office	22	M	Engineer related design	Level 3
8	1:00 hr	Ekurhuleni West Tembisa TVET college Visiting staff office	22	F	IT: Information Technology	Level 3

LIST OF FIGURES

Figure 3.1.: The resilience matrix: Aberdeen Getting it Right (2012:52)

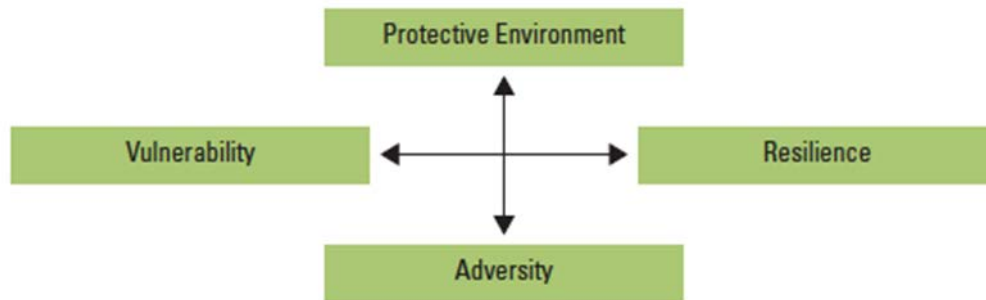


Figure 3.2.: The Circle of Courage: (Brokenleg & van Bockern, 2003:23)

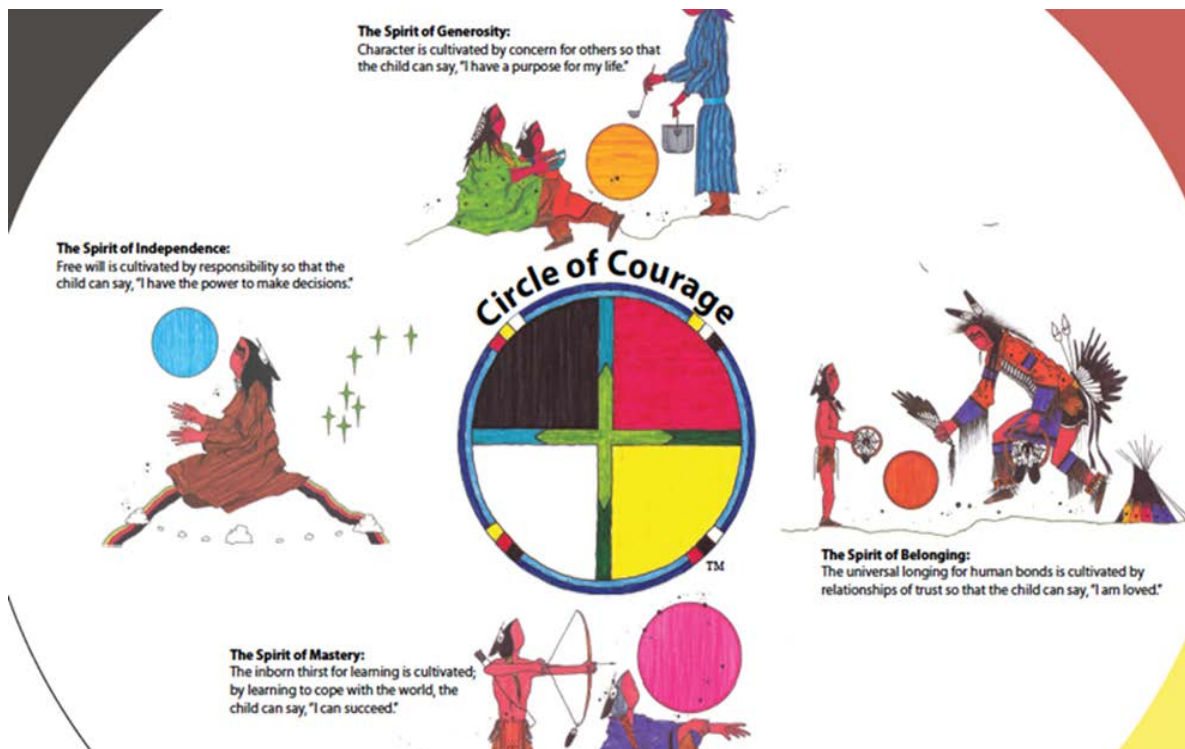
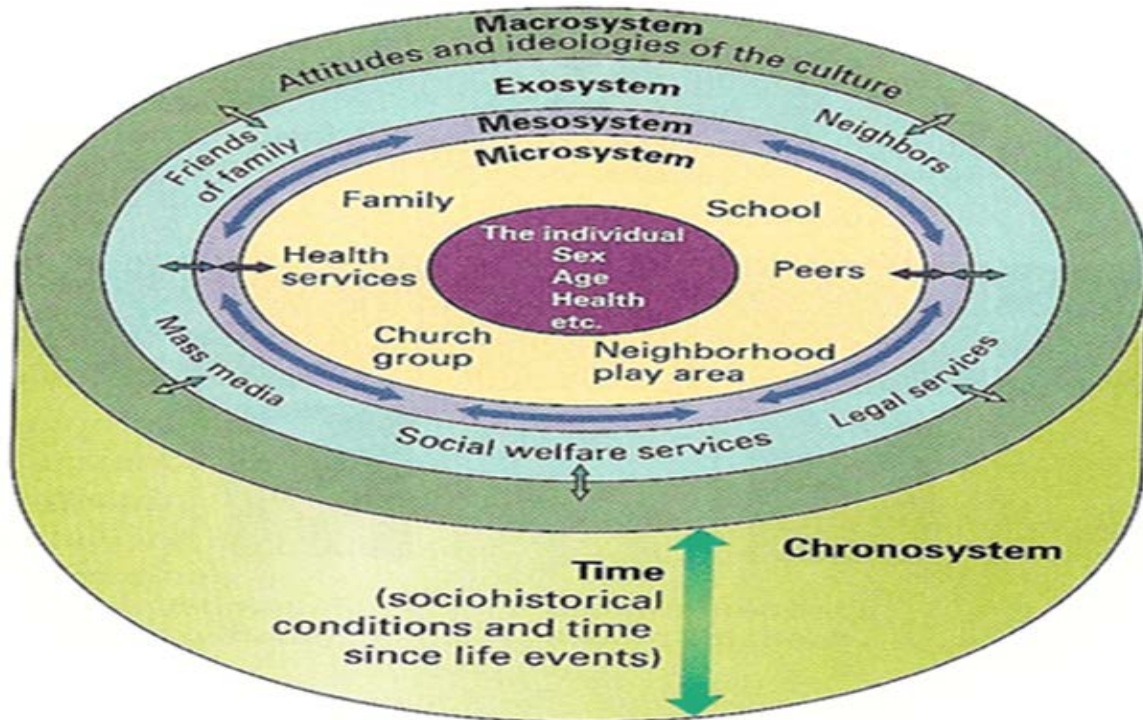


Figure 3.3. Ecological model, Bronfenbrenner (1994:2) as (cited by Salis, Owen and Fisher, 2008:465)



Precious-Pearl
Zandile
Vezi

Turnitin Report

by Dr Francis Lugayizi

Submission date: 30 May 2018

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