FACTORS WHICH CONTRIBUTE TO RESILIENCE AMONGST POOR, SECOND-LANGUAGE LEARNERS

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SUMMARY

The focus of this empirical study was on the antecedents of resilience among poor, English second-language (ESL) adolescent learners. The reasons why some adolescents in this situation are resilient and others are not, are indicated in this study. Adolescents qualify as being resilient if they are exposed to significant threat to their development, indicating high risk to the individual, and their adaptation to the threat is successful, due to support, resources or intervention.

Thirty three resilient and 32 non-resilient poor, ESL adolescent learners were selected to participate in the empirical study. My study was a mixed method study because I made use of quantitative research (a survey questionnaire completed by the 65 selected learners), and qualitative research (semi-structured interviews with two identified resilient learners and a group interview with elders who are knowledgeable about young people in this community).

The conclusions of my study emphasise that dynamic interactions between individual attributes, familial support, community resources, and cultural ties empower some adolescents to overcome hardships and be resilient. My findings are supported by literature.

My findings cannot be generalised, as the adolescents in my study were all black, South African youth from an impoverished community in the Vaal Triangle. This is an explorative study, and themes that were identified as contributing to resilience in my study, need to be explored in future studies.

Keywords: resilience, poverty, second-language learning, adolescent, risk factors, protective factors.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS ..... **ii**

SUMMARY ..... **iii**

TABLE OF CONTENTS ..... **iv**

LIST OF TABLES ..... **xv**

LIST OF FIGURES ..... **xvii**

LIST OF GRAPHS ..... **xix**

CHAPTER ONE **1**

INTRODUCTION AND RATIONALE **1**

1.1 INTRODUCTION **1**

1.2 PROBLEM STATEMENT **2**

1.3 RESEARCH QUESTIONS **5**

1.4 AIMS OF THE STUDY **6**

1.5 METHOD OF RESEARCH **6**

1.5.1 Literature overview **6**

1.5.2 Research design **9**

1.5.2.1 The population and sample 10

1.5.2.2 Data collection 12

1.5.2.3 Data analysis 12

1.5.2.4 Reliability and validity 13

1.5.2.5 Ethical aspects 14

1.5.2.6 Data collection procedures 14

1.6 RESEARCH PARADIGM 14

1.6.1 The interpretivist perspective 16

1.6.2 The post-positivist perspective 17

1.7 CONCEPT CLARIFICATION 17

1.8 CONCLUSION 19

CHAPTER TWO 20

RESILIENCE 20

2.1 INTRODUCTION 21

2.2 RESILIENCE DEFINED 22

2.2.1 Types of resilience 24

2.3 THE RESILIENCE PROCESS 24

2.3.1 Context 27

2.3.2 Protective factors and processes 29

2.3.2.1 Individual characteristics 30

2.3.2.2 Family characteristics 32

2.3.2.3 Characteristics of social support networks 33

2.3.2.4 Characteristics of cultural support networks 34

2.3.3 Risk factors 35

2.3.3.1 Individual characteristics 36

2.3.3.2 Family characteristics 38

2.3.3.3 Environmental characteristics 38

2.4 MODELS OF RESILIENCE 39

2.5 CONCLUSION 42

POVERTY AND SECOND-LANGUAGE LEARNING 44

3.1 INTRODUCTION 44

3.2 POVERTY 45

3.2.1 Definition 45

3.2.2 Reasons for poverty 47

3.2.3 The nature of poverty in South Africa 48

3.2.3.1 The physical nature of poverty 49

3.2.3.1.1 Risks due to the physical nature of poverty 49

3.2.3.2 The social nature of poverty 50

3.2.3.2.1 Risks due to the social nature of poverty 51

3.2.3.3 The psychological nature of poverty 52

3.2.3.3.1 Risks due to the psychological nature of poverty 53

3.2.3.4 Cumulation of developmental risks to youth 53

3.2.3.5 The negative cycle of poverty 55

3.3 SECOND-LANGUAGE LEARNING 57

3.3.1 Definition 57

3.3.2 Reasons for second-language learning 58

3.3.3 The nature of second-language learning 59

3.3.4 The impact of second-language learning (risk factors) 61

3.3.4.1 Underdevelopment of the first language and cognitive ability 61

3.3.4.2 Communicative versus cognitive language proficiency 62

3.3.4.3 Negative attitudes towards the mother tongue 63

3.3.4.4 Quality of the teaching/learning process 63

3.3.4.5 Psychological development of the youth and language 64

3.4 CUMULATION OF THESE RISK FACTORS 65

3.5 CONCLUSION 67

CHAPTER FOUR 69

EMPIRICAL RESEARCH DESIGN AND METHOD 69

4.1 INTRODUCTION 70

4.2 RESEARCH AIMS 70

4.3 RESEARCH DESIGN AND METHOD 71

4.3.1 The literature study 72

4.3.2 The empirical study: a mixed-method design 72

4.3.2.1 Quantitative research 74

4.3.2.2 Qualitative research 76

4.3.2.3 Triangulation 78

4.3.3 Population and sample 79

4.3.3.1 Survey sample 79

4.3.3.2 Interview participants 82

4.3.4 Data collection process 83

4.3.4.1 The survey questionnaire: CYRM 86

4.3.4.2 The semi-structured interview 88

4.3.5 Data analysis 90

4.3.5.1 Quantitative data analysis 92

4.3.5.2 Qualitative data analysis 92

4.4 RELIABILITY AND VALIDITY 95

4.4.1 Reliability and validity of quantitative research 95

4.4.2 Trustworthiness of qualitative research 95

4.5 ETHICAL ASPECTS 97

4.6 ADMINISTRATIVE PROCEDURES 98

4.7 CONCLUSION 99

CHAPTER FIVE 100

DATA ANALYSIS AND INTERPRETATION: QUANTITATIVE DATA ANALYSIS 100

5.1 INTRODUCTION 100

5.2 QUANTITATIVE DATA ANALYSIS 100

5.2.1 The questionnaire categories 101

5.2.2 Resilience and the individual 102

5.2.2.1 Humour and optimism 103

5.2.2.2 Problem-solving ability 104

5.2.2.3 Self-efficacy or dependence 106

5.2.2.4 Empathy 107

5.2.2.5 Assertiveness 108

5.2.2.6 Sense of duty 109

5.2.2.7 Self-awareness and insight 110

5.2.2.8 Having goals and aspirations 111

5.2.2.9 Perceived social support 112

5.2.2.10 Appropriate use or abstinence from substances 114

5.2.3 Resilience and relationships 114

5.2.3.1 Positive role models and social competence 115

5.2.3.2 Quality of parenting 117

5.2.3.3 Meaningful relationships 117

5.2.4 Resilience and the community 119

5.2.4.1 Access to schools and education 119

5.2.4.2 Safety and security 120

5.2.4.3 Meaningful rights of passage 121

5.2.4.4 Government services 122

5.2.4.5 Community's tolerance of risk behaviour 123

5.2.4.6 Avoid exposure to violence 124

5.2.4.7 Opportunities for age-appropriate work 125

5.2.4.8 Perceived social equity 127

5.2.5 Resilience and culture 128

5.2.5.1 Culturally grounded 128

5.2.5.2 Cultural or spiritual identification 130

5.2.5.3 Religious affiliation 131

5.2.5.4 Cultural change in values 131

5.2.5.5 Life philosophy and self-betterment 132

5.2.5.6 Tolerance of other beliefs 133

5.3 SITE-SPECIFIC QUESTIONS 134

5.3.1 Resilience and individual qualities of adolescents 135

5.3.1.1 Self-worth and expectations 135

5.3.1.2 Verbal competence in English 136

5.3.1.3 Poverty and fear 137

5.3.2 Resilience and relationships 138

5.3.2.1 Parents' expectations 138

5.3.2.2 Poverty and harmony at home 139

5.3.2.3 Language preference and friends 140

5.3.3 Resilience and the community 141

5.3.3.1 Influence of poverty on views 141

5.3.4 Resilience and culture 142

5.3.4.1 Cultural values 143

5.3.4.2 Cultural conflict 144

5.4 SUMMARISED FINDINGS 145

5.5 CONCLUSION 152

CHAPTER SIX 153

QUALITATIVE DATA ANALYSIS 153

6.1 INTRODUCTION 153

6.2 RISK FACTORS AS EXPERIENCED BY PARTICIPANTS 154

6.2.1 Crime and an unsafe community 155

6.2.2 Poverty 155

6.2.3 Disadvantaged neighbourhoods 156

6.2.4 Lack of effective resources 156

6.2.5 Peer and cultural alienation 158

6.2.6 Racial issues 158

6.2.7 Summary of experienced risks 159

6.3 PROTECTIVE PROCESSES AS EXPERIENCED BY PARTICIPANTS 160

6.3.1 Intrinsic protective resources 161

6.3.2 Relationships with family members 162

6.3.3 Relationships with friends and social skills 164

6.3.4 Social competence and assisting others 165

6.3.5 Role models 166

6.3.6 Religious activities 166

6.3.7 Knowledge 167

6.3.8 Plans for the future 168

6.3.9 Sense of belonging, culture, and rites of passage 169

6.3.10 School and further education 170

6.3.11 Community support structures and resources 171

6.4 CONCLUSION 172

CHAPTER SEVEN 176

SUMMARY OF THE STUDY 176

7.1 INTRODUCTION 176

7.2 RESEARCH AIMS REVISITED 176

7.3 OVERVIEW OF THE LITERATURE STUDY 178

7.3.1 Resilience 178

7.3.2 Risk and protective factors/processes 178

7.3.3 Poverty 181

7.3.3.1 The impact of poverty on the youth 181

7.3.4 Second-language learning 182

7.3.4.1 The impact of second-language learning on the youth 182

7.4 THE PROCESS OF RESILIENCE 183

7.5 METHOD AND CONCLUSIONS FROM THE EMPIRICAL STUDY 184

7.5.1 Method of the empirical study 184

7.5.1.1 The population and sample 185

7.5.1.2 Data collection 186

7.5.1.3 Data analysis 186

7.5.2 Conclusions from the empirical study 188

7.5.2.1 Factors/processes contributing to resilience 188

7.5.2.2 Incongruent results 191

7.6 RECOMMENDATIONS TO ENCOURAGE RESILIENCE IN POOR, SECOND-LANGUAGE LEARNERS 192

7.7 LIMITATIONS OF THE STUDY 199

7.8 CONTRIBUTIONS MADE BY THE STUDY 200

7.9 RECOMMENDATIONS FOR FURTHER STUDIES 200

7.10 CONCLUSION 201

REFERENCES 203

ADDENDUM A 220

CYRM 220

ADDENDUM B 232

SITE-SPECIFIC QUESTIONNAIRE 232

ADDENDUM C 234

INTERVIEW QUESTIONS 234

ADDENDUM D 236

CONSENT FORMS FOR COMPLETION OF THE QUESTIONNAIRE 236

ADDENDUM E 239

PERMISSION FROM THE GAUTENG DEPARTMENT OF EDUCATION 239

ADDENDUM F 242

PERMISSION FROM THE PRINCIPAL OF THE SCHOOL 242

ADDENDUM G 244

CONSENT FORMS FOR THE INTERVIEWS 244

ADDENDUM H 250

TRANSCRIPTION OF THE INTERVIEWS 250

ADDENDUM I 264

CODED INTERVIEWS 264

ADDENDUM J 272

T- AND COHEN'S D-SCORES FOR THE DIFFERENCES BETWEEN RESILIENT AND NON-RESILIENT PARTICIPANTS 272

LIST OF TABLES

Table 1.1: Literature resources 7

Table 2.1: Examples of developmental tasks and related risk factors (Masten & Coatsworth, 1998:207; Fraser *et al.,* 2004:14-20) 37

Table 3.1: Two forms of poverty identified by the United Nations 45

Table 3.2: The risks for youth living in poverty 54

Table 4.1: Distinguishing characteristics of quantitative and qualitative methods (Leedy & Ormrod, 2005:96) 73

Table 4.2: Surveys: advantages and limitations according to Denzin and Lincoln (2003:16), Kish (2006:47), Leedy and Ormrod (2005:95-97), Muijs (2004:9), Thomas (2003:44), and Tuettemann (2003:23) 75

Table 4.3: Qualitative research: strengths and weaknesses 76

Table 4.4: Identification of resilient and vulnerable youth (Donald *et al.,* 2007:172-175; Harvard Mental Health Letter, 2006:6; LeBlanc *et al.*, 2005:173; Masten & Coatsworth, 1998:212; Masten & Reed, 2005:76) 81

Table 4.5: Summary of data collection process 84

Table 4.6: The advantages and disadvantages of the survey questionnaire (Babbie, 2002:247; Leedy & Ormrod, 2005:183-185) 86

Table 5.1: Cohen D-value and statistical differences 101

Table 5.2: Key to colour code on graphs regarding choices participants made in answering the questionnaire 102

Table 5.3: Differences and significant differences found between resilient and non-resilient participants 145

Table 5.4: Average scores: South Africa, global, and this study 148

Table 5.5: Characteristics of resilience found in youth in this study that correlate with the international study 149

Table 5.6: Processes in my study that showed a significant difference to previous international studies 150

Table 6.1: Summary of the protective factors that emerged from the interviews in the qualitative study 173

Table 7.1: Aims and achievements of my study 177

Table 7.2: Common risk and protective factors for youth: an ecological and multisystems perspective (Donald *et al.*, 2007:168-177; Fraser *et al.*, 2004:36-40; Gonzales & Kim, 1997:492; Masten & Coatsworth, 1998:214; Masten *et al.*, 1990:1; Patel & Kleinman, 2003:611; Prinsloo, 2005:28; Thomlinson, 2004:103) 180

Table 7.3: Data analysis 187

Table 7.4: Guidelines for a programme to develop resilience in Life Orientation classes 193

LIST OF FIGURES

Figure 1.1: Chapter overview 1

Figure 2.1: Summary of Chapter Two 20

Figure 2.2: Resilience is like a green twig 22

Figure 2.3: The resilience process 25

Figure 3.1: Chapter overview 44

Figure 3.2: Poverty as a complex construct 47

Figure 3.3: Maslow's hierarchy of needs 56

Figure 3.4: Cumulation of risk factors of poverty and second-language learning 66

Figure 4.1: Overview of Chapter Four 69

Figure 4.2: Triangulation mixed-method design (Ivankova *et al.*, 2007:267) 79

Figure 4.3: The process of data analysis 91

Figure 5.1: Overview of Chapter Five 100

Figure 5.2: The grouping of questions according to themes regarding individual characteristics 102

Figure 5.3: The grouping of questions according to themes regarding relationships 115

Figure 5.4: The grouping of questions according to themes regarding the community 119

Figure 5.5: The grouping of questions according to themes regarding culture 128

Figure 5.6: The grouping of questions according to themes regarding individual characteristics (site-specific) 135

Figure 5.7: The grouping of questions according to themes regarding relationships (site-specific) 138

Figure 5.8: The grouping of questions according to themes regarding the community (site-specific) 141

Figure 5.9: The grouping of questions according to themes regarding culture (site-specific) 143

Figure 6.1: Overview of Chapter Six 153

Figure 6.2: Ecosystemic risks referred to by participants 160

Figure 7.1: Overview of Chapter Seven 176

Figure 7.2: Resilience is an outcome and a dynamic process 183

Figure 7.3: Triangulation of methods/data analysis in my study 184

Figure 7.4: Population and sample selection 185

Figure 7.5: Data collection instruments as applied to this study 186

Figure 7.6: Categories of the CYRM 188

Figure 7.7: Factors and processes contributing to resilience in both the quantitative and qualitative studies 190

LIST OF GRAPHS

Graph 5.1: Humour and optimism 103

Graph 5.2: Problem-solving ability 105

Graph 5.3: Self-efficacy or dependence 106

Graph 5.4: Empathy 108

Graph 5.5: Assertiveness 109

Graph 5.6: Sense of duty 110

Graph 5.7: Self-awareness and insight 111

Graph 5.8: Goals and aspirations 112

Graph 5.9: Perceived social support 113

Graph 5.10: Use of substances 114

Graph 5.11: Positive role models and social competence 116

Graph 5.12: Quality of parenting 117

Graph 5.13: Meaningful relationships 118

Graph 5.14: Access to schools and education 120

Graph 5.15: Safety and security 121

Graph 5.16: Meaningful rights of passage 122

Graph 5.17: Government services 123

Graph 5.18: Community's tolerance of risk behaviour 124

Graph 5.19: Avoid exposure to violence 125

Graph 5.20: Opportunities for age-appropriate work 126

Graph 5.21: Perceived social equity 127

Graph 5.22: Culturally grounded 129

Graph 5.23: Cultural/spiritual identification 130

Graph 5.24: Religious affiliation 131

Graph 5.25: Cultural change in values 132

Graph 5.26: Life philosophy and self-betterment 133

Graph 5.27: Tolerance of other beliefs 134

Graph 5.28: Self-worth and expectations 135

Graph 5.29: Verbal competence in English 137

Graph 5.30: Poverty and fear 137

Graph 5.31: Parents' expectations 139

Graph 5.32: Poverty and harmony at home 140

Graph 5.33: Language preference and friends 140

Graph 5.34: Influence of poverty on views 142

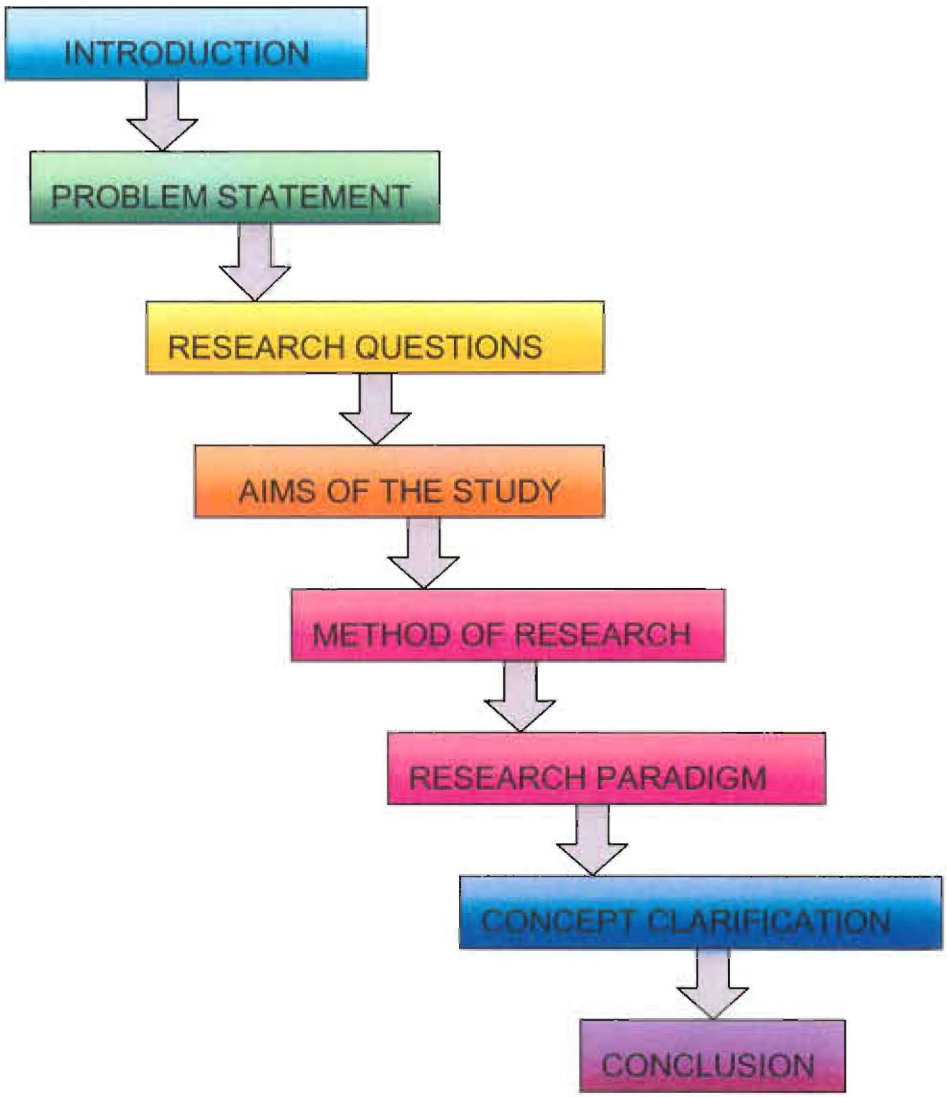
Graph 5.35: Cultural values 143

Graph 5.36: Cultural conflict 144

CHAPTER ONE

INTRODUCTION AND RATIONALE

Figure 1.1: Chapter overview



1.1 INTRODUCTION

In this chapter, the rationale and background to the initiation of this research problem are addressed. The study for this M.Ed. is adapted to suit the International Resilience Project (IRP), as my study leader is collaborating with the IRP leaders. The IRP is an international project, initiated by Michael Ungar, at Dalhousie University in Canada, which uses multiple research

methods to examine what helps children and youth cope resiliently with the many challenges they face. The project looks at resilience from the perspective of youth, elders, and others in each community that participates (Cameron, Ungar & Liebenberg, 2007:296; Ungar, 2002:6). Although this project has officially been concluded, it has given birth to numerous further resilience studies and continued interest in what contributes to resilience among youth who are placed at risk by their circumstances.

In South Africa, children and youth have numerous challenges. Among others, these challenges include poverty, second-language learning, neglect of the needs of the youth, absent parents, single-parent families, poor educational and social conditions, malnutrition, trauma, physical abuse, and disease (Dass-Brailsford, 2005:575; Donald, Lazarus & Lolwana, 2007:172; Resnick, 2000:1). However, what is of interest is that despite these challenges, some youths cope adaptively. These youths are thought to be resilient (Cameron *et al.*, 2007:286; Castello, 1996; Hjemdal, 2007:306; Rutter *in* Richman & Fraser, 2001:13; Theron, 2007:357).

In order to empower youth towards resilience, it is necessary to understand what resources are available to youth who are at risk and how they access and make the most of these resources.

1.2 PROBLEM STATEMENT

The broad research problem concerns what characterises resilient South Africa youngsters who are poor, second-language learners, compared to their peers who fail to cope resiliently with the adversity of being poor and learning in a language that is not their mother tongue. Resilience and risk factors are central to this research. Broadly speaking, resilience refers to the ability to adapt and be successful despite risk and adversity within a particular context (Castello, 1996; Leadbeater, Marshall & Bannister, 2007:517; Resnick, 2000:1; Ungar, 2005a: xvi-xvii). Masten, Wright and Garmezy (1990) and Newman and Blackburn (2002) identify three types of resilience:

- no capitulation when faced by extreme adversity, for example, babies who survive despite low birth weight;

- sustained competence in situations of chronic stress, for example, children of alcoholic parents; and
- recovery after having suffered extreme trauma, for example, the loss of a parent.

A resilient person has access to the capacities and resources to overcome, minimise, or prevent the prohibiting effects of adversity and will essentially navigate towards, and negotiate for, such resources (Ungar, 2008). Resilient youth will exhibit positive adaptation in situations (where one might expect the opposite) as a result of social, psychological, physiological, cultural, and environmental resources and support (Cameron *et al.*, 2007:285; Newman & Blackburn, 2002).

Resilience is promoted by protective internal, familial, and environmental factors and processes (Donald *et al.*, 2007:172; Everall, Altrows & Paulson, 2006:463; Marx, Wooley & Northrop, 1998:40). In other words, youth can be more inclined to cope resiliently because of factors and processes within themselves, within their families, or within their immediate community. Schools, educators, and instruction, as well as supportive parents and a caring community can enhance resilience in youth by building on their strengths (Carrey & Ungar, 2007:505; Everall *et al.*, 2006:463; Hjemdal, 2007:307; Padrón, Waxman, Brown & Powers, 2000). Essentially, resilient youth direct themselves towards such protective resources and come from communities that negotiate for protective resources (Ungar, 2008), which suggests that resilience is related to individual-context transactions (Theron, 2008a).

Internal, familial, and environmental risk factors and negative processes can potentially sabotage resilience, and so intervention at all of these levels is crucial (Donald *et al.*, 2007:176). Potentially, risk factors are multiple, and youth who have certain drawbacks, such as living with one parent, who are poor, have limited English proficiency, who succumb to adverse social and educational conditions, and so on, are defined as "at risk" (Hixson & Tinzmann, 1990; Theron, 2007:358). Multiple simultaneous risk factors add to

increased risk and possible psychiatric disorders or maladaptive coping (Hjemdal, 2007:303).

For the purposes of this study, risk factors are limited to:

- poverty; and
- second-language learning.

Poverty is a risk factor in the development and growth of children and young adults. Donald *et al.* (2007:168-169), Leadbeater *et al.* (2007:517), and Theron (2007:358) explain poverty as a negative cycle that entails health and safety risks, malnutrition, disabilities, poor educational conditions, and contextual disadvantage. The consequences of poverty include vulnerability, poor parent-child relationships, learning difficulties, health impairment, inadequate emotional and social support, and trauma (Donald *et al.*, 2007:170-171; Leadbeater *et al.*, 2007:517; Prinsloo, 2005:28; Theron, 2007:358).

In this study the participants were regarded as poor, because these learners rely on grants to relieve their physical needs, they make use of the feeding scheme at the school to at least have a sandwich for the day, and they enjoy free public schooling.

Learning in a second language is also a possible risk factor. A second language is a language other than a learner's first language or mother tongue. The mother tongue is the language spoken at home, during everyday social interaction, and in cultural activities in which the learner feels most confident (Donald *et al.*, 2007:196). This means that the learner may feel incompetent and uncomfortable using his[1] second language as language of learning and teaching (LOLT). Many learning and socialisation problems are linked to second-language learning (Gaum, 2002:1; McKay, 1998:2).

---

[1] The male pronoun "he" will represent referral to a person in this study, but it does not exclude females.

Youth with limited English proficiency often feel vulnerable, as they may find themselves among the lowest achievers in an English-medium school. Some find failing a very traumatic experience, while others steer through adversity and bounce back to find a way to move forward (Hixson & Tinzmann, 1990; Reivich & Shatte, 2005).

Some youth can cope resiliently with adversity, such as that inherent in poverty and second-language learning. There is a perception that some youth are resilient under stress and that psychological wounds heal, given the opportunity (Harnber & Lewis, 1997; Le Roux, 1998; Ungar, 2008), and more recently, that this resilience is encouraged by individual and contextual protective processes that may not be universal (Theron, 2008a; Ungar, 2008); therefore, patterns of resilience and ways of dealing with vulnerability need to be researched. The protective processes that contribute to the successful coping of resilient youth need to be explored in order to help youth who are vulnerable and unable to cope. This is also true of youth who are placed at risk by poverty and having to learn in a language that is not their mother tongue. To the best of my knowledge, there are no South African studies that explain how some poor, second-language learners manage to function resiliently.

1.3 RESEARCH QUESTIONS

The above-mentioned raises the following research question: what contributes to the resilience of South African youth who are poor and second-language learners?

This central question is supported by the following sub-questions:

1. What is the nature of resilience as defined by Western researchers?
2. What distinguishes resilient South African youth who are poor, second-language learners from non-resilient South African youth who are poor, second-language learners?

3. Which factors and processes contribute to resilience according to resilient poor, second-language adolescents, and elders of the community?

4. What guidelines can be given to Life Orientation educators to encourage resilience in South African youth who are poor, second-language learners?

1.4 AIMS OF THE STUDY

The overall aim of this study is to document what contributes to resilience among poor, second-language learners in a given school in the Vaal Triangle.

Furthermore, the objectives of this study will be to determine the following:

- a delineation of the nature of resilience as defined by Western researchers;
- a description of the risks associated with poverty and second-language learning;
- a comparison between resilient South-African youth who are poor, second-language learners and non-resilient South-African youth who are poor, second-language learners;
- interviews with two resilient poor, second-language adolescents, and elders from their community to determine how resilient youth managed to cope with adversities; and
- guidelines for Life Orientation educators aimed at encouraging resilience in South African youth who are poor, second-language learners.

1.5 METHOD OF RESEARCH

This study contains both a literature overview and a mixed-methods empirical study. These are summarised below and will be discussed in detail in Chapter Four.

1.5.1 Literature overview

An overview of the literature sources used is tabulated below:

Table 1.1: Literature resources

Theme	Sources
Resilience in adolescents	Among others: • Boyden & Mann, 2005 • Carrey & Ungar, 2007 • Castello, 1996 • Clauss-Ehlers & Weist, 2004 • Donald, Lazarus & Lolwana, 2007 • Everall, Altrows & Paulson, 2006 • Fraser, 2004 • Fraser, Kirby & Smokowski, 2004 • Heller, Larrieu, D'Imperio & Boris, 1999 • Herber, 1997 • Hjemdal, 2007 • Leadbeater, Marshall & Bannister, 2007 • Newman & Blackburn, 2002 • Olssen, Bond, Burns, Vella-Brodrick & Sawyer, 2003 • Resnick, 2000 • Rutter, 2001 • Theron, 2006; and 2007; and 2008 • Ungar, 2002; and 2004; 2005; 2006; and 2008
Risk and protective factors	Among others: • Barter, 2005 • Donald, Lazarus & Lolwana, 2007 • Donald, Wallis & Cockburn, 1997 • Everall, Altrows & Paulson, 2006

	• Fraser, 2004 • Fraser, Kirby & Smokowski, 2004 • Gonzales & Kim, 1997 • Hixson & Tinzmann, 1990 • Haugaard, Reppucci & Feerick, 1997 • Herber, 1997 • Howard, 1996 • Leadbeater, Marshall & Bannister, 2007 • Marx, Wooley & Northrop, 1998 • Masten & Coatsworth, 1998 • Melendez & Tomlinson-Clarke, 2004 • Resnick, 2000 • Theron, 2006 • Thomlinson, 2004
Poverty	Among others: • Barter, 2005 • Boyden & Mann, 2005 • Camfield & McGregor, 2005:190 • Cook & Du Toit, 2005 • Dass-Brailsford, 2005 • Donald, Lazarus & Lolwana, 2007 • Everall, Altrows & Paulson, 2006 • Fraser, Kirby & Smokowski, 2004 • Gonzales & Kim, 1997 • Hamber & Lewis, 1997 • Masten, Wright & Garmezy, 1990

	• Prinsloo, 2005 • Ramphele, 2002 • Steinhauer, 1996 • Thomlinson, 2004 • Wang, Haertel & Walberg, 1997
Second-language learning	Among others: • Alexander, 1999 • Bell, 1999 • Donald, Lazarus & Lolwana, 2007 • Du Plessis & Naudé, 2003 • Gaum, 2002 • Hixson & Tinzmann, 1990 • Kayser, 2004 • Marcos & Peyton, 2000 • McKay, 1998 • Nel, 2003 • Prinsloo, 2005 • Ramphele, 2002 • Reivich & Shatte, 2005 • Sisulu, 2003 • Theron & Nel, 2005 • Viljoen & Molefe, 2001

1.5.2 Research design

The research design will include both qualitative and quantitative data collection – in this sense, the design is a triangulated mixed-methods design (Ivankova, Creswell & Plano Clark, 2007:262; Leedy & Ormrod, 2005:99).

According to the prescriptions of the IRP, the empirical study is three-pronged and includes:

- survey research with at least sixty resilient and non-resilient youth;
- semi-structured interviews with two resilient youth; and
- a group interview with elders who understand resilience and can contribute to an understanding of resilience within the community from which the participants are drawn.

The use of survey research (quantitative research) and phenomenological interviews (qualitative research) results in a mixed-method design. Both numerical and narrative data are collected and interpreted to address various aspects of the research problem to enhance the holistic understanding of the problem (Ivankova *et al.*, 2007:262; Leedy & Ormrod, 2005:99).

1.5.2.1 The population and sample

The population consists of all poor, second-language learners in South Africa. However, given logistical and time constraints, the population is limited to a sample of Grade 6 and 7 learners from a primary school in the Vaal Triangle. The Vaal Triangle is an industrial area in South Africa. The majority of the population are either working in the steel industry as manual labourers, or working as informal traders. Many people are unemployed and live in informal settlements in shacks. Understandably, their families often live on or below the breadline.

The sample of Grade 6 and 7 learners who participated in my study lives in circumstances where there is a need for physical support regarding housing, food and clothing. The families of most of the learners receive monthly grants from the government to survive. The learners attend a public school where the medium of instruction is Englsih. Although there are eleven official languages in South Africa, many parents prefer that their children attend English-medium schools, despite the barriers that learning in a second language typically poses.

According to the specifications of the IRP, at least 60 learners must be included, 30 of whom are resilient and 30 who are non-resilient. In this study, 65 learners were purposefully selected from the 230 Grade 6 and 7 learners in the school, 33 resilient and 32 non-resilient.

According to the IRP specifications, resilient and non-resilient youth must be identified by the community (in the form of an advisory committee) from which they are drawn. The advisory committee should consist of three to four stakeholders (adults and youth) who understand the nature of resilience and can help to identify resilient and non-resilient youth in the community (Ungar, 2002). For this study, the school's counsellor, a Grade 7 educator, two involved learners who know their peers well, and the researcher[2] (who teaches at the school) served on the advisory committee. The definition of resilience was discussed with the advisory committee to enable them to identify learners who qualified either as resilient or non-resilient participants. The definition was based on that of Masten and Reed (2005:76) (cf. Chapter Four, 4.3.3.1).

According to the specifications of the IRP, two resilient learners (one male, one female) were interviewed following the survey. These two participants were identified by the advisory committee as being resilient, confident enough to conduct an interview with, and proficient enough in English to participate in an oral interview. I approached them and explained the research objectives and the conducting of an interview to them. The learners were also assured that they could withdraw at any stage of the interviews if they felt uncomfortable. They agreed to participate in the interviews and regarded their participation as a privilege.

In this study, the elders who were recruited were educators at the school where the adolescents were learners. I decided to interview educators, as they are knowledgeable about young people and have an understanding of what helps youth cope successfully (although I am aware that interviewing

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[2] For the purpose of this study, the researcher will be referred to as "I".

educators only may have limited data generation). I informed the educators in the staff room of the research and invited them to participate. Although five educators indicated that they were available, only four attended the interview. The interview was conducted at school during school hours while the national teachers' strike took place in June 2007 (in other words, there was no teaching taking place). Intimidation prevented learners and some educators from attending school during this time.

1.5.2.2 Data collection

The data collection instruments are specified by the IRP and include the following:

- the Child and Youth Resilience Measure (CYRM); and
- semi-structured interviews.

The CYRM used in this study is a closed questionnaire consisting of 58 questions with a five-point scale. Fifteen site-specific questions must be added by the researcher to cover aspects specifically related to the community of the youth (Ungar, 2006a: 10).

Semi-structured interviews were conducted using open-ended questions and spontaneous questions as opportunities presented themselves during conversation. Probing questions were added to get clarity on the participants' reasoning (Leedy & Ormrod, 2005:147). These interviews were recorded on audiotapes.

1.5.2.3 Data analysis

The quantitative data were analysed using descriptive statistics and the qualitative data using inductive content analysis.

- **Descriptive statistical techniques**

Responses from the questionnaire were analysed by the statistical services of the Vaal Triangle Campus of the North-West University using SPPS and the Statistica (Version 7) programme to find frequencies and means. Frequency

tables were used to represent the results. T-tests indicated the differences between the two groups.

- **Inductive data analysis**

Content analysis that consists of a detailed and methodical examination of the data to determine patterns or themes of reasoning was applied to analyse the interviews (Leedy & Ormrod, 2005:108).

Nieuwenhuis (2007a: 99-100) explains qualitative data analysis as a continuous process where the collecting, processing, analysing, and reporting of data are not successive steps, but interlinked elements. The aim is to interpret and summarise.

The kind of data analysis used in this study is inductive content analysis. Inductive analysis of qualitative data is a most successful comprehensive and methodical study of data because the focus is to find recurring patterns and themes in the raw data, without the drawbacks of rigid theoretical perspectives (Banyard & Grayson, 2000:500; Coolican, 1999:196; Delport & De Vos, 2005:47; Maree & Van der Westhuizen, 2007:37; Nieuwenhuis, 2007a:99).

1.5.2.4 Reliability and validity

Reliability refers to research results that are dependable, trustworthy, stable, consistent, accurate, predictable, repeatable, and generalisible (Colman, 2001:629; Delport, 2005:162). In qualitative research, reliability is heightened by asking participants to check tentative interpretations and by providing a thick description of the data (Merriam, 2008:13) – in this study, I asked participants to confirm my interpretations, and I tried to provide a detailed description of the data.

Internal and external validity, mainly applicable to quantitative research, includes correctness, credibility, and applicability of the study as a whole (Leedy & Ormrod, 2005:97). Therefore, the findings have to be realistic and meaningful (Maree & Van der Westhuizen, 2007:37). The CYRM is considered reliable and valid because the 58 items that initially formed the

CYRM established good reliability with Cronbach's alpha scores for chosen subsets of questions as follows: individual (.84), relational (.66), community (.79), and culture (.71) (Ungar, 2006a:13).

Validity in qualitative research is supported by triangulation, through the comparison of various data sources to identify common themes (Leedy & Ormrod, 2005:100). In this study, the responses of the elders were triangulated with those of the learner participants and the quantitative and qualitative data triangulated.

1.5.2.5 Ethical aspects

Research should be ethically conducted and observe basic ethical principles such as ensuring privacy, safety, and anonymity (Leedy & Ormrod, 2005:101). In this study, the Gauteng Department of Education's, the principal's, participants', and learners' permission was sought. Participation was strictly voluntary. All responses were treated confidentially, and the identity of the respondents will not be disclosed (Leedy & Ormrod, 2005:101; Maree & Van der Westhuizen, 2007:42; Strydom, 2005:58).

1.5.2.6 Data collection procedures

After obtaining permission, questionnaires handed to 65 learners were completed under my supervision at school. Interviews were conducted with the two youths and five elders as well. These interviews were held outside of school hours or during learners' free time.

1.6 RESEARCH PARADIGM

The paradigmatic perspective of the researcher is influenced by prior experiences and the researcher's theoretical frame of reference. This includes experiences of the nature of the world, the individual's place in the world, and the variety of relationships to the world and its parts (Colman, 2001:528; Denzin & Lincoln, 2003:107; Maree & Van der Westhuizen, 2007:33).

Because the researcher is an instrument of data collection and interpretation in a qualitative study, the researcher's biases, beliefs, previous experiences, and values will inevitably influence the interpretation of the data to some extent (Leedy & Ormrod, 2005:151; Nieuwenhuis, 2007:56). It is, therefore, important that the researcher makes her assumptions about the research topic known, so that others can evaluate whether the research conclusions have been influenced by the researcher's assumptions (Leedy & Ormrod, 2005:5).

My knowledge of resilience theory (cf. Chapter Two) and my experience as educator led me to assume that even in times of risk, adolescents can be resilient. I believe that adolescents are resilient because of:

- inner strength, driving force, and determination to prove their worth;
- dignity; wanting to be respected by peers, the family, the school, and the community;
- expectations from within themselves, their family or friends, and the school or community;
- a challenge to be more successful than their parents are; and
- attachments and processes that can protect from vulnerability and promote resilient functioning.

This means that I listened more carefully for stories of coping and thriving. I am also aware that because I teach at the school from which the participants come, I am subjectively involved and that this means that I empathise with the adverse situations in which these adolescents are finding themselves.

Paradigms include basic sets of beliefs that guide actions and feelings about the world as well as a researcher's beliefs about studying and understanding the world (Denzin & Lincoln, 2003:19; Maree & Van der Westhuizen, 2007:47).

As noted previously, my world of experience is related to many years of service as a remedial teacher at an English primary school with a vast majority of black learners. In my experience, many learners who are poor, second-language learners manage to be resilient despite experiences that are typically associated with an outcome of risk. This experience contributed to my expectation that I would find resilient learners who could help me to understand what contributed to their resilience. The theory that I overviewed for Chapter Two reinforced this expectation.

There are various frameworks from which a researcher can work. In the social sciences, researchers typically use positivist, interpretivist, critical, feminist, or post-modern paradigms (De Vos, Schulze & Patel, 2005:5). I approach my study from an interpretivist perspective.

1.6.1 The interpretivist perspective

The interpretivist paradigm is a post-positivist perspective focusing on interpretation and understanding of phenomena through the meanings given to them by other people (Nieuwenhuis, 2007:59-60).

The interpretivist ultimately strives to know how a certain group of people or individuals interpret their circumstances. Interpretivists want to describe and analyse people's interpretation and understanding of social phenomena. For an interpretive researcher, the assumption generally is that reality can only be understood through discussing or writing about people's observations and interpretations of reality (Henning, Van Rensburg & Smit, 2004:20; Nieuwenhuis, 2007:59-60). In other words, subjectivity plays a role in our interpretation and understanding of phenomena being researched.

As researcher, I focused on how participants interpreted their world or how second-language learners from poor communities coped resiliently – their explanations and the views of some of their teachers helped me to interpret what resilience processes informed their resilient coping. I kept in mind that there is no universal truth to explain why some learners who are poor and who learn in a second-language function resiliently. I tried to understand and interpret the participants' experiences and compared what they said to

prevailing literature on resilience (as documented in Chapter Two) to further interpret what they said.

In this study, I interpreted data from a positive psychological framework (Seligman, 2005:3-8). Based on this framework, I focused on the positives or the protective resources that encouraged resilience, rather than on the risk that the participants faced and the meaning that they gave to this risk.

1.6.2 The post-positivist perspective

Working as a post-positivist researcher, accepting that reality is there, but not completely understood (Nieuwenhuis, 2007:65), objectivity is seen as an ideal never to be achieved, and research is conducted accepting subjectivity. This implies that observations can be incorrect, that theories can be corrected, and that scientific methods provide us with an estimation of the truth (Henning, Gravett & Van Rensburg, 2005:20). In other words, I am aware that the findings of my study are tentative.

1.7 CONCEPT CLARIFICATION

Concepts used throughout this study will be clarified below:

Adolescence: this developmental period from the start of puberty to the attainment of adulthood usually begins between the ages of 11 and 13, with the appearance of secondary sexual characteristics, and continues through the teenage years to the age of 18 years (Colman, 2001:14-15; Ungar, 2002). The definition of adolescence may be the period in a person's life during which the question of identity plays a significant role. The diversity of social contexts, experience, and gender makes it impossible to define a "universal adolescent" (Mertens *in* Henning *et al.*, 2005:134).

Poverty: poverty implies a lack of resources and facilities, which may include unsatisfactory, overcrowded housing, lack of clean water supply and sanitation, and meagre food supplies that may also lack nutritional value (Dass-Brailsford, 2005:575; Donald *et al.,* 2007:168). Raising a healthy child in such conditions is a challenge. Although people in the poorest countries

experience lack of material resources, hardships, and deprivation of food, they are not always miserable or experiencing suffering (Camfield & McGregor, 2005:190).

Protective factors: protective factors are defined by Hauser (in Everall *et al.*, 2006:462) as actions or resources that limit the negative outcomes of individual vulnerabilities or environmental adversities, so that given developmental milestones are more successfully achieved than would be expected if protective resources were absent. Researchers study protective factors in the hope that vulnerable youth can be protected against various risk behaviours and related negative health outcomes (Resnick, 2000:1). Key protective factors, resources, and processes have been identified by a number of different studies (Donald *et al.*, 2007:172-175; Howard, 1996; Marx, Wooley & Northrop, 1998:40; Smokowski, Reynolds & Bezruczko, 2000). They are clustered into three main categories:

- internal;
- familial; and
- environmental factors/processes.

It must be noted that very recent studies suggest that protective processes might be more typical of a given culture or context as opposed to being universally valid (Ungar, 2008), and so recent studies of resilience take contextual and cultural influences on protective processes into account.

Resilience: resilience means that despite outcomes that are typically associated with risk, the final outcome is relatively good (Rutter in Richman & Fraser, 2001:13).

Developmental resilience is an important concept because if it is clear why some youth have the ability to "bounce back" and overcome challenging contextual adversities and risks to their development while others cannot, intervention and prevention could be more successful (Cameron *et al.*, 2007:286; Donald *et al.*, 2007:172). According to Rutter (in Donald *et al.*,

2007:172), resilience relies mainly on a balance between the adversities and risks youth experience, on one side, and the protective factors that might be to their advantage, on the other. More recently, the processes of youth navigating towards, and negotiating for, protective resources are being emphasised in definitions of resilience (Ungar, 2008).

Risk factors: risk factors are any conditions under which youth are exposed to chances for harm or negative outcomes (Donald *et al.,* 2007:172; Fraser *et al.,* 2004:14; Osher *et al.*, 1999). These conditions can be multiple, and youth who have certain drawbacks, such as living with one parent, who are poor, who succumb to adverse social and educational conditions, etc., are defined as "at risk" for less positive developmental outcomes (Hixson & Tinzmann, 1990; Masten & Coatsworth, 1998).

Second language: a second language is a language other than a learner's first language or mother tongue, which is the language spoken at home, during everyday social interaction, and during cultural activities in which the learner feels most confident (Donald *et al.*, 2007:196). A child should be happy, confident, and eager to learn because of his/her inquisitive nature. Worldwide, children who have to learn through their second language experience loss of self-confidence and low self-esteem (Bell, 1999:3; Donald *et al.*, 2007:196; Gaum, 2002:2).

1.8 CONCLUSION

In this chapter, an overview of this research study was outlined. The following chapter will discuss resilience in detail.

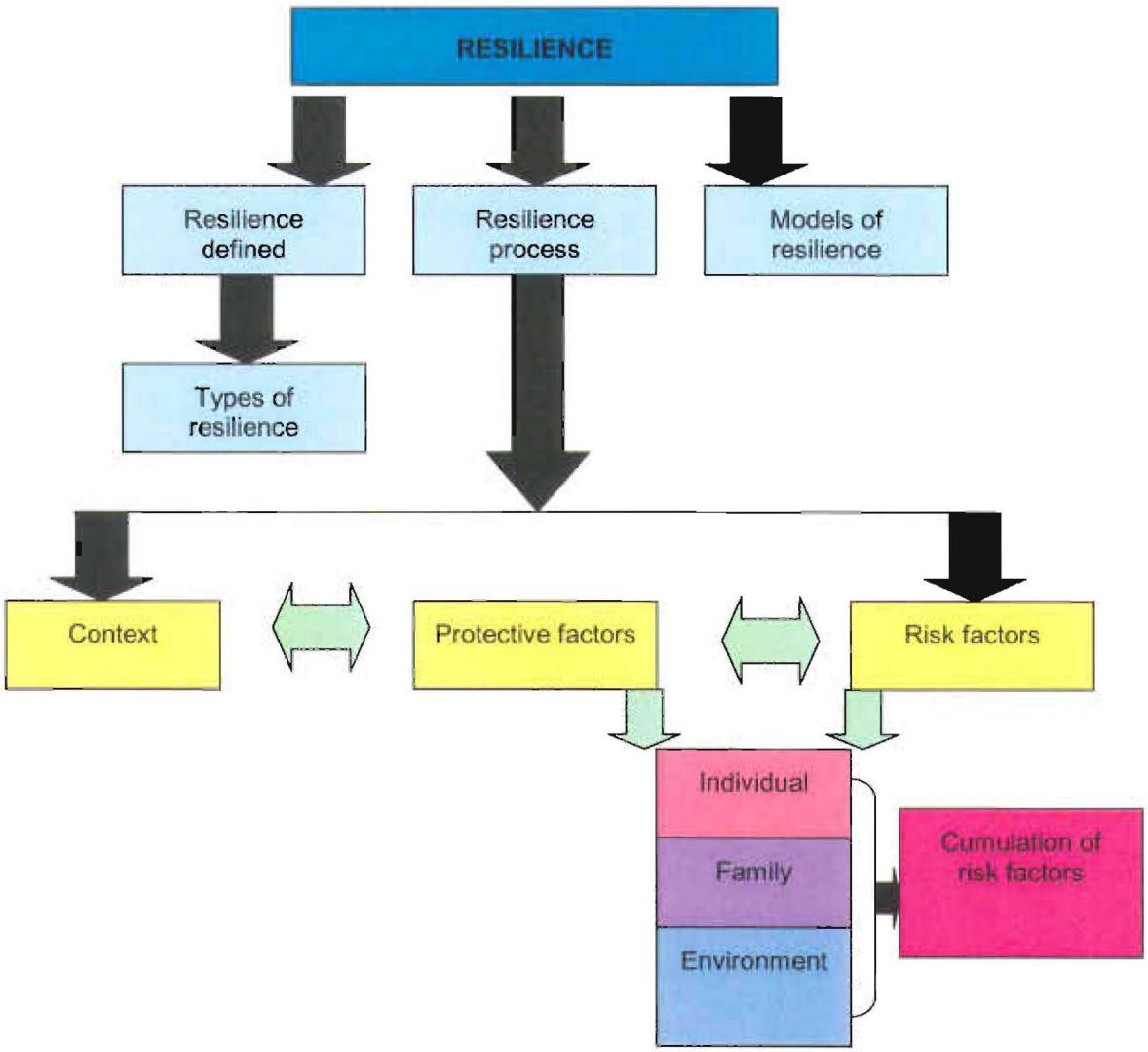
CHAPTER TWO

RESILIENCE

"Challenges can be stepping stones or stumbling blocks. It is just a matter of how you view them."

Anon-

Figure 2.1: Summary of Chapter Two



2.1 INTRODUCTION

In this chapter, the following questions will be answered: how is resilience defined? What role do protective factors and processes play in the resilience of the youth? What are the risks associated with the phenomenon of resilience? In answering these questions, youth can potentially be empowered towards overcoming obstacles that threaten adaptive development.

Some youth live in poverty, some on the streets or in extremely stressful environments. They are bound to experience socio-economic deprivation such as hunger, poor and unsafe living arrangements and little access to basic services, abuse, crime, threats to life, and other challenges beyond their abilities (Leadbeater, Marshall & Bannister, 2007:517; Mampane & Bouwer, 2006:443). Yet there are survivors who overcome these adversities and lead competent lives. They are the resilient ones (Gordon Rouse, Ingersol & Orr, 1998:301). In other words, resilience means that despite experiences that are typically associated with an outcome of risk, there is relatively good functioning among young people faced with these risks (Cameron *et al.*, 2007:286; Donald *et al.*, 2007:172; Rutter *in* Richman & Fraser, 2001:13).

Intervention and prevention could be more successful if developmental resilience can explain why some youth are able to recuperate from or overcome rash contextual risks to their development, while others cannot (Donald *et al.*, 2007:168).

Identification of resilience requires two criteria:

- developmental or other significant threat to the individual or exposure to acute adversity or trauma; and
- the response to adversity and continued development is adaptive (Masten & Coatsworth, 1998:206; Richman & Fraser, 2001:5-6; Smokowski *et al.*, 2000:426).

Generally, youth make the most of their circumstances, even if they experience trauma and hardships. Many youth take advantage of opportunities to maximise resilience opportunities (Ungar, 2008).

2.2 RESILIENCE DEFINED

Figure 2.2: Resilience is like a green twig



Resilience is the successful adaptation to adverse circumstances or threatening experiences (Fraser, Kirby & Smokowski, 2004:22) and has been described as elasticity (Olsson, Bond, Burns, Vella-Brodrick & Sawyer, 2003:1) and as the ability to bend, but not break, and then adapt, recover and return to the previous state of being (Fraser *et al.*, 2004:22). As a green leaf or twig is dependent on all the necessary elements in nature to maintain its healthy state, youth are dependent on inter- and intrapersonal protective factors and processes to outsmart risk factors. When intrinsic and extrinsic protective factors and processes are present and when youth make the most of these resources, resilient functioning is noted (Cameron *et al.*, 2007:286; Donald *et al.*, 2007:172; Theron, 2006:2).

The International Resilience Project (Ungar, Liebenberg, Boothroyd, Thiessen, Duque & Makhnach, 2006b) described resilience as the overall ability of a person, group, or community to cope with negative life experiences. In other words, worldwide, resilient children have the ability to resist stress and adversity, to cope with change and uncertainty, and to recover adaptively and more completely from traumatic circumstances (Castello, 1996; Newman & Blackburn, 2002; Olsson *et al.*, 2003). While resilience can be an individual response, it is not regarded as the result of individual traits only, but the result of successful collaboration between individual characteristics and environmental resources (Richman & Fraser, 2001:5; Ungar, Brown, Liebenberg, Othman, Kwong, Armstrong & Gilgun, 2007:288). This means that a person can overcome adverse circumstances by utilising individual strengths as well as the protective resources found in family, the community, and culture.

This view is supported by Ungar (2008), who advocates "navigation and negotiation", in the search for resilience. Youth have to see what they can find in their context and make the most of those meaningful resources. For example, the poor, second-language learner who has no support at home, but finds an English dictionary (navigation) at his grandfather's home and uses it in his studies (negotiation). In the light of "navigation and negotiation", Ungar (2008) has the following definition for resilience:

Resilience is the capability of a person to:

- "navigate" for resources that ensure health, happiness, and successful development;
- find resources in the physical and social ecologies in which a person lives; and
- "negotiate" culturally significant opportunities to share resources with families and communities.

2.2.1 Types of resilience

Masten, Wright, and Garmezy (1990) and Newman and Blackburn (2002) identify three types of resilience:

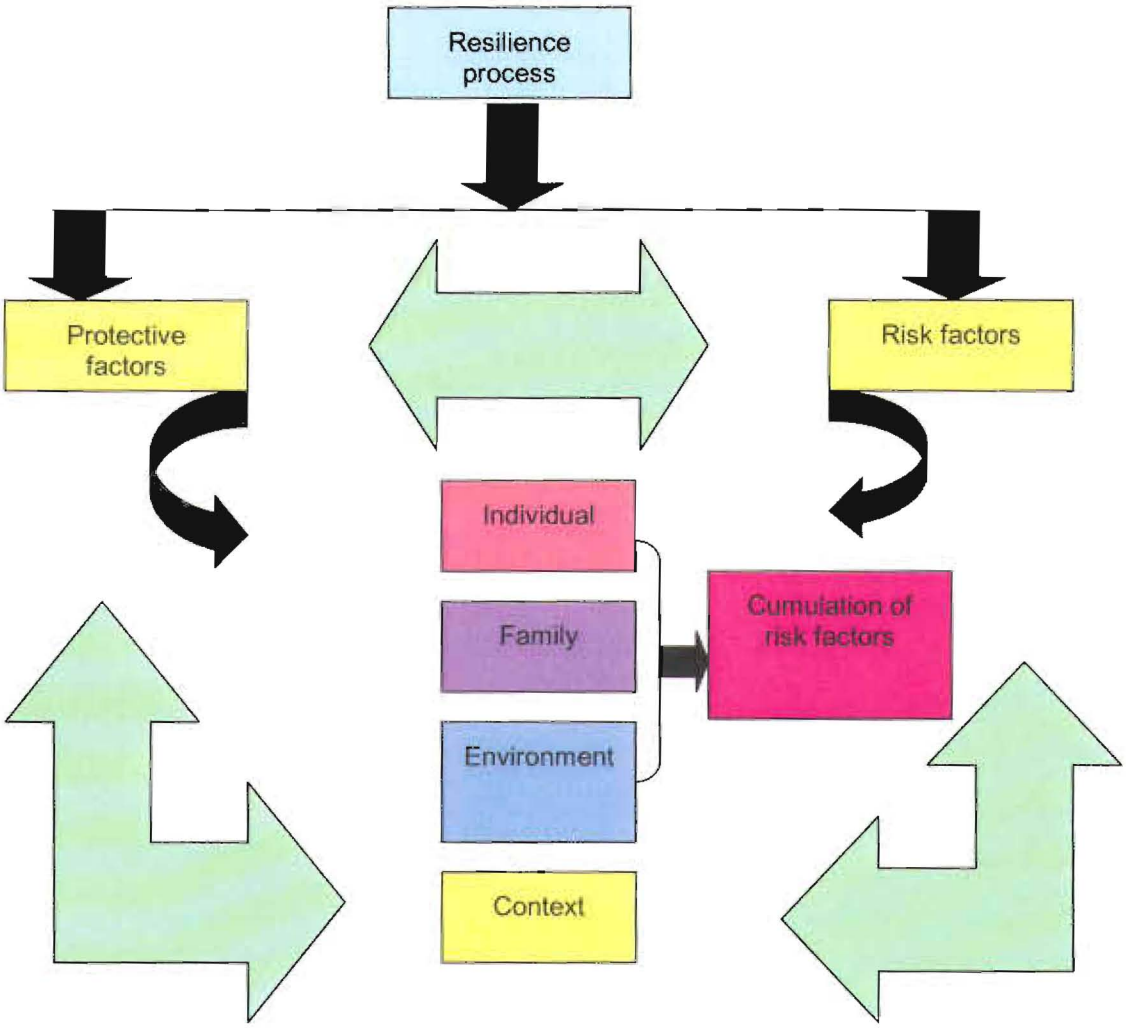
- no capitulation when faced by extreme adversity, for example, babies who survive despite low birth weight;
- sustained competence in situations of chronic stress, for example, children of alcoholic parents; and
- recovery after having suffered extreme trauma, for example, the loss of a parent.

An interesting new view on resilience is that of "hidden resilience". Ungar (2008) explains that "hidden resilience" typically relates to resilient behaviours among youth that are typically stereotyped as occurs when a vulnerable person experiences that certain strengths that were used in a risky lifestyle can be adapted to facilitate resilience. For example, the gang leader can be reintegrated at school and guided to apply his leadership skills to character-building activities such as sport and mentoring younger learners in reading.

2.3 THE RESILIENCE PROCESS

Figure 2.3 summarises the resilience process:

Figure 2.3: The resilience process



Wyman (*in* Clauss-Ehlers & Weist, 2004:262) indicates that resilience represents a multitude of responses, resulting in successful adaptation to traumatic experiences or adversity. These responses depend on contextuality, opportunities, and the ability to access and apply resources that ameliorate the outcomes of negative events. Everall *et al.* (2006:461), Olsson *et al.* (2003:2), and Ungar *et al.* (2007:288) define resilience as an outcome and a dynamic process.

When resilience is an outcome, the continuation of normal behaviour is stressed. This means that the individual continues to behave competently despite risk and stressful situations.

When resilience is a process, certain processes change the impact of risk factors, resulting in successful adaptation of the youth to adversity. The interaction between risk and protective mechanisms indirectly influences resilience. Resilience-promoting factors include:

- protective processes (resources, competencies, talents, and skills) within the individual (individual-level factors);
- protective processes within the family and peer network (social-level factors);
- protective processes within the whole school environment and the community (societal-level factors) (Olsson *et al.*, 2003:3; Theron, 2006:199); and
- protective processes within the cultural environment (Cameron *et al.*, 2007:285).

In other words, the process of resilience is a multifactorial concept – it takes into account the interaction between various risk and protective factors of different degrees, the context, and different developmental stages. Multiple risk factors may lead to a chain of negative experiences, just as protective factors may lead to a series of positive experiences, resulting in favourable developmental outcomes (Olsson *et al.,* 2003:4).

As noted previously, there is a wide variety of reactions of youth to adversity, one of which is resilience. Where some youth develop problems in the face of severe stressful circumstances, others persevere. Attributing resilience to intrinsic qualities only is not acceptable (Fraser *et al.*, 2004:13). Resilient children do not appear to have average or above average qualities, but they have developed or can access basic protective systems despite trying situations (Egeland, Sroufe & Collins, 2005; Masten & Coatsworth, 1998:212; Ungar *et al.*, 2007:288). The interaction between individual, relational, and community protective resources enables resilient youth to endure stressful situations and remain psychologically healthy despite poverty, neglect, and

other risk factors (Harvard Mental Health Letter, December, 2006:5; Ungar *et al.*, 2007:288).

In order to understand the process that leads to such success, the individual components of the process need to be discussed, namely:

- the context;
- protective factors and processes ; and
- risk factors and processes.

This discussion follows.

2.3.1 Context

Protective and risk factors and processes must be viewed contextually (Boyden & Mann, 2005:9-10; Ungar, 2008). Although there are a number of risk and protective factors that are universal (for example, intelligence, good parenting), the meaning that youth will give to adversity is contextually bound (Boyden & Mann, 2005:15). An example of this is the interpretation of death – some cultures view death as the intervention of supernatural powers. Such a view will necessarily impact on the meaning made of death and the consequent impact in terms of resilient functioning. Concepts such as personhood and well-being also differ across cultures (Boyden & Mann, 2005:20; Cameron *et al.*, 2007:285).

Contextual adversity forces youth to employ individual strengths, cultural support, and interpersonal relationships to confront negative outcomes. This interaction between the positive qualities of the self, the culture, the environment, and interpersonal relationships challenges possible threats to the healthy physical, social, and psychological development of the youth (Fraser, 2004:37).

What is adaptive in terms of child development depends very much on the circumstances or the context in which youth find themselves and their perspective on their context (Everall *et al.*, 2006:482). This means that the

child in context is the basic unit and that youth cannot be studied independently of their surroundings. Understanding the nature of resilience requires a complete concept of resilience in context where the biological, psychological, social, and cultural aspects of the lives of youths are considered (Grotberg, 1995:8).

For example, a study done by Herber (1997) explored the subjective meaning of resiliency as reported by South African youth born and raised in the townships of Johannesburg. These individuals not only survived, but achieved success and overcame many of the hardships created by apartheid policy. Individuals' accounts of resilience included individual, familial, and contextual/cultural contributions and a belief that resilience stems from family, temperament, and cultural lessons that survived through time. The power of self-knowledge, identity, culture, the ability to forgive and tolerate uncertainty, and the ability to respect mankind and the support from their community were clearly illustrated by the participants (Herber, 1997).

Howard (1996:256) found that in identifying resilience in African-American adolescents, it may be necessary to distinguish between academic and social competence outcomes. A bicultural identity may serve as a protective mechanism for academic achievement, but this identity may jeopardise normal social development in African-American adolescents (Howard, 1996:256). The opposite may occur when youth with a different social identity, who is on par with social support from same-race interactions, experiences vulnerability in the academic set-up and social expectations of the dominant culture. Ethnic pride and racial identity may surface as risk or protective factors, depending on the situation.

Resiliency in street children was examined by Donald, Wallis, and Cockburn (1997), who found that most constant referrals to resilience included autonomy and the power to control events, both closely related to themes and patterns of peer group camaraderie. This means that in the context of living as street children, the peer group cohesion and ability to trust their own strengths are protective factors that help them overcome adverse and harsh circumstances.

From the above examples, it is clear that context is pivotal to an understanding of resilience – resilience is not a fixed characteristic or a universal phenomenon (Heller, Larrieu, D'Imperio & Boris, 1999:334; Ungar, 2004a:350), but a dynamic trait that evolves with social conditions and may change over time (Fraser *et al.*, 2004:25).

In other words, when considering the process of resilience, it cannot be assumed that the process (including protective and risk factors) will be true for all youth in all contexts. The lens through which the process must be viewed is the lens of the context in which the child functions. Having said this, protective factors will be discussed next – the understanding, therefore, is that although protective (and later risk) factors will be discussed generically; they cannot be interpreted as an absolute explanation of how all youth cope with adversity (Boyden & Mann, 2005:20).

2.3.2 Protective factors and processes

Protective factors and processes are defined by Hauser (*in* Everall *et al.*, 2006:462) as abilities and resources that lessen the effects of individual vulnerabilities or environmental risks. The ability to function competently in the face of adversity (that is, to be resilient) is linked to protective factors and processes found in environmental, physiological, psychological, cultural, and social resources (Cameron *et al.*, 2007:285; Theron, 2006:199).

The construction of resilience networks is essential in the fostering of resilience in youth. In other words, the clustering of protective factors and processes, including family, school, and community resources, resilience networks allow for the cooperation between parents, teachers, community leaders, and others to ensure psychological, emotional, and social support for youth facing substantial stress (Melendez & Tomlinson-Clarke, 2004:317).

Part of the interest in protective factors and processes lies in the fact that strengths, capacities, potential, and hope are emphasised – much of current research focuses on the positive rather than the pathological (Masten & Powell, 2007:1-3). Furthermore, this interest is related to the potential of protective factors and processes to make a difference in the lives of at-risk

youth, in part because they guard against or compensate for risk that can result in poor health (Resnick, 2000:1). Key protective factors and processes have been identified by a number of different studies (Donald *et al.*, 2007:172-175; Howard, 1996:255; Smokowski, Reynolds & Bezruczko, 2000:426-247). They are clustered into three main categories representing internal, familial, and environmental factors, which include social and cultural factors (Marx, Wooley & Northrop, 1998:40).

Each will be discussed individually below.

2.3.2.1 Individual characteristics

Different temperamental, personality, and cognitive characteristics relate to resilient youth being better able to take on, and actively cope in, disadvantaged conditions. These characteristics include:

- effective communication and interpersonal skills, social competence, empathy, and assisting others to solve their problems. These skills enable children to express their needs, thoughts, and feelings, enabling them to face life's problems and so avoid experiencing helplessness in difficult situations (Appelt, 2006; Boyden & Mann, 2005:7; Donald *et al.*, 2007:172; Everall *et al.*, 2006:463; Gordon Rouse *et al.,* 1998:297; LeBlanc, Talbot & Craig, 2005:173; Mampane & Bouwer, 2006:444; Masten & Coatsworth, 1998:208; Siebert, 2006:89);

- the ability to evoke, self-regulate, and attach (Ungar, 2008);

- a positive self-concept or self-image, a sense of self-worth, and effective interpersonal skills. Because youth feel good about themselves, they can engage positively and actively with others. Furthermore, such concepts of self reinforce each other. Characteristics of positive self concepts include having a sense of humour to create comfort and relief in a comical way, easing stress, looking at problems in a different way, and having creative solutions (Appelt, 2006; Donald *et al.*, 2007:172; Heller *et al.*, 1999:334; Kumpfer *in* Glantz & Johnson, 1999:208; Siebert, 2006:89);

- having an easy temperament and good reasoning skills, which supports flexibility and adaptability (Dass-Brailsford, 2005:581; Everall *et al.*, 2006:463; Gordon Rouse, 1998; Smokowski *et al.*, 2000:247);

- a proactive attitude, sense of hope, and goals for the future. A sense of control over their environment helps them to hope, plan, and set personal goals in combination with persistence, hard work, and ambition, and thus self-efficacy exists to make them successful and have aspirations (Boyden & Mann, 2005:6; Heller *et al.*, 1999:334; Mampane & Bouwer, 2006:444; Pellino, 2006:4-5);

- self-regulation and internal locus of control through the acquisition of skills that enable them to control their impulses, behaviour, and emotions, and a sense of responsibility, including compliance with expectations and rules, thus prosocial behaviour (Donald *et al.*, 2007:173; Mampane & Bouwer, 2006:444; Masten & Coatsworth, 1998:209; Pellino, 2006:5);

- experiencing the ability of having a measure of agency, showing motivation and initiative (Dass-Brailsford, 2005:574);

- good intellectual skills, a good memory, resourcefulness, curiosity, and being capable of lateral thinking (Boyden & Mann, 2005:6; Everall *et al.*, 2006:462; Kitano & Lewis, 2004);

- religious faith or spirituality (Appelt, 2006; Dass-Brailsford, 2005:583; Hunter, 2001:117; Mampane & Bouwer, 2006:445; Smokowski *et al.*, 2000:247);

- physical well-being, being attractive to peers, and getting along well with peers and adults (Boyden & Mann, 2005:6; Kitano & Lewis, 2004; Mampane & Bouwer, 2006:445; Masten & Coatsworth, 1998:209);

- gender has an impact on resilience, in being female before becoming an adolescent, or male after becoming an adolescent (Boyden & Mann, 2005:6; Smokowski *et al.*, 2000:247);

- developmental milestones are age-appropriate (Everall *et al.*, 2006:461); and

- ability to ask for support from peers and adults as a coping strategy in adolescence (Kitano & Lewis, 2004).

Resilient youth use the above protective factors and processes to shape strategies to manage stressful situations and to guard against negative experiences or feelings of poor self-image (Boyden & Mann, 2005:6).

2.3.2.2 Family characteristics

Protective factors and processes can also be found in families of resilient youth. Key protective factors and processes in a family for children coping in difficult circumstances include:

- familiar and consequent daily actions and routines with a family that encourages connectedness to comfortably discuss problems. This means a family with a strong, coherent, and consistent set of values. This could include religious belief, a consistent set of expectations, rules, guidance, and order within the family (Donald *et al.*, 2007:174; Harvard Mental Health Letter, 2006:6; LeBlanc *et al.*, 2005:173);

- focused nurturing during the first year of life and little prolonged separation from the primary caregiver, ensuring a healthy, warm, caring relationship with at least one stable caregiver. It is of the utmost importance in infancy and early childhood (Clauss-Ehlers & Weist, 2004:316; Donald *et al.*, 2007:174; Masten & Coatsworth, 1998:213);

- a family that supports the child in developing social skills in order to participate in social activities at school and encourages competence to achieve well academically. Sources of parental support can be informative, consisting of guidance to assist the youth through the challenges in life, or emotional, providing companionship and the assurance that the child is valued (Donald *et al.*, 2007:174; Everall *et al.*, 2006:463);

- not more than four children in a family, spaced two or more years apart. Age of the opposite-sex parent: males benefit from younger mothers and females from older fathers (Clauss-Ehlers & Weist, 2004:316);

- other members of the family or extended family often provide positive role modelling and support to promote resilience. Youth often learn from observing consequences of family members' negative behaviour, what not to do (Everall *et al.*, 2006:463);

- older generations in most black communities consist mostly of grandmothers and, to a lesser extent, grandfathers and other older people. Grandmothers and elders are respected as being strict, but inspirational, contributing to resilience in the youth (Theron, 2007:368); and

- the ability to prevent negative chain reactions that result in a negative spiral such as the risk of delayed physical and mental development due to malnutrition as a result of poverty (Ungar, 2008).

2.3.2.3 Characteristics of social support networks

If youth have an accessible and positive social support network, resilience is encouraged. The following types of networks fulfil these functions (Barter, 2005:352; Boyden & Mann, 2005:8; Donald *et al.*, 2007:174-175; Haugaard *et al.,* 1997:84; Melendez & Tomlinson-Clarke, 2004:320; Theron, 2007:267):

- peers have a strong ability to influence one another. In disadvantaged settings, peers become even more influential, as the peer group replaces the absent or dysfunctional family. In positive peer relationships, youth can experiment, develop attitudes, skills, and values, and learn to share, help, and nurture one another. Such relationships can lead to a sense of self-esteem and belonging (Boyden & Mann, 2005:8);

- role models beyond the family form another type of network. Teachers and others who hold positions of social responsibility can act as counsellors and have a positive influence on the self-image, identity, and goals of the youth (Melendez & Tomlinson-Clarke, 2004:320);

- neighbours, friends, ministers, and other local community contacts form an important supportive network. The more children can turn to trusted others, the more they can be helped with stressful problems and situations (Haugaard *et al.,* 1997:84);

- community capacity building promotes services to families and children to address risk and protective factors. Knowledge, skills, and commitment of community members used in partnerships and teamwork can provide user-friendly services to assist with health, education, and other basic services to promote resilience. Social support can change or buffer the impact of risk (Barter, 2005:352; Ungar, 2008);

- positive schooling ensures success and resilience for some township youth in South Africa because schools provide positive experiences to the youth regarding preparation for the future by discussing and role-playing adult responsibilities in class and through leadership responsibilities at school and on the sports field (Donald *et al.*, 2007:180; Theron, 2007:267); and

- Life Orientation classes, compulsory at schools in South Africa, potentially give ample opportunity to discuss concerns about the present and the future under the supervision of capable, trained educators in order to assist learners to be resilient (Donald *et al.*, 2007:180; Theron, 2007:369; Theron, 2008b:59).

2.3.2.4 Characteristics of cultural support networks

The culturally-focused resilient adaptation model of Clauss-Ehlers (in Fraser *et al.,* 2004:36) asserts that the socio-cultural context has an effect on resilient adaptation. Resilience is nurtured by the positive interaction between character traits, cultural background, values, and supporting factors in the socio-cultural environment (Fraser *et al.*, 2004:36). Participation in cultural activities, including the mentoring from more skilled peers, siblings, and adults, teaches the youth to adopt new and mature approaches to problem solving (Boyden & Mann, 2005:8). Cultural activities might also include

organised religion, cultural rituals (like coming of age), traditional values, and cultural pride.

In the past, protective factors and processes at the individual, interpersonal, and social systems levels were examined, but recently there has been a shift to the "ameliorative effects of connectedness, that is a strong sense of connection and closeness to parents, family, other adults outside of the family, to school, and other community-based institutions" (Resnick, 2000:1). In other words, there is a move to view individual, interpersonal, and social protective factors as working together interactively within a given cultural context to bring about resilience.

2.3.3 Risk factors

Risk factors may be multiple, and youth who put up with disadvantages, such as living with one parent or having no parents, who are poor, who face difficult social and educational conditions, and who are abused or neglected, and experience trauma are defined as "at risk" (Donald *et al.,* 2007:172; Fraser *et al.,* 2004:14; Hixson & Tinzmann, 1990; Masten & Coatsworth, 1998; Osher *et al.*, 1999). Being at risk includes any conditions under which youth are exposed to harm that may encourage negative psychological or developmental outcomes.

Negative outcomes may be the direct result of some risk factors, whereas "markers" represent risk factors with the possibility of potential negative outcomes; for example, being male is often linked to conduct disorder or behaviour problems (Fraser *et al.,* 2004:14).

Risk and feelings of vulnerability are rampant when youth are exposed to damaging situations or adverse circumstances that are lacking rules (regarding expectations in the community); resources (help for problem solving); and routines (accepted behaviour ensuring accepted and supportive socialisation) (Wikstrom in Fraser *et al.,*2004:17).

Risk factors rarely occur alone at specific times (Masten & Coatsworth, 1998:214). Cumulation of risk factors affects youth development adversely and is associated with increased vulnerability (Fraser *et al.,* 2004:20).

Just as with protective processes, risk factors occur either as psychosocial and biological characteristics of individuals or as contextual factors in the family, school, neighbourhood, and larger systems (Everall *et al.*, 2006:462; Fraser *et al.*, 2004:36). Each is discussed below by providing examples of some of the characteristic risks of each category.

2.3.3.1 Individual characteristics

Individual risk factors described in Everall *et al.* (2006:462), Fraser *et al.* (2004:36-39), and Masten and Coatsworth (1998:207-208) include:

- gender, as adolescent boys seem to have more conduct and behavioural problems and take part in aggressive and antisocial activities, while girls are prone to mental disorders, such as depression;
- biomedical problems, including genetic problems, which may influence cognitive abilities significantly or raise emotional vulnerability, early developmental events, which may prevent healthy development of the central nervous and cognitive system, heightening the risk of future disorders, and premature birth or complications; and
- psychological impairment due to poor infant attachment to the mother, which may result in a difficult temperament, anxiety and distress, and poor problem-solving skills.

The developmental tasks of the individual are included in this section. Nevertheless recent thinking on resilience and risk would suggest that the individual's ability to complete these tasks will be shaped by familial and contextual factors (Everall *et al.*, 2006:462; Fraser *et al.,* 2004:20). Risks associated with difficulty to reach milestones are summarised in Table 2.1.

Table 2.1: Examples of developmental tasks and related risk factors (Masten & Coatsworth, 1998:207; Fraser *et al.*, 2004:14-20)

AGE PERIOD	TASK: Developmental milestones	Risk associated with developmental milestone
Infancy to preschool	Affection of caregiver(s). Language attainment. Disconnection of self from environment. Self-control and conformity.	Poor affection of caregiver to infant. Cognitive harm. Constant dependence on others. Demanding nature.
Middle childhood	Respecting school rules (attendance, appropriate conduct). Academic achievements (for example, reading, mathematics). Peer recognition and socialisation. Following rules for acceptable behaviour.	Little adult control. Fear or anxiety because of inability to fulfil expectations set by parents/guardians, friends and educators. Educational failure from a young age. Rejection by friends. Social breakdown and chaos.
Adolescence	Successful change to secondary school. Academic attainment and participation in extracurricular activities (for example, sport). Building intimate relationships regardless of gender. Shaping a solid awareness of identity.	Limited intellectual ability. Lack of educational resources. Few opportunities and limited funds for extracurricular activities. Damaging peer role models. Seclusion. Unsatisfactory care or encouragement at home. Disregard and peer denial.

When developmental milestones are not reached, risk for maladaptive outcomes increases.

2.3.3.2 Family characteristics

Risk factors in the family (Fraser *et al.,* 2004:36; Gonzales & Kim, 1997:492-497; Masten & Coatsworth, 1998:209; Thomlinson, 2004:96-97) include **physical factors** such as insufficient and poor housing and resources, many children in a family, child abuse, a parent with drug or alcohol abuse, and use of severe, conflicting discipline, all associated with physical neglect.

Economic factors such as poverty because of many children, unemployment, and single parenting that may cause parents to be financially dependent on other people, are also risk factors in the family.

Psychological factors may include difficult changes in living conditions, single parenting, severe clashes because of inability to manage emotional experiences, pressure for separation or divorce, emotional neglect, parents with psychological problems, unfair demands on youth to help with chores in the house that may lead to criticism if demands are not met, little sympathy, affection, and help, parents relying on others for emotional support, withdrawal because of feelings of incompetence, and constant worry about employment.

2.3.3.3 Environmental characteristics

Risk factors found in broad environmental conditions, including the neighbourhood and school (Fraser *et al.,* 2004:36-39; Gonzales & Kirn, 1997:492-497; Masten & Coatsworth, 1998:209) are:

- **educational risks** as a result of limited education and racial inequity and unfairness, few opportunities, and other developmental obstacles. Experiencing little success in education from an early age because of inadequate resources and help, learning difficulties, and/or second-language education;

- **health risks** because of remote or high-priced health and child care;
- **crime factors** as a result of crime and violence present in the neighbourhood;
- **socialisation threats** such as ineffective adult guidance, limited or destructive neighbourhood interaction, lack of strong adult role models, social collapse, inequity, and lack of cultural backing;
- **peer relationship risks** such as damaging peer role models and peer support failure followed by destructive conduct and/or managing social information in unsuitable ways;
- **urban stress** is real because youth are exposed to dangerous situations, such as hostility in group meetings, misconduct, and drugs; and
- **cultural risks** consist of language conflicts and acculturation that often include depression, substance abuse, and suicidality.

This means that many disadvantaged neighbourhoods have limited opportunities for social, economical, and educational development, resulting in high stress levels among the people living there.

2.4 MODELS OF RESILIENCE

Currently there seems to be little consensus about which model of resilience should be considered the dominant one. There are various models.

The two models of interaction suggested by Kirby and Fraser (*in* Barter, 2005:348) are the **additive model** that holds risk and protection as opposites, and the **interactive model** that accepts a relationship between risk and protective factors. Protective factors and processes prevent risk factors from having a negative effect on the youth and interfere with the cumulative effects of risk factors.

Theron (2006:199-200) and Ungar (2004a:348) explain how protective factors and processes can reduce risk in the following three models:

- the **compensatory model** suggests that the consequence of a risk factor can be overcome by a protective factor that compensates for the possible negative outcome. Thus risk can be neutralised by compensatory factors, such as easy temperament, faith, and self-worth, to ensure positive outcomes for youth experiencing hardship in difficult circumstances. For example, when a caring school provides a poor, new learner with a school uniform, it compensates for the possibility that he would be belittled by other learners because of his appearance;

- the **challenge model** suggests that coping skills needed to deal with stress later in life improve with moderate risk factors. It suggests that challenge factors as risk factors improve resilience and coping skills for the future when a person can manage the risk. For example, the second-language learner who has to cope with expectations at school, despite his poor proficiency in the language medium of the school, will be able to cope in similar situations later in life; and

- the **protective factor model** suggests that protective factors and processes play a positive role in an interactive process to amend the outcome of the risk factor and help the individual respond positively to triumph over the risk factor (Theron, 2006:200). For example, a good interpersonal relationship (that is, protective factor) will buffer a poor, second-language learner from negative and degrading experiences at school. Being able to discuss such experiences with peers or educators can ameliorate the effect of negative experiences and help him to maintain perspective in the situation. In maintaining perspective (that is, that negative remarks and poor results are not equal to being ostracised), the learner's responses to repeated negative experiences can potentially be modified.

Rutter and his colleagues (*in* Ungar, 2004c:54) identified eight protective mechanisms that have a positive influence on child development. In this regard, protective resources

- lessen the vulnerability to risk;

- lessen the impact of risk;
- decrease the negative series of events;
- create more positive series of events;
- ensure a good self-esteem and self-efficacy;
- provide counteractive positive experiences;
- provide opportunities; and
- turn bad experiences into learning opportunities through positive cognitive assimilation.

The analysis of the interview data collected during the International Resilience Project revealed seven tensions regarded as important components of healthy psychosocial development in youth that enhanced resilience (Cameron *et al.*, 2007:296-297; Ungar *et al.*, 2007:295-300). These seven tensions include:

- **availability of material resources** such as basic needs, education, and financial assistance;
- **empowering relationships** with family members, peers, adults in the community, ministers, educators, and role models, which can ensure access to resources needed by the youth to cope with their circumstances;
- **a personal identity** has to be established through relationships with others when youth can negotiate individuality by using phrases such as "I think ..." or "I am ...", thereby building an identity through discussions;
- **a shared identity or sense of cohesion** is essential in order to establish a balance between responsibility to oneself and commitment to the community;
- **experiences of power and control** regarding the making of decisions and implementation thereof;

- **cultural adherence** obtained through negotiations with elders, caregivers, and communities; and

- **experiences of social justice.** Such positive experiences mean youth expect their rights to be respected.

The above protective processes and resources suggest that youth share a dynamic relationship with their given ecosystems, and that to be resilient, they navigate towards, and negotiate for protective resources. Simultaneously, their given ecosystems can provide or help negotiate for protective resources. Typically all seven of the above need to be present for youth to be resilient (Cameron *et al.,* 2007:296-297).

In contrast to an ecological approach in the study of resilience, Ungar (2004a:341-145) proposes a constructionist approach, reflecting a post-modern interpretation of resilience. Cultural and contextual differences are respected in the individuals', families', and communities' reflection of resilience. This means that the interpretation of resilience may differ from culture to culture and context to context.

2.5 CONCLUSION

Many adolescents live in poverty and other threatening circumstances, and may experience severe social disorganisation and disadvantage. Protective factors and processes can make a difference in their lives and can protect them from harm, buffering against a variety of risky behaviours and possible negative health outcomes, but there is not a recipe or prescribed set of factors to protect youth in different contexts (Resnick, 2000:1; Ungar, 2004a:350).

When youth navigate towards and negotiate for protective resources, and when their ecologies provide protective resources, or help youth negotiate for protective resources, then resilience generally results which encourages youth to have (amongst others) faith (as described below):

FAITH AND DOUBT

Doubt sees the obstacles,
Faith sees the way;
Doubt sees the blackest night,
Faith sees the day;
Doubt dreads to take a step,
Faith soars on high;
Doubt questions, "Who believes?"
Faith answers, "I!"

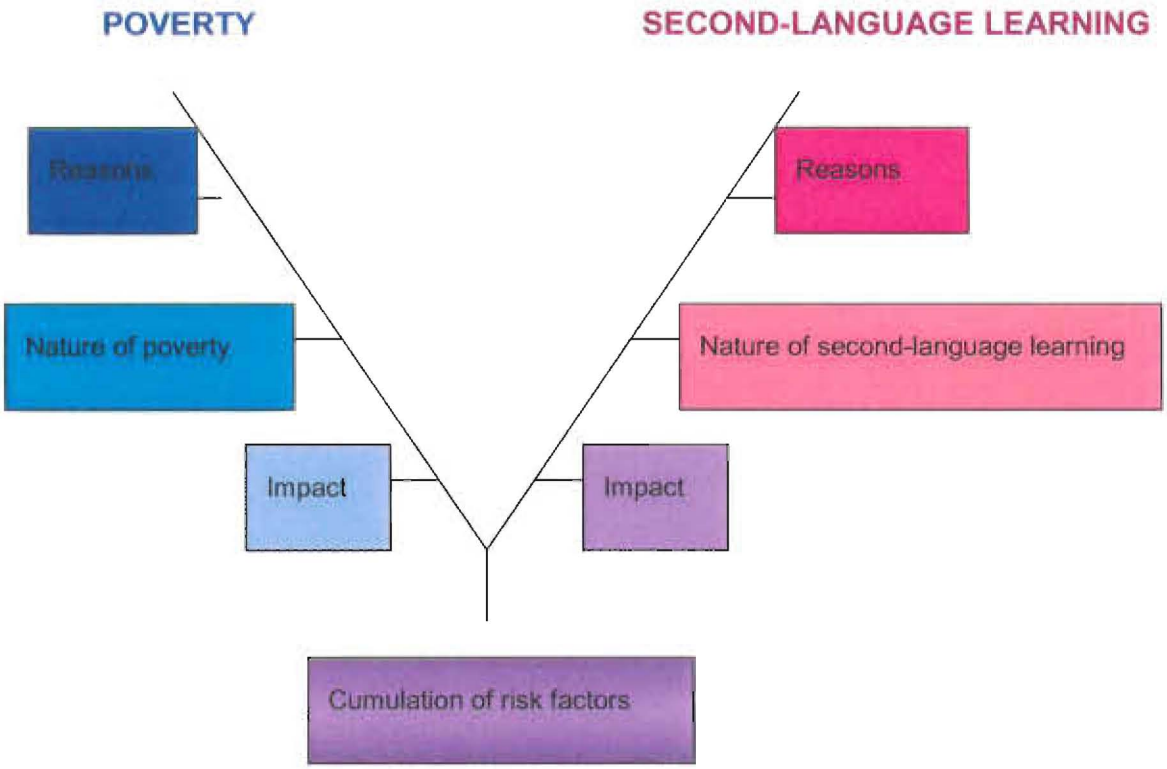
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CHAPTER THREE

POVERTY AND SECOND-LANGUAGE LEARNING

"I firmly believe in the capacity of human beings to transcend the constraints of their circumstances and dare to imagine a different future" (Ramphele, 2002:123).

Figure 3.1: Chapter overview



3.1 INTRODUCTION

Two risk factors that impact on learners in this study are poverty and learning in a second language. Therefore, only these two risk factors will be explored in detail. Poverty will be explored first.

3.2 POVERTY

3.2.1 Definition

> Adversity has many faces, of which poverty is only one. Adolescents are among the most severely affected by poor circumstances, due to their lack of social power and inability to change their position (Boyden & Mann, 2005:3).

Poverty is quite complex to define. In general, it is believed to mean:

A condition characterised by severe deprivation of basic human needs, including food, safe drinking water, sanitation facilities, health, shelter, education and information. It depends not only on income but also on access to social services. (World Summit for Social Development, 1995: 41). As such poverty is much more than just a lack of adequate income.

The United Nations (*in* Blakely, Hales, Kieft, Wilson & Woodward, 2004:1944-1945) also makes this distinction and specifies two types of poverty, as summarised in Table 3.1.

Table 3.1: Two forms of poverty identified by the United Nations

"Human poverty"	"Income poverty"
Characterised by: • multiple deprivations (including health, resources, education, security, housing, food, etc.).	Characterised by: • deprivation of income (the main reason for poverty).

The World Bank also recognises the human definition of poverty, as it includes lack of physical resources as well as poor outcomes for health and education (Blakely *et al.*, 2004:1945). The World Health Organisation (WHO)

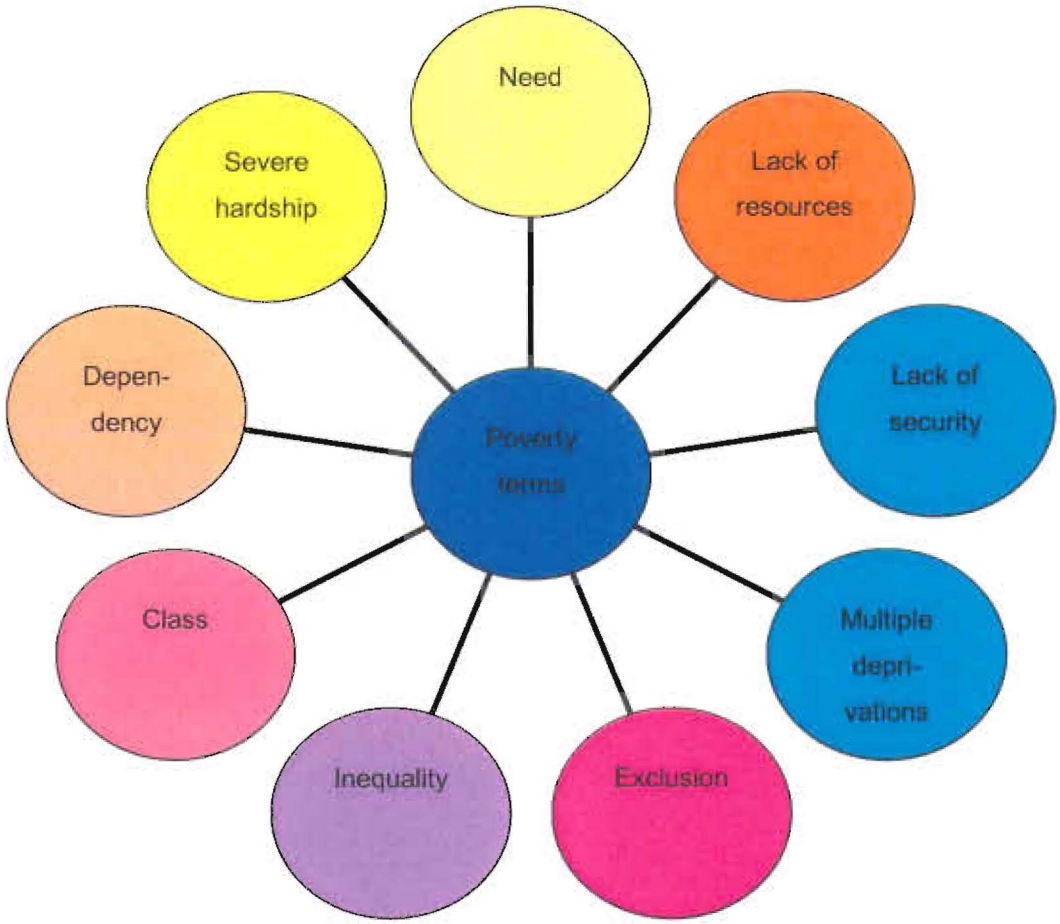
has listed the reduction of poverty as one of its millennium goals and is concerned about the reciprocity of poverty and poor health (WHO, 2008).

Thus poverty implies a lack of income, resources, and facilities, which may include unsatisfactory, overcrowded housing, lack of clean water supply and sanitation, and meagre food supplies that may also lack nutritional value. To raise a healthy child in such conditions is a challenge (Donald *et al.*, 2007:168).

"Poverty" and "disadvantaged" are often used as synonyms. Youth, having been exposed to poverty, are more inclined to conduct disorders, chronic illnesses, hyperactivity, and emotional disorders than those who were not exposed to poverty. Poverty is regarded as the foremost predictor of mental health problems in youth (Gonzales & Kim, 1997:492; Patel & Kleinman, 2003:611; Steinhauer, 1996:1) and is strongly correlated with poor health in general (WHO, 2008). Thus poverty goes hand in hand with many physical and psychological disorders.

Krieger (*in* Blakely *et al.*, 2004:1944) explains poverty as a complex construct, which can be defined in relationship to many terms, as shown in Figure 3.2.

Figure 3.2: Poverty as a complex construct



Although people in the poorest countries experience lack of material resources, poor housing, general hardships, and deprivation of food, they are not always miserable or experiencing suffering (Camfield & McGregor, 2005:190). This means that poverty does not necessarily equal unhappiness.

3.2.2 Reasons for poverty

In America, one in six children lives in poverty and nearly half of all African-American children do (Woolfolk, 2007: 162). In South Africa, the South African 2001 Census announced disturbing statistics from the analysis of a ten percent sample of the South African population (Noble, Wright & Cluver, 2006:40). High levels of childhood poverty are clear from some of the

statistics from the South African 2001 Census for children under 18 years (Noble *et al.*, 2006:40):

- 11,8 percent live in homes such as shacks;
- 37,7 percent have no running water within 200 meters of their homes;
- 49,3 percent do not have a refrigerator in their homes; and
- 60, 8 percent have to cope without a flush toilet.

Poor South Africans are living in adverse conditions, which may leave them powerless, ignored, and vulnerable. Factors contributing to these conditions are numerous and include, amongst others, unemployment, low wages, poor education or training, malnutrition, crime, violence, substance or alcohol abuse, poor health, the HIV crisis, and overcrowded living conditions, to name only a few (Motloung & Mears, 2002:532; Prinsloo, 2005:28; Ramphele, 2002:12; WHO, 2008). When poverty, especially among black South Africans, is considered, the contribution of Apartheid and its concomitant socioeconomic structures cannot be ignored (Bray & Brandt, 2007:1; Dass-Brailsford, 2005:575).

3.2.3 The nature of poverty in South Africa

Poverty in South Africa is obvious in unfavourable realities like poor health, malnutrition, lack of proper education, lack of rights and privileges, unsupportive living conditions in informal settlements, poor proficiency in communication and language, limited social recognition, and lack of hope for the future. In such instances, youth often share the responsibility to look for food and shelter, and so schooling does not get much attention (Dass-Brailsford, 2005:575; Prinsloo, 2005:28).

When the effects of poverty on youth are conceptualised, one must consider the interaction between risk factors originating from individual, family, school, cultural, and environmental factors (Fraser *et al.*, 2004:39). This means that poverty can influence all facets of the adolescents' lives, and outcomes of

interactions between adolescents and their impoverished environments may have detrimental effects.

The physical, social, and psychological nature of poverty in South Africa, and the risks involved for youth, can be delineated as follows:

3.2.3.1 The physical nature of poverty

The living conditions of the poor in South Africa are very limited, and the direct effects of poverty and risk factors in raising children successfully, include (according to Barter, 2005:343; Donald *et al.*, 2007:170; Fraser *et al.*, 2004:18,38-40; Gonzales & Kim, 1997:492; Masten *et al.*, 1990:1; Prinsloo, 2005:28; Theron, 2008a; Thomlinson, 2004:103; Wang, Haertel & Walberg, 1997:1):

- physical impact such as lack of adequate housing, electricity, clean water, sanitation, and hygiene facilities;
- lack of nutritionally balanced and sufficient food resources making it difficult for parents to maintain healthy children;
- problems in accessing health services;
- parents' limited knowledge of health and child development; and
- a low level of parents' education.

In some communities this is accompanied by low levels of cleanliness, and hygiene (Prinsloo, 2005:28). These parents are ill-equipped to provide for their children's physical needs.

3.2.3.1.1 Risks due to the physical nature of poverty

Children living in poor circumstances have been equalled to children at risk. Some of these children still do well due to the benefits of good parenting and supportive and close relationships (Barter, 2005:344). Still, in many cases, the effect of poverty can be detrimental.

The physical risks for youth living in these circumstances may include (according to Barter, 2005:343; Donald *et al.*, 2007: 170; Fraser *et al.*, 2004:38-40; Gonzales & Kim, 1997:492; Masten *et al.*, 1990:1; Patel & Kleinman, 2003:611; Prinsloo, 2005:28; Thomlinson, 2004:103; Wang *et al.*, 1997:1):

- cognitive, sensory, physical, and neurological developmental risks due to malnutrition, disease, infection or injury;
- poor health;
- teenage pregnancies;
- maltreatment; and
- physical abuse/neglect.

3.2.3.2 The social nature of poverty

Education in South Africa suffers due to the adverse impact of poverty such as the lack of discipline, ongoing vandalism, poor language proficiency, insecurity, negative peer group influences, poor time management, little motivation and inability to do school work, as well as conflict between the culture of the school and the home (Dass-Brailsford, 2005:575; Prinsloo, 2005:28). This means that poverty is generally not conducive to good results at school.

The indirect effects of poverty are psychosocial in nature (Donald *et al.*, 2007: 170-171; Fraser *et al.*, 2004:38). Although common, they are not present in all poor families. These indirect effects may include:

- large families;
- single or unmarried mothers;
- teenage mothers;
- unsupportive, unstimulating, chaotic home environments;

- unemployment; and

- parents who work long hours away from home.

These effects do not necessarily have a negative impact on parenting, but poverty causing parental stress can burden families (Donald *et al.*, 2007:171; Fraser *et al.*, 2004:18&40; Ramphele, 2002:40&158; Thomlinson, 2004:102) because:

- lack of childminding facilities puts enormous strain on a parent. The result is physical and emotional exhaustion in the primary caregiver (usually the mother), feelings of inability to cope, and depression. She may become unresponsive to the needs of her child and resort to self-medication (for example, the use of alcohol or drugs) to escape reality;

- fathers leave their families because of their inability to be the primary providers. Often this is because they cannot endure failure and being unable to generate enough income as uneducated and unskilled labourers. They may take to alcohol and drugs and become unresponsive to their families. Women are often left carrying a disproportionate load of responsibility in nurturing the youth;

- limited financial resources and single parenthood are associated with frustration, anger, and shutting everybody out. Being without money also prevents children from getting to school, causing frequent absences, leading to a negative impact on school work; and

- interparental conflict due to poverty issues causes a barrier to effective parenting, leaving youth vulnerable to negative influences, and has been linked to youth's aggressive and antisocial behaviour.

3.2.3.2.1 Risks due to the social nature of poverty

In South Africa, poor people are exposed to high levels of violence because of overcrowding and high population concentrations, family problems, insufficient social structures, and social norms conducive to the use of violence to survive (Everall *et al.*, 2006:463; Hamber & Lewis, 1997).

Poverty, as a social problem, is the most likely factor to put a child at risk for substance abuse, teen pregnancy, abuse, violence, and failure at school (Prinsloo, 2005:28).

Socially appropriate moral standards such as responsibility, self-respect, honesty, and sexual morality are often ignored by youth where poverty plays a demoralising role (Prinsloo, 2005:28). For this reason and the fact that child grants are given to unemployed parents in South Africa, to my knowledge, teenage pregnancies are increasing.

Being without money also prevents children from getting to school, causing frequent absences, leading to a negative impact on school work (Ramphele, 2002:40). The result is that poor youth may be more likely to:

- get involved in illegal activities (gambling, prostitution, stealing, and drug trafficking);
- abuse substances;
- violence and delinquency;
- receive substandard education;
- dropping out of school (Fraser *et al.*, 2004:38; Patel & Kleinman, 2003:611; Thomlinson, 2004:103); and
- develop a negative academic self-concept (Das-Brailsford, 2005:575; Prinsloo, 2005:28).

3.2.3.3 The psychological nature of poverty

Because poverty plays a demoralising role, risk factors are rife, and psychological manifestations, such as depression, vulnerability and dysfunctional living often occur. Interparental conflict due to poverty causes a barrier to effective parenting and this is associated with psychological issues (Fraser *et al.*, 2004:38; Prinsloo, 2005:28; Thomlinson, 2004:89). The fact is that youth living in poor circumstances can be equalled to youth at risk.

3.2.3.3.1 Risks due to the psychological nature of poverty

Psychological risks, due to inadequate emotional and social support from parents, elders, or peers, cause awkward socialisation, and these learners feel uncomfortable and incompetent in building relationships and may experience mental and psychosocial disorders, trauma, and hopelessness. Recent data indicate that maltreated youth are more likely than youth who have not been victimised to be aggressive, antisocial, and delinquent and have relationships with peers that are verbally and physically abusive (Fraser *et al.*, 2004:39; Gonzales & Kim, 1997:492).

Risks due to the psychological nature of poverty (according to Everall *et al.*, 2006:463; Fraser *et al.*, 2004:38; Hamber & Lewis, 1997; Patel & Kleinman, 2003:611; Thomlinson, 2004:89,103) may include:

- violence, due to the frustrations of poverty, may leave the youth feeling vulnerable, helpless, and out of control in an unpredictable world;
- the negative influences of poverty have been linked to youth's psychological difficulties like aggression, antisocial behaviour, and emotional maladjustment ;
- insecurity and hopelessness leads to anxiety and vulnerability, which can result in mental disorders;
- hopelessness and the humiliation that accompanies poverty may even result in depression and youth committing suicide (Patel & Kleinman, 2003:611);
- conflict between parents, due to poverty, has been linked to youth's psychological difficulties (Donald *et al.*, 2007:171).

3.2.3.4 Cumulation of developmental risks to youth

Collective poverty is evident in poor, disadvantaged neighbourhoods and is displayed by the occurrence of a multidimensional cluster of characteristics, such as high unemployment, crime and violence, frequent relocating, cultural

conflict, broken families, and limited access to resources (Fraser *et al.*, 2004:38). This means that the cumulation of risk factors (cf. Chapter Two, 2.3.4) is evident in collective poverty.

These risks for youth living in poverty are summarised in Table 3.2 (Barter, 2005:343; Donald *et al.*, 2007:168-171; Fraser *et al.*, 2004:38-40; Gonzales & Kim, 1997:492; Masten *et al.*, 1990:1; Patel & Kleinman, 2003:611; Prinsloo, 2005:28; Thomlinson, 2004:103; Wang *et al*, 1997:1).

Table 3.2: The risks for youth living in poverty

Physical risks	Social risks	Psychological risks
• physical, cognitive, and neurological developmental risks; • malnutrition; • poor health; • teenage pregnancies; and • maltreatment.	• vulnerability and dysfunctional living; • illegal activities; • poor parent-child relationships; • poor socialisation; • drug and alcohol abuse; • violence and delinquency; • failure at school; and • running away.	• trauma; • insecurity; • hopelessness; • anxiety; • depression; and • suicide.

Two different mechanisms are proposed by Fraser *et al.* (2004:40) to explain how vulnerability in youth is increased due to maltreatment:

- the first mechanism comes from attachment theory. Adequate bonding between infant and parent is a prerequisite for healthy peer relationships. Maltreatment inhibits bonding between parent and child, preventing successful forming of friendships with peers and other people; and

- the second mechanism comes from the social learning and cognitive theories in psychology. Abused or neglected youth do not trust other adults and children, especially strangers. They experience the world as hostile and may develop low self-esteem, negative self-images, and aggressive interpersonal attitudes that place them at risk of school failure, delinquency, and other social problems.

Parental stress can be balanced in the presence of strong social support networks (Donald *et al.*, 2007:175). Parents who are strict, but consequent in their discipline, who provide routine and structure, and create a warm and caring atmosphere for youth to grow up in may accommodate resilience in adolescents (Everall *et al.*, 2006:463). This means that some of these youths may still do well due to the benefits of good parenting and supportive and close relationships (Barter, 2005:344). Still, in many cases, the effect of poverty can be harmful.

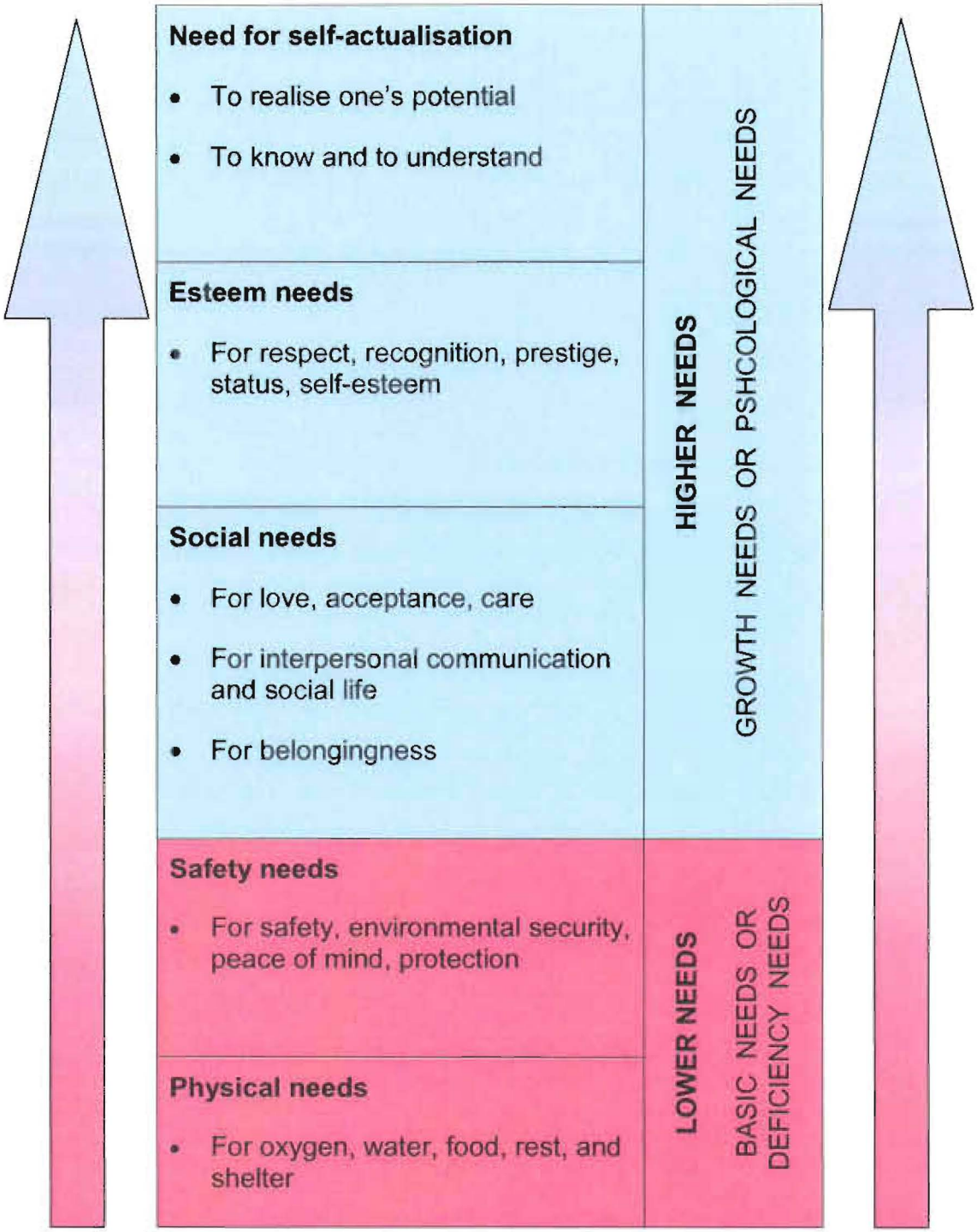
3.2.3.5 The negative cycle of poverty

As outlined in the preceding sections, poverty is a negative cycle, which entails health and safety risks, malnutrition, disabilities, poor educational conditions, and contextual disadvantages as barriers to learning.

Children come into this world totally dependent on adults. For infants to reach their maximum potential, they need comprehensive support at physical, emotional, cognitive, and social levels. As family life disintegrates because of poverty and its impact, the youth are negatively affected in such a way that not only their cognitive development and learning ability are hampered, but also their physical, social, and normative development. Such conditions leave the youth with little chance to fulfil the need for respect, recognition, and self-esteem (Cook & Du Toit, 2005:248; Prinsloo, 2005:34).

Deprivation of the fulfilment of basic needs makes it difficult and even sometimes impossible for the youth to become dynamically involved in the learning situation, as shown in Maslow's hierarchy of needs (Donald *et al.*, 2007:103; Prinsloo, 2005:34) in Table 3.3.

Figure 3.3: Maslow's hierarchy of needs



When lower needs are not fulfilled, as typically happens in contexts of poverty, higher needs cannot be fulfilled. So, the consequences of poverty interfere severely with the youth's health, education, and well-being; thus quality of life can be jeopardised by poverty.

3.3 SECOND-LANGUAGE LEARNING

> Vygotsky regards language as a powerful vehicle of values, information, communication, and social interaction. Social interaction through language is seen as the basis of cognitive development. Language is the carrier of understanding and an important tool for cognitive development (Donald *et al.*, 2007:58).

3.3.1 Definition

A second language is a language other than a learner's first language or mother tongue. The mother tongue is the language spoken at home, during everyday social interaction, and during cultural activities in which the learner feels confident (Donald *et al.*, 2007:196). The language of learning and teaching (LOLT) is not the mother tongue in second-language learning.

Learning in a second language is called "subtractive bilingualism" (Donald *et al.*, 2007:196). This means that education is through a second language, resulting in the first language becoming less important in formal education. Learners may feel that their home language is a lesser language and have less respect for it.

Limited English proficiency (LEP) refers to learners who are not capable of speaking English in such a manner to enable them to follow instructions in English (Viljoen & Molefe, 2001:121). Du Plessis and Naudé (2003:123) identify problems at three levels: vocabulary (both receptive and expressive), syntactic structures, and communicative skills (especially pragmatic skills).

These can be defined as:

- vocabulary:
- receptive – auditory understanding of what people say;

- expressive – limited vocabulary to express themselves;
- syntactic structures: language structure in sentences, written or spoken; and
- communicative skills: pragmatic skills in verbal interaction.

In other words, learners with LEP will struggle to understand what is communicated in English; will struggle to express themselves in English; will not have mastered the grammatical structures needed to write or speak English; and will have limited communication skills when faced with communicating in English.

These language problems contribute to the fact that learning in a second language is a risk factor that challenges a learner's successful completion of grades at school, and consequently, their resilience.

3.3.2 Reasons for second-language learning

> Economic survival is a priority for many parents in South Africa. English seems to be a route to survival for their children. Choosing English as LOLT makes sense to parents who want their children to be successful in life (Du Plessis & Naudé, 2003:122).

English, being the common language through which different cultures are able to communicate with one another, as well as the language used for business, is often the chosen medium for children's schooling in South Africa, despite poor proficiency in English (Nel, 2003:25; Nel & Theron, 2008a:203; Theron & Nel, 2005:221; Viljoen & Molefe, 2001:121).

Economic, social, and political pressures for English to be promoted as a medium of instruction include a widespread resistance to, or partial displacement of, first-language instruction in certain domains, as it is seen as

limiting a student's chances to further education and employment (Alexander, 1999; Donald *et al.*, 2007:196; Nicol, 2005:118).

Alexander (1999:7) quotes Anjuli Gupta-Basu, who concludes that the dominance of English in the United States of America is due to the deliberate, well-funded Anglo-American educational programmes and bursaries, ensuring successful students positions in many areas of society where selected English-speaking people dominate high-level positions.

This implies that successful acquisition of English opens doors regarding further education and employment.

Many black parents give up on the township school system and send their children to schools outside the townships, especially former white English schools, presenting their children with an opportunity to better education. In these schools children typically learn in English. This change of schools, in the hope of better opportunities, can be highly disruptive for the children (Ramphele, 2002:94-95). Risk factors, such as instability and unfamiliarity with schools, language, teachers, and peers, challenge the youth's ability to be resilient. The social implications of learning in a second language are not always taken into account (McKay, 1998:1).

Recent studies by Dr Mbithi wa Kivilu reveal that more and more black parents realise that education in their mother tongue is best for their children when they start school in the Foundation Phase (Rademeyer, 2008:16). Nevertheless, many children are subjected to second-language learning.

3.3.3 The nature of second-language learning

Proficiency in more than one language benefits both the learner and society. There is a link between second-language proficiency and cognitive and academic ability. Second-language learners appear to be more creative and better at solving complex problems (Marcos & Peyton, 2000).

The African National Congress's 1955 Freedom Charter promised that learning would be available to all, a promise to secure the future of the youth in South Africa (Ramphele, 2002:87). After 1994, the Government of South Africa did not make learning in a specific language compulsory (Nicol, 2005:118). In education, the implication was that all schools were open to everyone, regardless of race or home language. Many parents used the opportunity to enrol their children in English schools, although English was not their home language.

Although there are some benefits associated with second-language learning (like heightened creativity) (Marcos & Peyton, 2000), for many learners second-language learning is risky.

Saville-Troike (in Bell, 1999:1) warns that the idea of children learning English as soon as possible or their learning will be delayed should not be regarded as the norm. His warning implies that early second-language learning entails risk for learners.

Learning a second language from too early on may result in delays in the development of the youth's mother tongue, which, in turn, delays the development of cognitive and academic abilities. Understanding of conceptual subjects such as mathematics and science is mostly negatively affected (Bell, 1999:2; Nicol, 2005:118). Strong skills in the home language are essential to prevent learning barriers when a second language is implemented at school (McKay, 1998:2). Thus, children may experience learning barriers as a result of learning in English from a too early stage.

In South Africa, many schools follow early immersion programmes where all learning areas are studied through the second language, in this case English. The supporters of this "sink or swim" method maintain that children learn a new language easily and quickly (Bell, 1999:3; McKay, 1998:2).

Educators of English second-language (ESL) learners are confronted with the learning barriers these learners are experiencing (Nel & Theron, 2008a:204; Theron & Nel, 2005:221). Educators may be biased teaching these learners, and assumptions they have of these learners may complicate their task.

3.3.4 The impact of second-language learning (risk factors)

> Second-language learners face the challenges of learning to speak, read, and write in English, as well as learning the content of academic subjects "while adjusting to the cultural and linguistic environment" at school (Kayser, 2004:1).

Theron and Nel (2005:223) and Nicol (2005:118-120) identify the following characteristics of ESL learners:

- limited mastery of their home language;
- inadequate proficiency in literacy skills and mastering of English;
- poor stimulation regarding language;
- limited English literary culture or access to English resources;
- exposure to educators using English that is not standard English; and
- experiencing of comprehension problems during the learning of English.

The risk factors or background problems with early immersion education include the following:

3.3.4.1 Underdevelopment of the first language and cognitive ability

Researchers of bilingual education agree that cognitive academic proficiency underlies all language performance and may be expressed equally through either the first language (L1) or second language (L2). Cognitive academic ability is developed primarily through L1 in the early years. Only if L1 was successfully developed will the learner be able to exhibit cognitive academic ability in L2. The implication is that second-language learning relies heavily on prior experience and the level of L1 development. Because language, thinking, and learning are intimately tied together, a sudden separation from

the home language when formal learning starts can affect scholastic performance and cognitive development negatively (Bell, 1999:4; Donald *et al.*, 2007: 196; McKay, 1998:2).

Reading, writing, and mathematical skills of LEP learners are far below those expected of their age and class level. English is taken seriously as the medium of instruction in the English schools, unlike in the township schools where educators are often not competent users of the language (Ramphele, 2002:40). The LEP learners risk being unable to comply with the expectations of the standard of education in the English school.

3.3.4.2 Communicative versus cognitive language proficiency

It is of the utmost importance that a clear distinction in L2 education should be made between 'communication skills' and 'cognitive-academic language ability'. Cummins (in Bell, 1999:5) and Nel and Theron (2008:207-208) make a distinction between:

- *basic interpersonal communication skills* (BICS), which represent the mastering of speaking legibly and competently in English; and
- *cognitive academic language proficiency* (CALP), which implies an ability to learn facts and understand terminology of subjects in English.

There is a direct link between CALP and academic achievement. Without CALP, an L2 learner will be seriously disadvantaged in efforts to pursue advanced academic studies (Bell, 1999:6).

Anstrom (in Bell, 1999:6) also finds that lack of success in learning in a second language with limited proficiency can be traced to the distinction between communicative and cognitive language abilities. Much more time is needed to learn academic language than that needed to learn language for social interacting. Social language ability is usually developed within two years of attending an English-medium school; however, language for learning academic content may require five to eight years, or longer, depending on age and educational background. This situation results in learners doubting their

competence and self-worth, which can hinder healthy cognitive, educational, and emotional development (Donald *et al.*, 2007:196). Many become frustrated or anxious.

Because LEP learners experience anxiety and frustration, learning is hampered and becomes the educators' problem. Educators must have knowledge of problems associated with limited English proficiency learners (Viljoen & Molefe, 2001:121). This means that educators of LEP learners need an array of teaching styles and methods to enhance the teaching experience for the LEP learners.

3.3.4.3 Negative attitudes towards the mother tongue

The home language is the learner's first link to cognitive processes, cultural values, and beliefs. Attitudes towards L1 and culture influence motivation to learn and academic performance. Acceptance of L1 at school creates a learning environment in which the learner feels at home and has self-confidence because he is familiar with the language and can participate actively in the learning programme. The opposite situation creates the opposite experience. Poor self-confidence and non-participation in the class are risk factors experienced by L2 learners, because they create fear and uncertainty, which hamper academic performance (Bell, 1999:7). Making use of L1 in the first few years of school will enhance academic achievement in later grades where L2 will be the medium of instruction.

Early immersion, expecting young children to learn in L2, may result in negative attitudes toward their home language, regarding it as a lesser language. Negative attitudes toward home language run the risk of being extended to the cultural values taught at home. The social and psychological process of identity formation can be negatively affected (Bell, 1999:8; Donald *et al.*, 2007:197; Nicol, 2005:120).

3.3.4.4 Quality of the teaching/learning process

In many schools in South Africa, neither the educator nor the learner feels comfortable communicating in English. The result is limited active learning

due to lack of easy flow of exchanging of ideas and thoughts. Incompetent educators revert to passive information-giving and rote learning, which are linguistically easier to handle (Donald *et al.*, 2007:197). Because of poor support in acquiring his LOLT, the learner may develop a negative attitude toward learning and school.

3.3.4.5 Psychological development of the youth and language

Learning in a second language is a risk factor. This means that that the learner may feel incompetent and uncomfortable using his second language as LOLT. Many learning and socialisation problems are linked to second-language learning. When communication is a problem, the result can be a lack of social cohesiveness, which can lead to emotional, cognitive, and social problems for the individual (Gaum, 2002:1; McKay, 1998:2).

A child should be happy, confident, and eager to learn because of his/her inquisitive nature. Worldwide, children who have to learn through their second language experience loss of self-confidence and low self-esteem (Bell, 1999:3; Donald *et al.*, 2007:19 Gaum, 2002:2; 6). Because it takes a long time to achieve real competence in a second language, the LEP learners, who are forced to learn in English daily, feel inadequate and may begin to doubt their competence and confidence. The LEP learner's emotional maturity may be delayed because of repeated failures in his attempts to cope with English (Donald *et al.*, 2007:196).

Youth with LEP often feel vulnerable, as they find themselves among the lowest achievers in an English-medium school. Some find failing a very traumatic experience, while others steer through adversity and bounce back to find a way to move forward (Hixson & Tinzmann, 1990; Reivich & Shatte, 2005). For those who don't bounce back, the feelings of incompetence cannot be conducive to the development of a positive self-esteem.

3.4 CUMULATION OF THESE RISK FACTORS

> The reality for many second-language learners is a high dropout rate, lack of school resources, poverty in most of their homes, and a hazardous living environment that is not conducive to learning (Kayser, 2004:2).

Where poverty and second-language learning challenge the youth, they typically develop a negative academic self-concept (Prinsloo, 2005:28; Sisulu, 2003:3).

Cumulation of stress influences child development to a great extent. Risk factors that are clustered and occur together frequently cause heightened vulnerability. Broad contextual variables such as poverty represent a latent clustering of risk factors, which may include parental unemployment or low-status employment, large family size, single parenthood, and low maternal education (cf. Table 3.2). It can also be called bundling of risk factors (Fraser *et al.*, 2004:20).

The youth who escaped the township schools to be educated in English schools in towns or cities face other risks. They are accused of 'playing white'. 'Playing white' ranges from:

- speaking English outside the classroom;
- studying at the expense of friendship;
- being too focused on good marks;
- attending schools outside the townships; and
- living in a suburban area instead of a township.

These learners may be rejected, harassed, even killed. They are seen as having betrayed those who were left behind (Ramphele, 2002:96).

In poor circumstances, a problem arises where individual achievement is a prerequisite for success. Youth who stand out are under enormous pressure because it exacts a huge price. They experience conflict between the opposing expectations of their culture and personal academic achievements (Ramphele, 2002:96).

Overcrowding, as a result of poverty at home, means that some youths have to wait for everybody to go to sleep before they can study. Many of the youth succeed in completing their high school education against all odds and despite devastating situations involving insidious hardships, such as depression, deprivation, constant humiliation, and acute anxiety (Boyden & Mann, 2005:13; Ramphele, 2002:97). An iron will to succeed keeps them going.

Poor, second-language learners who overcome the risk factors of poverty and learning in their second language are those who are motivated, show excellent attendance, are "on-task" most of the time in the classroom, and perceive the learning environment as positive (Padron *et al.*, 2000).

Figure 3.4: Cumulation of risk factors of poverty and second-language learning

Poverty risks:

- **Physical risks:** inadequate housing, clean water, sanitation, and hygiene, malnutrition, illness, and limited access to health services.
- **Social risks:** limited educational conditions and learning barriers, dysfunctional living, illegal activities, poor parent-child relationships, drug and alcohol abuse by the youth, violence and delinquency, teenage pregnancies.
- **Psychological risks:** depression, low self-esteem, negative self-image, and aggressive behaviour.

ESL risks:

- **Social risks**: limited mastering of home language, negative attitude toward home language and school, poor communication skills, belittling of current culture, and social alienation (for example, called 'coconuts' or accused of 'playing white').
- **Cognitive risks**: comprehension difficulties, learning barriers, and failure.
- **Psychological risks:** frustration, limited self-confidence, depression, constant humiliation, and anxiety.

DOUBLE HEIGHTENED RISK

This means that youth challenged with poverty and second-language learning face multiple barriers to cope as young people and to become productive, self-confident adults in society.

3.5 CONCLUSION

> "True resilience – competence despite chronic and severe adversity (such as lifetime poverty) – is rare" (Gordon Rouse, 1998).

Even though society often fails to nurture young people, some of them will still develop into healthy, successful adults. Adversity can both contribute to, and hamper, adaptation and growth (Harvard Mental Health Letter, 2006:6; Ramphele, 2002:150). Poverty-stricken circumstances undermine the dignity of ordinary people and cause stressful family relationships (Donald *et al.*, 2007:171; Fraser *et al.*, 2004:18&40; Ramphele, 2002:40&158; Thomlinson, 2004:102). Learning in a second language presents psychological, social, and cognitive risks (Bell, 1999:8; Donald *et al.*, 2007:197; Nicol, 2005:120).

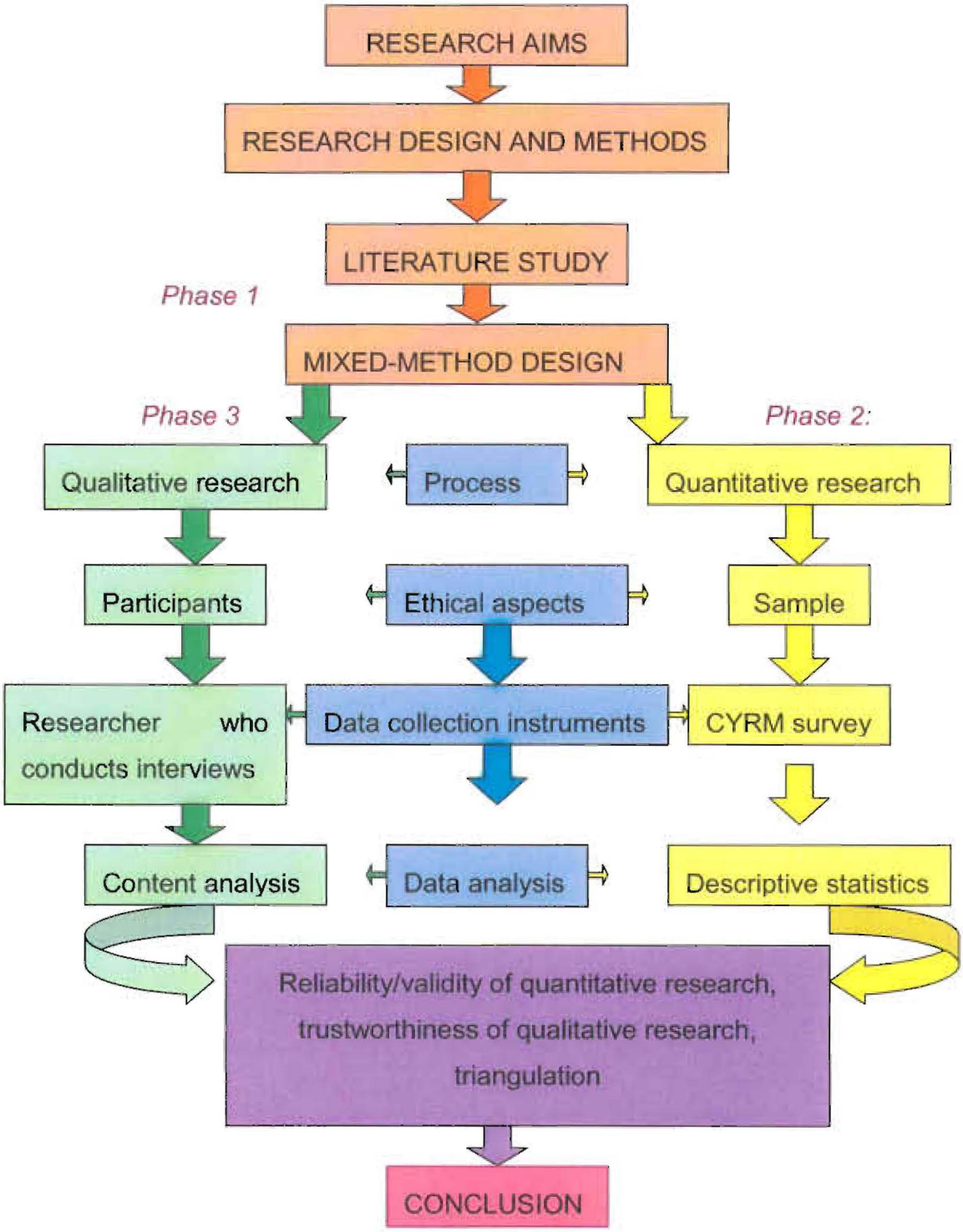
The lives of the youth tell us where society has come from and also give us an idea of the future. The manners in which family, school, and community have influenced their lives also reflect the past, and the results of this shaping have profound implications for the future (Ramphele, 2002:17). When family and societies provide protective resources for youth placed at risk by poverty and second-language-learning, a better future and resilient functioning are encouraged. Risk factors may be ameliorated when the ecosystem of young people values and strengthens its members (Hamber & Lewis, 1997; Hunter, 2001:178; Le Roux, 1998:1; Resnick, 2000:1).

What exactly has contributed to youth, coping resiliently, while placed at risk because of poverty and second-language-learning, needs to be researched, so that more youth, who are at risk, can be supported towards resilience. As indicated in Chapter One, this informed the aim of my study. In the following chapter, Chapter Four, I describe in more detail how this study was conducted.

CHAPTER FOUR

EMPIRICAL RESEARCH DESIGN AND METHOD

Figure 4.1: Overview of Chapter Four



4.1 INTRODUCTION

Numerous viewpoints and different aspects have to be considered when a phenomenon such as resilience is researched.

> In order to grasp the reality of the phenomenon being studied (namely, resilience among poor, second-language, young adolescent learners), various forms of data collection are essential (Leedy & Ormrod, 2005:133).

This chapter will focus on the aims, the design and method, the empirical study, data analysis techniques, and the ethical aspects of research that were followed in order to gain a complete understanding of the phenomenon of resilient functioning among poor, second-language adolescent learners.

4.2 RESEARCH AIMS

The overall aim of my study was to document what contributes to resilience among poor, second-language learners in a given school in the Vaal Triangle.

To achieve this, the following sub-aims included:

- a delineation of the nature of resilience as defined by Western researchers (done in Chapter Two);
- a description of the risks associated with poverty and second-language learning (done in Chapter Three);
- a comparison between resilient South-African youth who are poor, second-language learners and non-resilient South-African youth who are poor, second-language learners;
- interviews with two resilient poor, second-language adolescents, and elders from their community to determine how resilient youth managed to cope with adversities; and

- guidelines for Life Orientation educators aimed at encouraging resilience in South African youth who are poor, second-language learners.

4.3 RESEARCH DESIGN AND METHOD

This study is designed according to the prescriptions of the International Youth Resilience Study (IRP) that looks at resilience from the perspective of youth and elders in participating communities. This international study was initiated by Michael Ungar, at Dalhousie University in Canada (Ungar, 2002).

The empirical study is three-pronged and includes:

- survey research with resilient and non-resilient youth;
- semi-structured interviews with two resilient youth; and
- a group interview with elders, from the same community as the youth, who understand resilience and can contribute to an understanding of resilience within the community from which the participants are drawn.

The findings of this study will be compared to findings of similar studies in South Africa and internationally (Ungar *et al.*, 2006b).

The empirical investigation was conducted in three phases:

Phase 1: the literature study was conducted.

Phase 2: survey research was conducted with resilient and non-resilient youth.

Phase 3: semi-structured interviews were conducted with two resilient youth as well as a group interview with four elders who understood and could comment on the antecedents of resilience within their community.

As such, the design was a mixed-method design (Ivankova *et al.*, 2007:261)

The procedures followed in each phase are discussed below:

4.3.1 The literature study

A literature study formed the basis of this study and was conducted on the following topics:

- the phenomenon of resilience, characteristics and profiles of resilient youth, and the resources behind resilience;
- poverty as a risk factor in the development of the youth was investigated. The literature study indicated how poverty as a negative cycle entailed health and safety risks, malnutrition, disabilities, poor educational conditions, and contextual disadvantage. The consequences of poverty threaten the emergence of resilience; and
- second-language learning provides a challenge to poor youth. Many will succumb to the high expectations of parents and feel inadequate and unable to cope with learning in a second language, while others will accept the challenge and emerge as victors of the situation – they are the resilient ones in which this study is interested.

Reference books, textbooks, dictionaries, subject journals, papers, dissertations, and Internet sources were consulted to collect information regarding the above.

The information and insights gained from the literature study helped me to make sense of the data collected (cf. Chapters Five and Six).

4.3.2 The empirical study: a mixed-method design

> "Ideally, quantitative and qualitative methods can be harnessed to work together as well-paired like couples on a dance floor" (Gottlieb, 2006:48).

A definition for mixed-method study by Ivankova *et al.* (2007:261) includes the application of both quantitative and qualitative data in a study in which the

data can be collected at the same time, using both methods, or in a preferred sequence, as well as the integration of data during stages in the research process. Qualitative and quantitative components can predominate or have equal status (Leedy & Ormrod, 2005:99; Muijs, 2004:9; Thomas, 2003:6). Lately, a mixed-method design is often the preferred approach to research projects (Bernard, 2006:298; Muijs, 2004:6; Ungar & Liebenberg, 2005:210). The mixed-method design applied to this study is called triangulation (De Vos, 2005b:361). In this study, quantitative data were collected first by means of survey research. Qualitative data were collected next by means of semi-structured interviews. The data were interpreted separately, and then the results were triangulated to understand more deeply what contributes to resilience among poor, second-language learners.

As a research method, mixed-method research is flexible. Due to limitations of data collection methods, the use of mixed-method design can neutralise or compensate for some of the disadvantages of specific methods, thus strengthening the study (Ivankova *et al.*, 2007:261; Muijs, 2004:9).

The characteristics of the quantitative and qualitative designs show clearly how they complement each other. The strengths of the one research design cover for the shortcomings of the other research design in Table 4.1.

Table 4.1: Distinguishing characteristics of quantitative and qualitative methods (Leedy & Ormrod, 2005:96)

Process	Quantitative	Qualitative
Data analysis and forms of reasoning	Deductive: collects data to test hypotheses.	Inductive: enhances insight regarding themes emerging from the data.
Format of findings	Numbers, statistics, and scientific format.	Words, descriptions, and literary format.

Perspectives	Objectively tests hypotheses, predicts or looks for ways to manage behaviour.	Subjectively tries to comprehend how people experience life.
Observations	Done methodically in a standardised way.	Guided by information-rich events, and numerous flexible methods.
Design	Standardised, set procedure.	Adaptable and often emerging.

A short discussion of quantitative and qualitative research designs and triangulation follows in order to clarify the motivation for a mixed-method research design.

4.3.2.1 Quantitative research

Quantitative research is based on numerical measurements of phenomena or specific aspects drawn from particular cases aimed at finding generalisable results or for testing causal hypotheses. The researcher has to observe and measure, ensuring that no external factors or personal views will influence data. Objectivity is crucial (Flick, 2002:3; Leedy & Ormrod, 2005:133; Thomas, 2003:6).

Quantitative research leads to a collection of numerical data from a selected group of a population. The numerical data are analysed using statistical analysis (Babbie, 2002:20; Leedy & Ormrod, 2005:95; Maree & Pietersen, 2007:145; Muijs, 2004:1).

Quantitative research methods include descriptive research designs (correlational research, developmental designs, observation studies, and social survey techniques), experiments, and the analysis of official statistics (Bryman, 2006:355; Leedy & Ormrod, 2005:96).

The quantitative method used in this study is limited to survey research. When survey methods are used, information is collected about some specific

variable within a specific population and then a summarised report of the findings is given. The report is in numerical form (Thomas, 2003:41). In Table 4.2 below the advantages and disadvantages of survey research are summarised.

Table 4.2: Surveys: advantages and limitations according to Denzin and Lincoln (2003:16), Kish (2006:47), Leedy and Ormrod (2005:95-97), Muijs (2004:9), Thomas (2003:44), and Tuettemann (2003:23)

Advantages	Limitations
• Surveys are most useful in describing the current status of a given variable within a specific population, such as within the community/school in this study. • The accuracy of descriptions is superior because the status of the given variables is provided in numerical terms (for example, percentages) rather than narratively (for example, many, few, often, etc.). • Findings can mostly be generalised to reality. • Large numbers of data can be gathered at a reasonable cost and effort. • Respondents are anonymous.	• There is no explanation of the qualitative characteristics that underlie the uniqueness of each member of the population that the survey intends to represent. • When the studies are conducted in an artificial setting, results obtained cannot be generalised to natural settings. • There is a low degree of control.

4.3.2.2 Qualitative research

Qualitative research may include observation techniques, interview strategies, and other data collection methods that allow a deeper understanding of a specific phenomenon or research question (Ivankova *et al.*, 2007:257). Colman (2001:610) defines qualitative research as research that concentrates on non-numerical data, such as verbal reviews, and implements techniques such as analysis of content and conversation, interviews, and observation. In other words, the qualitative researcher collects words or images related to the phenomenon being researched (Ivankova *et al.*, 2007:257).

The socially structured nature of reality, intimate relationships, and natural restrictions that affect the chosen topic of the study are typical phenomena explored by qualitative researchers. The literature related to the problem must be well known to the researcher in order to make clear sense of the raw data (Babbie, 2002:307; Denzin & Lincoln, 2003:13; Leedy & Ormrod, 2005:64; Thomas, 2003:1-2).

Qualitative research offers the possibility of understanding complex truths, but disseminating the findings can sometimes be challenging (Mann, 2003:66).

As in all research methods, qualitative research has strengths and weaknesses; that is why a mixed-method design is suitable for this study. The strengths and weaknesses of qualitative research are captured in Table 4.3 (Babbie, 2002:304; Flick *et al.*, 2005:9; Harris, 2006:141; Hughes, 2003:131&138-139; Leedy & Ormrod, 2005:94-97; Mann, 2003:66; Thomas, 2003:66).

Table 4.3: Qualitative research: strengths and weaknesses

Strengths	Weaknesses
• The most important strengths of qualitative research lie in the deeper understanding of a given phenomenon that it	• It does not lead to a generalised or statistical description of a population. • Reliability is possibly a

leads to. • It takes place in real-life settings. • It is flexible, which means that the design can be adapted if need be. • The researcher uses open-ended and probing questions, without taking anything for granted or being biased. • Field research and interviews are not necessarily expensive and do not need sophisticated equipment. • Contextuality is taken into account and the research links to everyday life and general knowledge. • The research process is transparent, and this adds to the trustworthiness of the research.	problem because the researcher's subjectivity or prejudice might impact on what data she gathers and how she interprets them. • Some people might say that qualitative interviewing is a guided talk instead of a search for specific information. • Interviews may take a long time, and they may not always be an effective way to gather trustworthy information. • Findings may only be applicable to a particular context. • Qualitative studies do not explain cause-effect relationships. • Trustworthiness can be compromised if participants do not understand the research questions or when the researcher does not reflect accurately.

The qualitative data collection method used in this study was limited to interviews, which – unlike a survey – are an interaction between an interviewer and participant in which the interviewer has general guidelines regarding the questions she wants to ask. The interviewer has to be fully

familiar with the questions she has to ask in order to answer her guiding research questions, but conducts the interview like a conversation. This will ensure a comfortable, smooth-running conversation (Babbie, 2002:298; Thomas, 2003:66).

Specifically, in this research study, I used semi-structured interviews as discussed in 4.3.4.2.

4.3.2.3 Triangulation

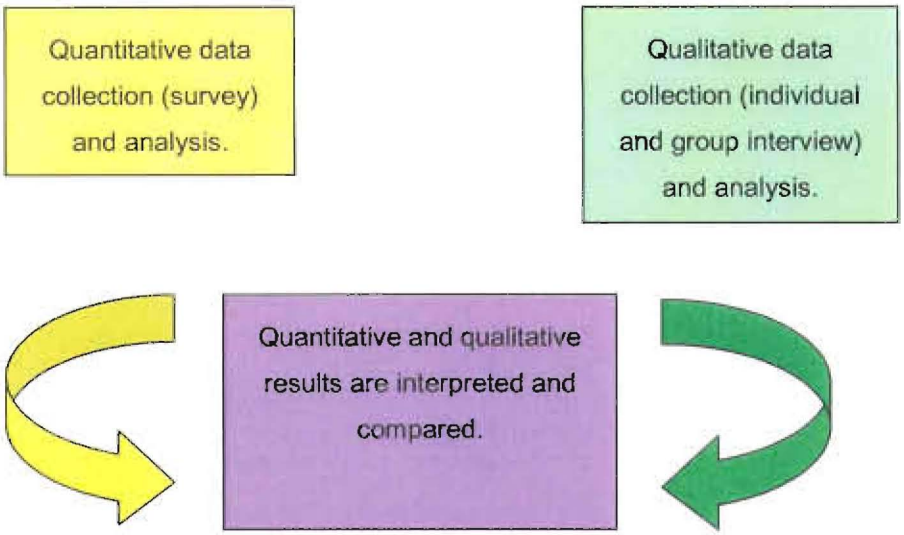
Qualitative methods deal with certain kinds of questions, but cannot answer other types of questions. The same is true of quantitative methods. The solution seems to be a combination of both the qualitative and quantitative methods (Bernard, 2006:452; Muijs, 2004:9; Thomas, 2003:6). One such combination is triangulation.

Guidelines for the practical interpretation of triangulation were explained by Duffy *in* De Vos (2005b:361) as:

- theoretical triangulation using numerous perspectives to analyse the same set of data;
- data triangulation using numerous sampling methods to make certain that the theory is tested in various ways;
- investigator triangulation using many researchers, such as observers and interviewers, in a study; and
- methodological triangulation using more than one data collection method.

In this study, methodological triangulation is applied, using both qualitative and quantitative methods, as implicated in Figure 4.2 below:

Figure 4.2: Triangulation mixed-method design (Ivankova *et al.*, 2007:267)



Triangulation is most effective when the research methods are applied concurrently and not sequentially, resulting in a time-saving process (Ivankova *et al.*, 2007:267). In this study, it was not possible to do the questionnaires and the interviews at the same time, as I was the only person collecting the data.

4.3.3 Population and sample

For the research to be conducted, a population has to be identified from which a sample can be drawn. A population includes the whole group in which the researcher is interested, which has to be described or about which conclusions have to be drawn. It is the group to which the researcher has to generalise her findings (Ivankova *et al.*, 2007:255; Muijs, 2004:37; Porte, 2002:241).

4.3.3.1 Survey sample

In this study, the population consists of all poor, second-language learners in South Africa. However, given logistical and time constraints, the population was limited to a sample of Grade 6 and 7 learners from an English primary school in the Vaal Triangle in South Africa, living in economic poverty, who

are second-language learners. The learners were black children from nearby townships and an impoverished part of town where the school is located.

The school has 866 learners, of whom 858 learners are black learners and eight learners are either white or coloured. There are 33 staff members, of whom 18 are white and 15 are black staff members. The feeding scheme at the school accommodates 56 learners. The feeding scheme was necessitated because most of the school's learners came from poor families.

The sample was limited to 65 participants for the survey research. As specified by the IRP, half of the participants had to be resilient and the other half non-resilient. For this study, 33 were resilient, and 32 were non-resilient. These resilient and non-resilient youth had to be identified by the community from which they were drawn. To do this an advisory committee (AC) was formed, consisting of five local people (adults and youth), who had something important to say about antecedents to resilience among children and families in their community (Cameron *et al.*, 2007:296; Ungar, 2002:4). In practice, it meant that, in this study, an AC was formed in order to help identify resilient and vulnerable participants who met the criteria for selection (that is, poor, second-language learners) in order to establish a sample to whom questionnaires were administered and to quantify the data (quantitative research).

The IRP specifies that the researcher should not choose the participants, but that an advisory committee (AC) does so (Cameron *et al.*, 2007:296; Ungar, 2002:4). The rationale relates to the idea that resilience is contextually shaped, and so people from the context where the research will take place should ideally help identify who would be resilient and non-resilient for that context.

In this study, the community was an impoverished neighbourhood in the Vaal Triangle. The AC for this study was drawn from the neighbourhood's school and consisted of the school's counsellor (a female, elderly Grade 7 Life Orientation educator who interacted regularly with all pupils and was well known to know the pupils), two involved learners (the head prefects) who

knew their peers well, a Grade 7 educator (a male Arts and Culture educator who was accessible to the learners and so knew them well), and me, the researcher (remedial educator at the school). During an information meeting, called by me, after school, these people were invited to form the AC and to assist with the research. They gladly accepted.

To help facilitate the identification of learners who qualify either as resilient or non-resilient participants, a definition of resilience was discussed and debated with the AC. The following guidelines, based on the description of resilience of Donald *et al.* (2007:172-175), Harvard Mental Health Letter (2006:6), LeBlanc *et al.* (2005:173), Masten and Coatsworth (1998:212), and Masten and Reed (2005:76), were explained to them:

Table 4.4: Identification of resilient and vulnerable youth (Donald *et al.*, 2007:172-175; Harvard Mental Health Letter, 2006:6; LeBlanc *et al.*, 2005:173; Masten & Coatsworth, 1998:212; Masten & Reed, 2005:76)

Resilient youth	Vulnerable youth
Scholastic functioning is good.	Limited scholastic achievement.
Socially popular and at ease/has friends.	Unacceptable social behaviour/ few, if any, friends.
Positive mental health (for example, displays self-efficacy, confidence, and a high self-esteem).	Negative mental health (for example, limited ability to be self-driven; poor self-esteem).
Positive behaviour; follows rules.	Negative attitude; breaks rules.
Participates in age-appropriate activities.	Participates in activities that are not age-appropriate.
Close relationship with caring adult.	Poor relationships with caregiver or parents/absent parents.
Supportive family networks.	Lack of supportive family networks.

The sample was purposively selected in that the panel adhered to the following preselected criteria (Nieuwenhuis, 2007:79):

- the 65 learners had to be poor, second-language learners in Grade 6/7 at a particular primary school;
- one group of 30 youth had to display characteristics of resilience; and
- the other group of 30 learners had to display characteristics of vulnerability.

4.3.3.2 Interview participants

The semi-structured interviews were approached from a phenomenological perspective, which meant that the interviews were aimed at understanding reality through others' perceptions of the phenomenon (in this case, resilience), and putting their perspective into words (Bernard, 2006:23-24; Colman, 2001:553; Leedy & Ormrod, 2005:139). This means that, in this study, the resilient learners' view regarding their resilience in the context in which they live were analysed and recorded.

The IRP recommended interviews with five elders and two or more with resilient adolescents.

For the purpose of this study, a group interview with four elders (one elder could not keep the appointment), as representatives of the community, and two semi-structured interviews were held with resilient youth.

Criteria for the inclusion of the **elders** included that participants had to:

- be an adult in the community where these poor, second-language learners grew up (the black educators come from the same community as the learners, and they teach at the same school the learners attend);
- understand the situation and have insight to contribute about resilience among poor, second-language learners; and
- have meaningful insights in the way these youth are growing up and functioning resiliently in their community.

Elders were recruited as follows: I informed all staff members about the study in the staffroom during break and requested participation of volunteers who believed they understood the learners' community, its risks, and its protective processes. At the close of this information session, five educators volunteered to participate in a group interview after school hours.

Poor, second-language **learners** being interviewed must:

- have completed the survey questionnaire; and
- be purposively selected from the resilient group who completed the questionnaire because they are proficient in English and confident enough to participate in an interview.

Their recruitment is described in Table 4.5.

4.3.4 Data collection process

Data collection represents the process by which data are collected (Leedy & Ormrod, 2005:104). The data collection process in this study is explained in Table 4.5.

Table 4.5: Summary of data collection process

QUANTITATIVE DATA: Survey questionnaires	QUALITATIVE DATA: Interviews with (a) youth, (b) elders
1. The AC identified 65 youth who qualified for the study: 32 non-resilient and 33 resilient youth. They were informed of the research, and their participation and assent were requested, after the research process had been explained and the voluntary nature of their participation emphasised (cf. Addendum D).	1a. A resilient boy and girl were identified by the AC, according to the criteria of resilience, as the best candidates for interviews and because of their competence in English. I requested their cooperation and explained that they could withdraw at any stage if they felt uncomfortable. Confidentiality was ensured (cf. Addendum G). The identified learners felt privileged to have been chosen and participated willingly. 1b. The black educators at the school where the study was conducted were informed of the project, and volunteers were requested to participate in the group interview. These educators were familiar with the conditions in which the learners lived and learnt because it was also their community.
2. Enough copies of the questionnaire were prepared. Consent letters were sent to the guardians to be read and signed. Learners assented to participation (cf. Addendum D).	2a&b. Consent letters were prepared for the participants, read to them, and explained, and I clarified any questions they had. The learners' parents'/guardians' consent was also requested (cf. Addendum G).

3. I volunteered to invigilate during a Grade 6 and 7 educator's illness and asked the principal's permission to let learners complete the CYRM during this time. The school counsellor, who was the Life Orientation educator and a member of the advisory committee, and I incorporated the questionnaire into a life skills lesson and allowed all the Grade 6 and 7 learners to participate. Only the responses of the identified resilient and non-resilient learners were used for this study.	3a. Interviews were conducted at different times with the boy and the girl. The interviews took place when learners had free time and were willing to be interviewed then. Interviews were recorded on tapes. 3b. The group interview was conducted during the teachers' strike in June 2007. There were no learners at school, and we used the opportunity to do the group interview.
4. I explained to the learners that there were no right or wrong answers and that it was their opinion that was important to the researcher.	4a&b. Learners and elders were put at ease by just making small talk before the interviews started. I made field notes about body language and emotions.
5. The questions were read to the learners to ensure that they understood and to give them the opportunity to ask questions if they were not sure.	5a&b. Sufficient time was allowed to explain questions if they seemed uncertain. All interviews were recorded.
6. Completed questionnaires were collected and taken to NWU for statistical analysis.	6. I did the transcriptions and the analysis of interviews.

4.3.4.1 The survey questionnaire: CYRM

> The *Oxford Dictionary of Psychology* (2001:610) defines a questionnaire as "a set of questions specially designed to provide objective information about some characteristic of a respondent, such as attitudes, preferences, interests, values, or personality".

There are three ways to collect survey questionnaire data (Bernard, 2006:252; Maree & Pietersen, 2007:156):

- personal face-to-face interviews;
- self-administered questionnaires; and
- telephone interviews.

The information gathered from the questionnaire is then transferred into data.

For the purpose of this study the self-administered questionnaires were applicable. The Child and Youth Resilience Measure (CYRM) was used (Ungar, 2002), as this was used in the International Youth Resilience Study.

The CYRM questionnaire as a research instrument had the following advantages and disadvantages for this study:

Table 4.6: The advantages and disadvantages of the survey questionnaire (Babbie, 2002:247; Leedy & Ormrod, 2005:183-185)

Advantages	Disadvantages
• The questionnaire was relatively short and not too time-consuming or costly. • The questions were not difficult to	• Some participants might have believed that their views were not accommodated for in the answering options, due to the closed format.

interpret. • The instructions were easy to follow. • The questionnaire was neat, professionally structured, and well organised. • Being able to remain nameless promoted more honest answers. • There was no time limit, enabling comprehensive reading. • It could be completed in a secure, well-known setting.	• Questions could have been misunderstood, due to poor proficiency in English. • Some respondents may have chosen options that they thought were expected of them and not how they actually felt.

The CYRM is a closed questionnaire consisting of 58 statements with a five-point rating scale. I added 15 site-specific statements with a five-point rating scale. These 15 statements covered resilience in terms of poverty and second-language learning for young adolescents. Risk and protective factors were covered in order to clarify their resilience or vulnerability within their community and in the South African context. The questionnaire consisted of the following:

Part 1: general information regarding the learner, that is, age, sex, and highest level of academic achievement.

Part 2: 58 standard multi-choice statements with a five-point rating scale.

Part 3: 15 additional study-specific multi-choice statements, determined in collaboration with the AC, with a five-point rating scale.

The five-point rating scale for the multi-choice statements provided the following options:

1. Not at all.

2. A little.

3. Somewhat.

4. Quite a bit.

5. A lot.

In order to make sense of the CYRM data, the statements were grouped thematically by the IRP. The CYRM questionnaire and the site-specific questions were divided into four categories. The two different groups of questions will be discussed separately in Chapter Five.

The categories are:

- Individual factors/processes;
- relationships;
- community factors/processes; and
- cultural factors/processes.

The grouping of questions by the CYRM (Ungar, 2002) is added as Addendum A, and the site-specific questions are added as Addendum B.

4.3.4.2 The semi-structured interview

An interview is a planned, organised meeting during which participants are questioned in order to collect information required to answer the central research question. It is helpful if the interviewer can put the participants at ease and be perceived as sincere. A wealth of information can be acquired during interviews with open-ended questions. Recording of interviews helps to accurately do verbatim transcriptions for the analysis of the content (Banyard & Grayson, 2000:500; Colman, 2001:376; Coolican, 1999:196; Leedy & Ormrod, 2005:146; Nieuwenhuis, 2007a:99).

In most qualitative research, interviews are semi-structured or open-ended (although interviews can be unstructured or very structured, too). This allows for flexibility and the incorporation of probing questions. In this study, face-to-face interviews were conducted (Greeff, 2005c:299; Leedy & Ormrod, 2005:146).

Semi-structured interviews were conducted in order to understand the phenomenon of resilience from the perspective of resilient, poor, second-language learners (Leedy & Ormrod, 2005:146). In this study, the focus of the questions was on:

- perceived antecedents of resilience;
- risk factors (second-language learning and poverty); and
- beliefs and perspectives of the individuals regarding these protective antecedents and risks.

Guidelines in the form of suggested questions had been formulated by the IRP, such as:

- "What things are most challenging for you learning in English/ being poor?"
- "What do you do when you face difficulties at school/at home?"
- "How have you managed to overcome challenges because of poverty?" (Ungar, 2002).

Interview questions are added as Addendum C.

Probing questions were added during the interviews to obtain clarity on the resilient youth's perception of resilience. As reliable information is required, participants sometimes need to be stimulated to give more information when answers are vague. Probing in a friendly manner and winning the trust of the participant require the following probing skills according to Greeff (*in* De Vos *et al.*, 2005:287-292):

- open-ended questions, which give the participant an opportunity to express emotions, for example, "Can you tell me about your relationship with your grandfather?";

- tracking, by closely following the participant's verbal and non-verbal communication, by showing intense interest in answers, and by allowing ample time for the participant to tell a story without interrupting;

- clarification can be requested, for example, "What do you mean when you say ...?"; and

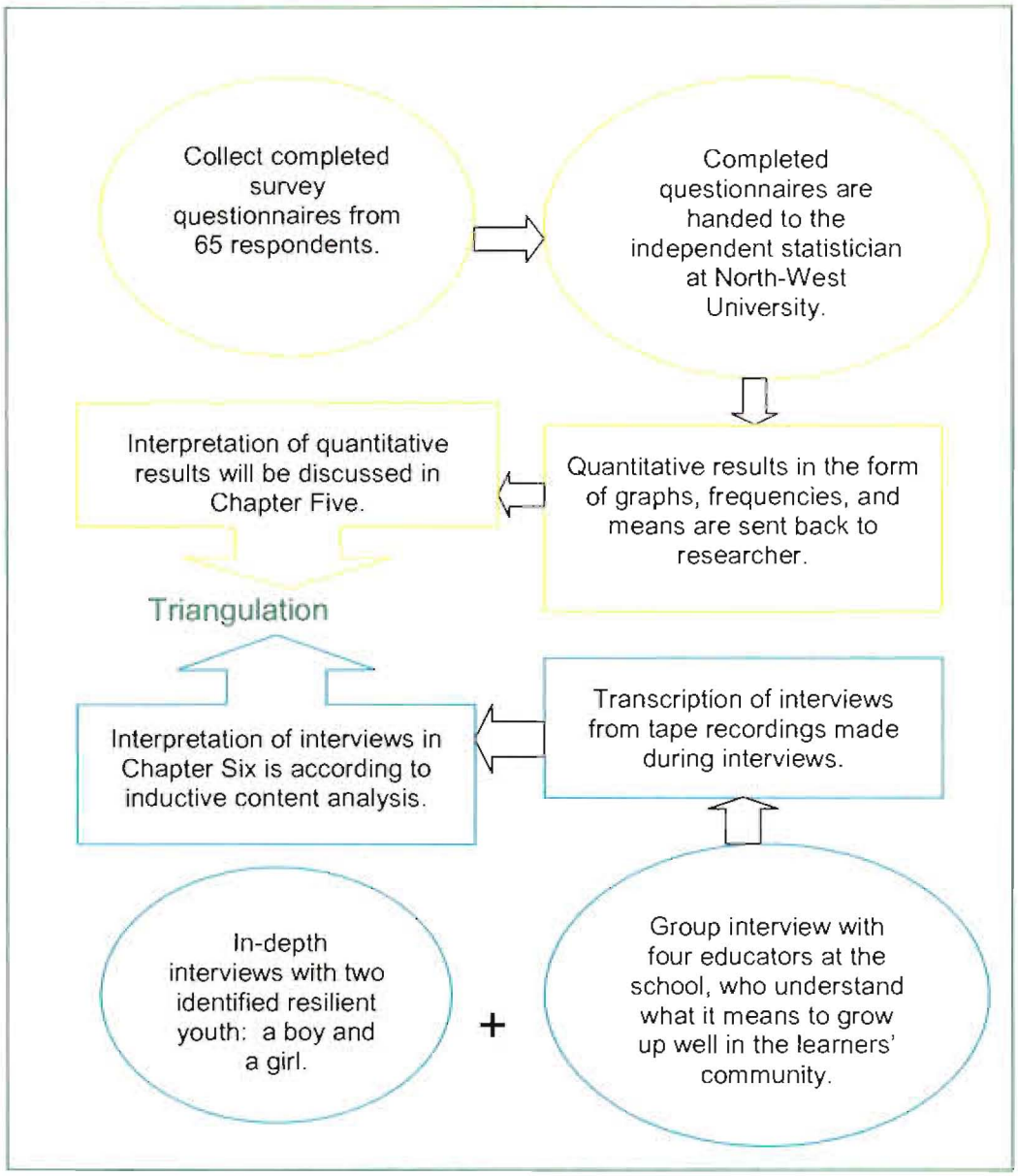
- summarising reflectively, for example, "Do I understand you correctly when I say that ...?" or "So you feel that ...?"

4.3.5 Data analysis

The mixed-method study includes the collection of both quantitative and qualitative data. The different kinds of data require different data analysis methods.

These data analysis methods are summarised in Figure 4.3 and clearly indicate how triangulation resulted.

Figure 4.3: The process of data analysis



In this study, qualitative interviewing assisted to verify results obtained from quantitative data that were collected by means of survey questionnaires (Greeff, 2005c:299). Chapter Six will address the inductive analysis of the interviews and the confirmation of information that was found in the statistical analysis of the results of the quantitative survey questionnaires (Chapter Five).

4.3.5.1 Quantitative data analysis

The data of the survey questionnaire were analysed and processed by an independent statistician of the Statistical Services of the Vaal Triangle Campus of the North-West University using Statistica (Version 7) and SPSS software packages. Responses from the CYRM were analysed using a frequency count and descriptive statistics. Descriptive statistics include:

- "points of central tendency;
- amount of variation; and
- the extent to which different variables are related to one another" (Leedy & Ormrod, 2005:257).

Frequency tables were used to represent the results. T-tests were used to indicate the difference between the variables measured for the resilient and the non-resilient groups (Creswell, 2005:191; Leedy & Ormrod, 2005:39). A P-value of less than 0.05 indicates a significant statistical difference between the variables. That would indicate a significant difference between the resilient and the non-resilient groups (Creswell, 2005:191).

In addition, the quantitative results were briefly compared to the findings of the International Youth Resilience Study (Ungar *et al.*, 2006b). Comparison with international data of the IRP is addressed in Chapter Five.

4.3.5.2 Qualitative data analysis

Qualitative data analysis attempts to interpret how participants understand a specific phenomenon by analysing these participants' attitudes, perceptions, emotions and knowledge of the phenomenon (Nieuwenhuis, 2007:99). Inductive analysis of qualitative data is a comprehensive and systematic study of data that searches for recurring patterns and themes in the raw data (De Vos, 2005:333; Nieuwenhuis, 2007:99).

The procedure of inductive content analysis is as follows (Flick, 2002:190-191; Leedy & Ormrod, 2005:142; Merriam, 2008; Nieuwenhuis, 2007: 104-111):

1. identify the material to be coded. (Interviews were conducted with two selected adolescents and a focus group in this study and the transcribed contents became the material to be coded.);

2. read the transcribed material a number of times and focus on relevant parts (i.e. parts that will answer the original research questions);

3. paraphrase the relevant segments and code or label them (for example open-coding is done);

4. group similarly coded or paraphrased sections into themes or categories (this relates to axial coding);

5. note different ways in which the phenomenon being researched may have been experienced or interpreted;

6. reread the original transcripts carefully to make sure that no other groupings, themes or exceptions to the themes were missed; and

7. link the themes to existing literature so that it can be shown whether the data corroborate existing theory or whether they suggest new working hypotheses.

Flick (2002:191) describes three techniques used in the methodical procedure of summarising material in inductive data analysis:

1. paraphrase; thus less relevant information or similar paraphrases are skipped (first reduction);

2. similar paraphrases are bundled and summarised (second reduction); and

3. different ways in which the phenomenon is experienced are noted.

There are three basic coding methods that are applied to data in order to determine patterns and recurring themes (Nieuwenhuis, 2007a:107):

- open coding breaks down, compares, and categorises data;

- axial coding groups data in new categories after open coding by means of comparison of the open codes; and

- selective coding involves the selection of a core category, then relating this category to other categories and validating the relationships.

Open coding and axial coding are applicable to the inductive data analysis of this research study. Selective coding is typically used in grounded theory studies (Meriam, 2008).

In this study, interviews were conducted in a semi-structured way and recorded in order to transcribe accurately. Thereafter, the data were content analysed using an inductive approach. This means that I read the data repeatedly to find themes that repeated themselves. I coded (or named) these pieces of data (Maree & Van der Westhuizen, 2007:37; Nieuwenhuis, 2007a:99). My coding was influenced by my knowledge of resilience theory (cf. Chapter Two), of poverty and second-language learning (cf. Chapter Three), and my long-standing experience of everyday life in the community from which the participants were drawn. In other words, the procedure was as follows (Flick, 2002:190-191; Leedy & Ormrod, 2005:140; Nieuwenhuis, 2007a:107):

- interviews were conducted with two selected adolescents and a focus group in this study, and the transcribed interviews became the data selected for analysis;

- relevant material/passages/words (such as resilience characteristics of poor, second-language adolescents in this study) were focused on;

- relevant information was coded according to resilience theory (open coding), and similarities and differences were sought;

- the coded data were grouped into categories (axial coding);

- the original transcripts were reread to ensure that all themes and patterns were covered, and any data that did not fit the overall pattern were sought; and

- the themes were interpreted using current literature on resilience, poverty, and second-language learning.

Chapter Six will address the inductive data analysis in detail.

4.4 RELIABILITY AND VALIDITY

In this study, the soundness of the research is improved by the collection of qualitative and quantitative data.

4.4.1 Reliability and validity of quantitative research

Reliability in quantitative research looks at how well an instrument measures. Results cannot be valid without reliability. Validity on the other hand relates to the extent to which an instrument measures what it claims to measure (Maree & Van der Westhuizen, 2007:39)

The CYRM is considered reliable and valid because the 58 items that initially formed the CYRM established good reliability with Cronbach's alpha scores for chosen subsets of questions as follows: individual (.84), relational (.66), community (.79), and culture (.71) (Ungar, 2006a:13).

4.4.2 Trustworthiness of qualitative research

In qualitative research, reliability refers to the results which are dependable, trustworthy, stable, consistent, accurate, predictable, repeatable, and generalisible (Colman, 2001:629; De Vos, 2005b:345). Trustworthiness (reliability and validity) in qualitative research depends on "truth value, applicability, consistency and neutrality" according to Guba's model (*in* De Vos, 2005b:345):

- **truth** value refers to the confidence that was established by the researcher in the truth of the results for the subjects and the context in which the study was done. Credibility ensures truth value;

- **applicability** refers to the ability to generalise results to larger populations or to apply the findings to other contexts;

- **consistency** refers to whether the study can be repeated with similar results; and

- **neutrality** asks whether the results are influenced by the researcher's subjectivity. Confirmability by means of field notes or triangulation ensures neutrality (De Vos, 2005b:345).

In this study, I was careful to describe the research participants and setting in enough detail that other researchers might decide whether the findings of this study are applicable to theirs. I attempted to provide a rich description and to ask participants to check and confirm (or disconfirm) my interpretation of what contributed to resilience.

Reliability in **qualitative research** can be increased by taking the following steps (Nieuwenhuis, 2007a:113-115):

- use a variety of data sources;

- ensure the accuracy of raw and processed data with participants;

- do not generalise;

- avoid being biased; and

- coding of data has to be done thoroughly.

I tried hard to avoid bias and was aware of my assumptions (cf. Chapter One, 1.6). I checked with participants regarding the accuracy of the transcribed data and my interpretation of it. I collected data from learners and teachers. The coding process was done a number of times to try and ensure that I missed no relevant data.

Validity in **qualitative research** is supported by triangulation, through the comparison of various data sources to identify common themes (Leedy & Ormrod, 2005:100). As discussed previously, data collection and interpretation were triangulated in this study.

4.5 ETHICAL ASPECTS

Ethical issues are always part of the research project, especially where humans are the focus of the project (Short, 2006:111). Leedy and Ormrod (2005:101-102) identified four categories of ethical issues:

- **protection from harm:** This relates to the importance of protecting participants' welfare as well as the need to provide a safe environment for sensitive times in discussions (Short, 2006:111-112).

  I did not anticipate that participants' welfare would be compromised because neither the survey nor interview contained questions which might have caused discomfort for participants. Nevertheless, I assured participants that should they experience psychological stress, counseling would be available;

- **informed consent:** The general rule is that participation is voluntary. Prior to consent, the researcher should provide information regarding the goals and methods of the research. Participants have the right to withdraw from the study at any time. Participants sign an informed consent form which contains the necessary information about the research (Hopf, 2005:335-336).

  I practised informed consent in this study, providing information orally to the participants as well as through informed consent forms (Addendums D & G). Parents/guardians were also asked to sign the consent forms;

- **right to privacy:** Confidentiality relates to the participant being reassured that his identity and any information that he disclosed but wants kept private will not be made public (Short, 2006:111).

  I assured participants taking part in this study that their privacy would be respected. Participation was strictly voluntary, all responses were treated confidentially, and the identity of the respondents would not be disclosed. Numbers were used on the survey forms, so participants could remain

anonymous. In the interviews the participants are described as resilient male and female, or Educator 1, 2, 3, or 4;

- **honesty with professional colleagues.** Researchers should adhere to:
    - reporting their findings honestly without misinterpretation or misleading others; and
    - avoiding plagiarism and documentary theft, giving credit and acknowledging others' ideas.

    In this study, I acknowledged words and ideas of other researchers and writers through quotes and references. All data were honestly reported; and

- **internal review boards.** Universities and research institutions have review boards responsible for the scrutinising of all research proposals for human research. They ensure that no harm will be done to participants and that the procedures that are followed ensure privacy, safety, and anonymity (Leedy & Ormrod, 2005:102). North-West University and my study leader managed these functions. My proposal to conduct this study was reviewed and accepted by the internal review board of NWU.

4.6 ADMINISTRATIVE PROCEDURES

Permission was requested from the Gauteng Department of Education for the CYRM to be completed by the target population in a primary school in the Sedibeng West District. The questionnaire was submitted to the GDE, and permission to administer it to Grade 6 and Grade 7 learners was subsequently given. The letter of permission is added as Addendum E.

Permission was requested from the principal of the school to conduct the study during Life Orientation periods in conjunction with life skills education. The principal was positive towards the study. The letter is attached to Addendum F.

Questionnaires were prepared to provide to the 65 respondents. Copies are attached to Addendums A and B.

Sufficient informed consent forms were copied for the survey research as well as for the interviews of the five elders and two adolescents. Copies of these letters are attached to Addendum D and G.

4.7 CONCLUSION

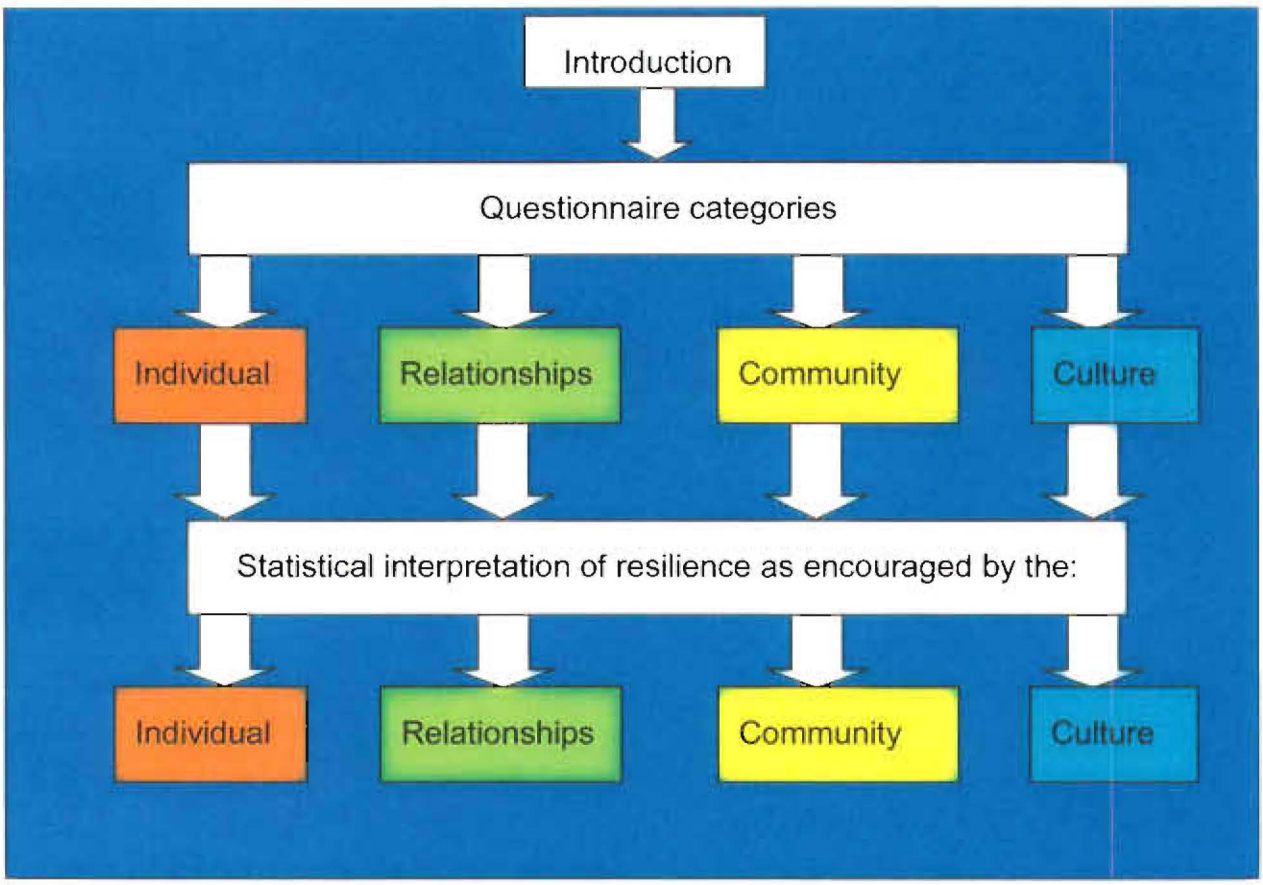
I conducted an extensive literature study on poverty and second-language learning. Qualitative and quantitative research methods will now be used to research resilience in poor, second-language learners as well as compare resilient and vulnerable adolescents.

In the following chapter, I will document the findings of the survey research and make inferences about the antecedents of resilience among the participants in this study.

CHAPTER FIVE

DATA ANALYSIS AND INTERPRETATION: QUANTITATIVE DATA ANALYSIS

Figure 5.1: Overview of Chapter Five



5.1 INTRODUCTION

The survey research results, gained from the CYRM, will be reviewed in this chapter. The interpretation of the questions will be discussed after each graph. The resilient group had 32 participants, and the non-resilient group had 33 participants.

5.2 QUANTITATIVE DATA ANALYSIS

The results of the identified resilient group will be compared to the results of the identified non-resilient group in order to identify factors contributing to

resilience. For the purpose of this study, a Cohen D-value of more than 0.8 indicates a significant difference between the resilient group and the non-resilient group (Creswell, 2005:164), as summarised in Table 5.1 below.

Table 5.1: Cohen D-value and statistical differences

D-value	D < 0.2	0.5 < D < 0.8	D > 0.8
Effect	Small effect	Medium effect	Large effect
Conclusion	Statistical differences are insignificant.	Statistical differences occur, but are not significant.	Statistical differences are significant.

The Cohen D-value for most of the questions in this study was higher than 0.8. This means that there are significant differences between the resilient and non-resilient participants in this study (Creswell, 2005:164). A summary of the t- and D-scores is provided as Addendum J.

5.2.1 The questionnaire categories

To manage a more specific interpretation of the characteristics of the resilient adolescent, the questions in the CYRM questionnaire and the site-specific questions were divided into four categories (Ungar, 2002). The results of the CYRM and site-specific questionnaires will be discussed separately.[3]

As noted in Chapter Four, the categories relate to:

- individual factors;
- relationships;
- community factors and processes; and

[3] For the purpose of this study, the CYRM questions will be indicated with an 'A' and the site-specific questions with a 'B'.

- culture.

Table 5.2 below provides an interpretation to the colour codes of the graphs used to illustrate participant responses to the CYRM questions.

Table 5.2: Key to colour code on graphs regarding choices participants made in answering the questionnaire

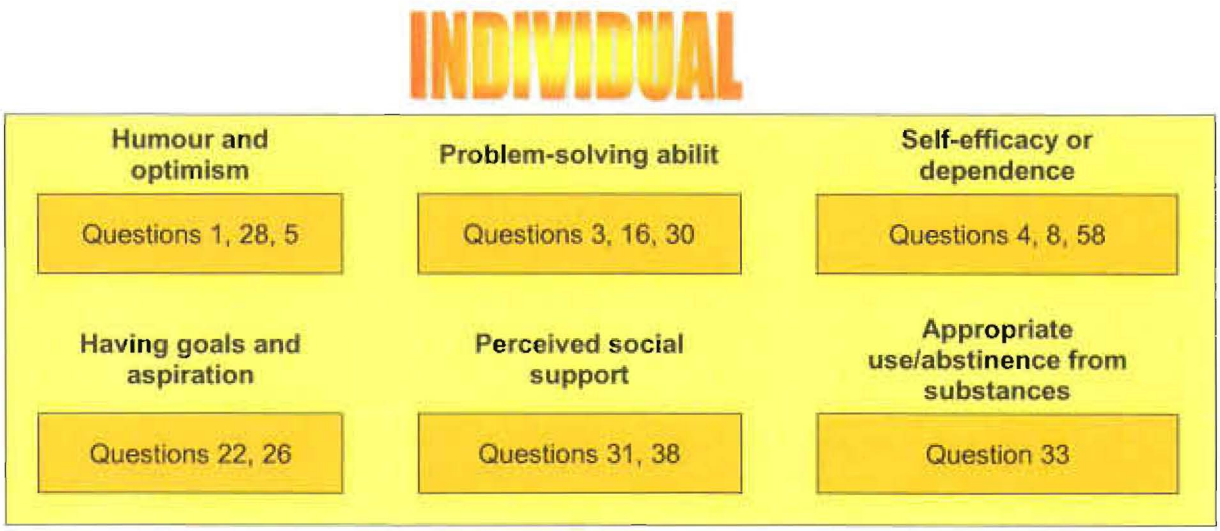
1	2	3	4	5	
Not at all	A little	Somewhat	Quite a bit	A lot	Missing

The key needs to be reversed for Questions A33, B7, B13, and B15. In the interpretation of the graphs, I grouped factors 4 and 5, and 1 and 2.

5.2.2 Resilience and the individual

The graphs in this section indicate individual differences between resilient and non-resilient adolescents. Each graph reflects related characteristics researched in this study and will be titled as such. These characteristics are summarised in Figure 5.2 below. They were identified and grouped by the IRP. Each grouping will be reflected as a separate graph of the findings and then discussed.

Figure 5.2: The grouping of questions according to themes regarding individual characteristics



Empathy	Assertiveness	Sense of duty	Self-awareness and insight
Questions 7, 14	Questions 9, 36	Questions 13, 47	Questions 18, 40, 45, 49

5.2.2.1 Humour and optimism

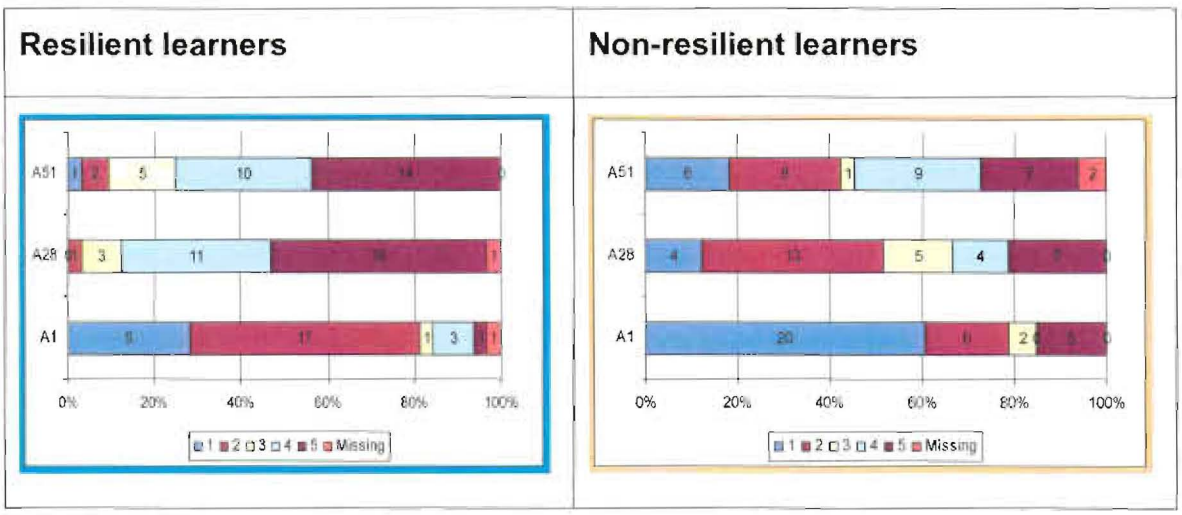
The questions related to humour and optimism are questions:

A51: Do you think most problems in life will get solved in a positive way?

A28: Do people think you are fun to be with?

A1: Do you think having fun and laughing can help solve problems in life?

Graph 5.1: Humour and optimism



According to **Question A1**, 5[4] non-resilient adolescents feel that fun and laughter can help solve problems in life, while 4 resilient adolescents agree with the statement. The majority of adolescents do not regard fun and laughter as problem-solving skills. This result represents a difference between the resilient and non-resilient group that is not significant.

Question A51 shows that 24 resilient adolescents and only 16 non-resilient adolescents agree that most problems in life will get solved in a positive way.

[4] Numbers instead of words were used to indicate numerical data in this chapter

This result represents a difference between the resilient and non-resilient group that is not significant.

Question A28 reveals that 27 resilient adolescents believe that they are fun to be with, while only 11 non-resilient adolescents believe the same, indicating a significant difference between the two groups.

It may be that in the community from which these children come, problems are not regarded as a laughing matter, and laughing a problem off is not thought to be a solution – this might be why the resilient group do not consider that fun and laughter will help solve problems. However, the resilient adolescents indicated that they were fun to be with and that they anticipated that problems would be solved positively. This finding supports previous findings that humour and optimism are characteristic of resilient youth (Appelt, 2006; Donald *et al.*, 2007:172; Heller *et al.*, 1999:334; Kumpfer in Glantz & Johnson, 1999:208; Siebert, 2006:89).

5.2.2.2 Problem-solving ability

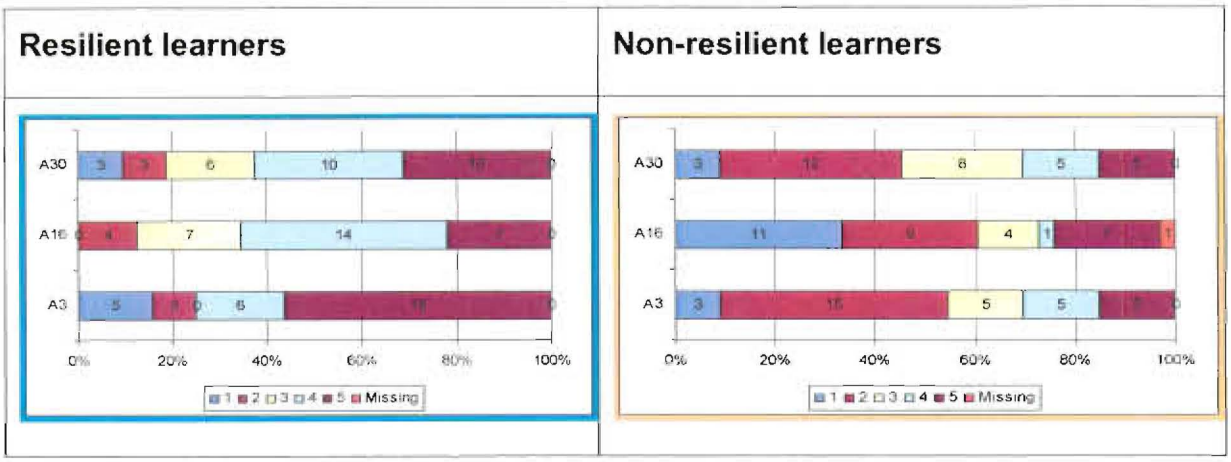
The questions concerned with problem-solving ability are the following:

A30: Do you feel you can solve your own problems?

A16: Do you feel confident when you are in challenging and confusing situations?

A 3: Do you keep going even when life gets difficult?

Graph 5.2: Problem-solving ability



To keep going even when life gets difficult, according to **Question A3**, is endorsed by 24 resilient and only 10 non-resilient adolescents, which is a significant difference. For these resilient adolescents, living in poverty and having to learn in their second language, are not excuses for giving up.

These responses underline the importance of the context in resilience (Everall *et al.*, 2006:482; Richman & Fraser, 2001:5). In the context of these resilient participants, giving up is not an option. Other studies have also associated tenacity with resilience (Theron, 2006:209)

Question A16 indicates that 21 resilient and only 8 non-resilient adolescents feel confident when they are in challenging and confusing situations. There is a significant difference between the resilient and non-resilient youth. This result supports literature stating that self-confidence enables resilient youth to say how they feel and what they need when they face problems and that it empowers resilient youth to avoid experiencing helplessness in difficult situations (Donald *et al.*, 2007:172; Gordon Rouse *et al.*, 1998:297; Mampane & Bouwer, 2006:444; Masten & Coatsworth, 1998:208; Siebert, 2006:89).

The resilient participants reflected a greater tendency to feel confident when they were in challenging and confusing situations and to solve their own problems. This suggests a stronger internal locus of control, which has also been linked to resilience (Donald *et al.*, 2007:173; Mampane & Bouwer, 2006:444; Masten & Coatsworth, 1998:209; Pellino, 2006:5).

Solving their own problems in **Question A30** is applicable to 20 resilient and only 10 non-resilient adolescents. There is a statistical difference in the results, but it is not significant. This is not an outright confirmation that resilient youth can solve their problems in creative ways (Appelt, 2006; Heller *et al.*, 1999:334; Kumpfer in Glantz & Johnson, 1999:208; Siebert, 2006:89).

5.2.2.3 Self-efficacy or dependence

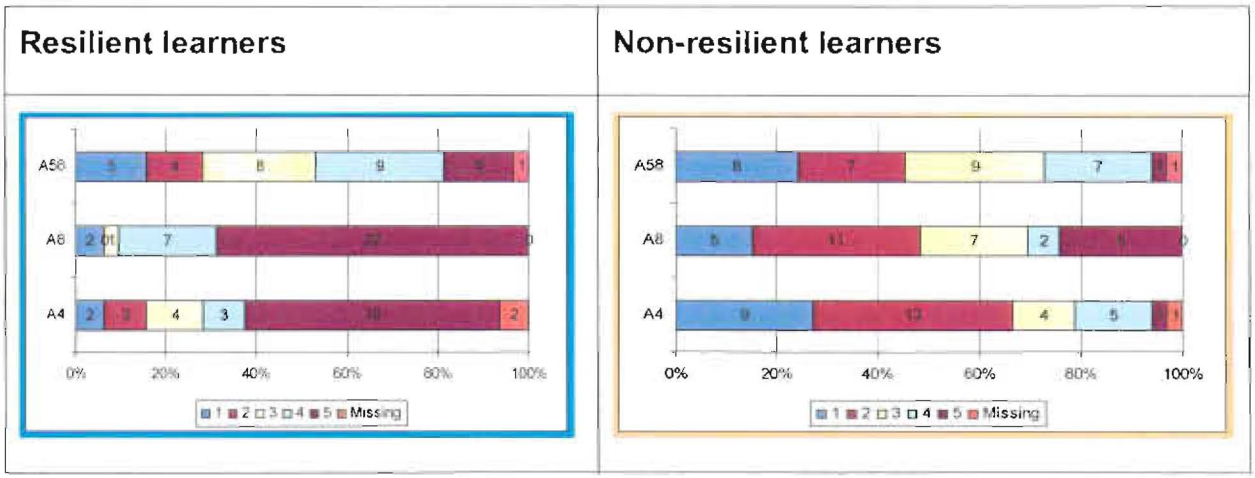
The questions related to self-efficacy/dependence are the following:

A58: Do you think that you are at least as good as (or better than) other youth you know?

A8: Do you need to cooperate with people around you if you want to succeed?

A4: Does what you do now influence what will happen later in your life?

Graph 5.3: Self-efficacy or dependence



What you do now, influences what will happen later in your life, is the belief of 21 resilient and 6 non-resilient adolescents in **Question A4**. Significantly more resilient youth than non-resilient youth feel that current behaviour and the consequences of present behaviour influence the future. Thus, a proactive attitude in their current situation reflects a sense of hope and ideals for the future, which is associated with resilience (Mampane & Bouwer, 2006:444; Pellino, 2006:4-5).

A significant difference is noted in **Question A8**, which reveals that 29 resilient and 10 non-resilient adolescents agree that to cooperate with people around you is important if you want to succeed. The resilient group realise the importance of cooperation. Research suggests that compliance with expectations and rules (that is, behaviour that promotes cooperation with others) promotes resilience (Mampane & Bouwer, 2006:444; Masten & Coatsworth, 1998:209; Pellino, 2006:5).

Fourteen resilient and 8 non-resilient adolescents answered in **Question A58** that they were at least as good as (or better than) other youth they knew. The difference between the groups is not significant in this response. Fewer than half of the resilient respondents agreed with the statement. These results differ from research that a positive self-concept or self-image and feeling of self-worth are characteristics of resilient youth (Kumpfer in Glantz & Johnson, 1999:208; Siebert, 2006:89).

There are various possible contextual explanations for this difference:

- the respondents could have interpreted the statement as being forward and decided to be humble – possibly as expected from them in their culture (Ramphele, 2002:96);

- the fact that they are ESL learners may also influence their attitude toward their peers who are not ESL learners. The ESL learners may not want to lose their friends who are being educated elsewhere in their mother tongue by having an attitude that says "I think I am better than you because I learn in English"; and

- low self-esteem is generally associated with ESL learners because of their limited proficiency in English and subsequent barriers to learning and communication (Donald *et al.*, 2007:196).

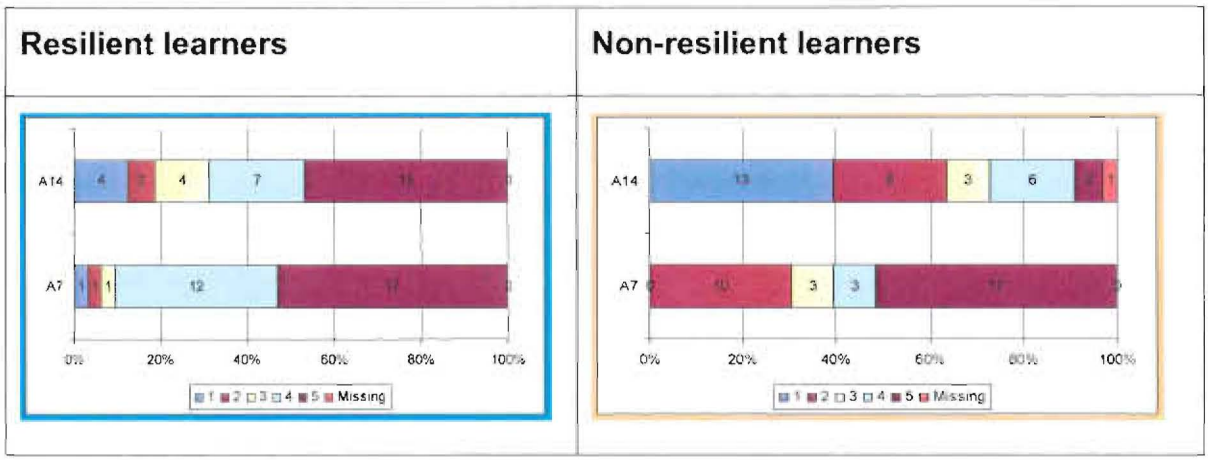
5.2.2.4 Empathy

The following questions are related to empathy:

A14: Do you feel kindness for people you don't like when bad things happen to them?

A7: Do you understand others' feelings?

Graph 5.4: Empathy



Twenty-nine resilient and 20 non-resilient adolescents indicated that they understood others' feelings in **Question A7**. Compassion was not significantly more noted by the resilient youth than by the non-resilient youth. Interpersonal skills, such as empathy and helpfulness, are skills reflecting resilience in youth (Appelt, 2006; Boyden & Mann, 2005:7; Everall *et al.*, 2006:463; LeBlanc *et al.*, 2005:173).

Feeling kindness for people they do not like when bad things happen to them is the right thing to do according to 22 resilient and 8 non-resilient adolescents in **Question A14**. The resilient group indicated empathy, as the significant difference indicates. The culture of this community emphasises support to others, as the resilient group indicated, because the township culture in Africa supports *ubuntu*, meaning respect among one another (Theron, 2007:366). Empathy is described as a trait associated with resilience in previous studies (Appelt, 2006; Boyden & Mann, 2005:7; Everall *et al.*, 2006:463; LeBlanc *et al.*, 2005:173).

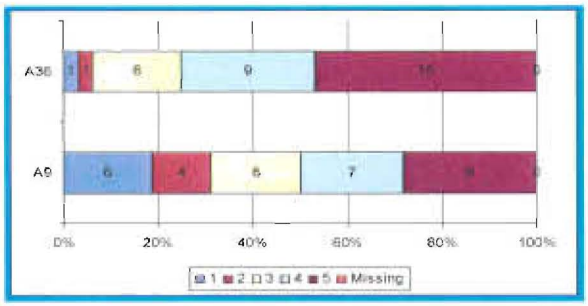
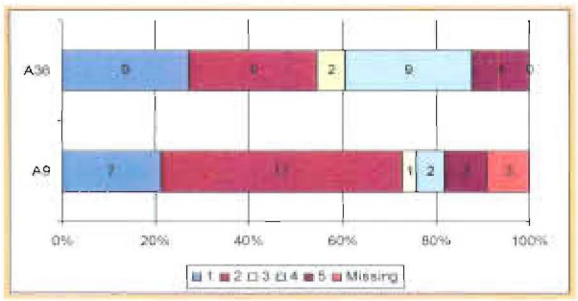
5.2.2.5 Assertiveness

The questions related to assertiveness are the following:

A36: Are you comfortable asking for help?

A9: Can you express yourself without worrying about being criticised?

Graph 5.5: Assertiveness

Resilient learners	Non-resilient learners
	

According to **Question A9**, more resilient adolescents (n=16) than non-resilient adolescents (n=5) can express themselves without worrying about being criticised, which is a statistical, but not significant, difference. A positive self-image and strong interpersonal skills contribute to being resilient according to studies in the past (Kumpfer in Glantz & Johnson, 1999:208; Siebert, 2006:89). The fact that they are ESL learners may contribute to the reason why so few learners, although they are resilient, have confidence in expressing themselves in English (Donald *et al.*, 2007:196).

In **Question A36**, 24 resilient and 13 non-resilient adolescents are comfortable asking for help. A significant difference is evident. Previous studies agree that the ability to ask for help from peers and adults is a coping strategy used by resilient adolescents (Kitano & Lewis, 2004).

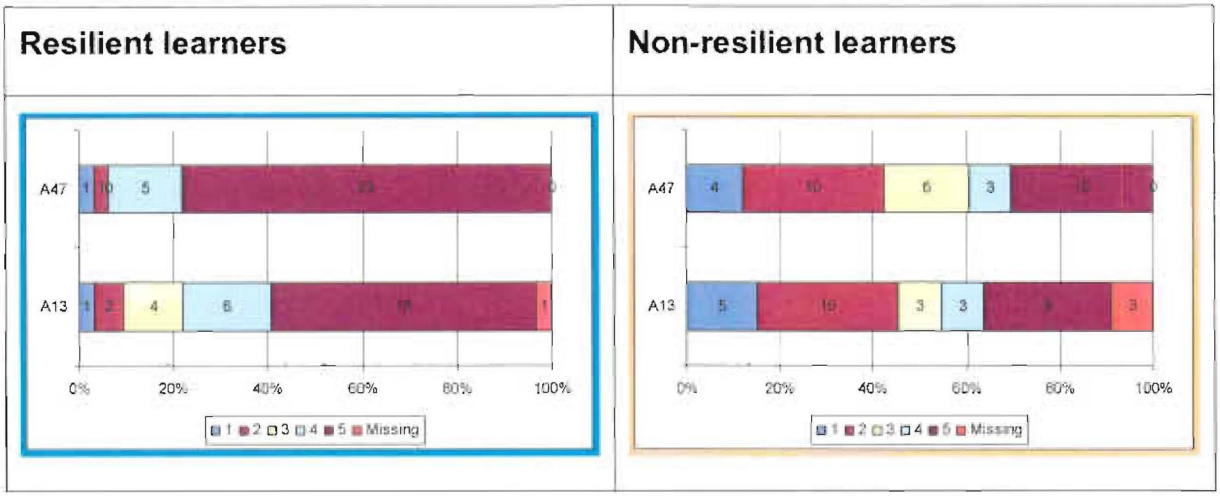
5.2.2.6 Sense of duty

The questions concerned with a sense of duty are the following:

A47: Do you think it is important to serve your community?

A13: Do you think each individual is responsible for making the world a better place?

Graph 5.6: Sense of duty



According to **Question A13**, 24 resilient and 12 non-resilient adolescents think each individual is responsible for making the world a better place, and that it is important to serve your community is the inclination of 30 resilient and 13 non-resilient adolescents in **Question A47**. A statistical difference that is close to significant is evident. These resilient adolescents are committed to loyalty towards their community. Possibly because they feel good about themselves, they can engage positively and actively with others. These characteristics reinforce each other (Appelt, 2006; Donald *et al.*, 2007:172; Heller *et al.*, 1999:334).

5.2.2.7 Self-awareness and insight

The following questions are related to self-awareness/insight:

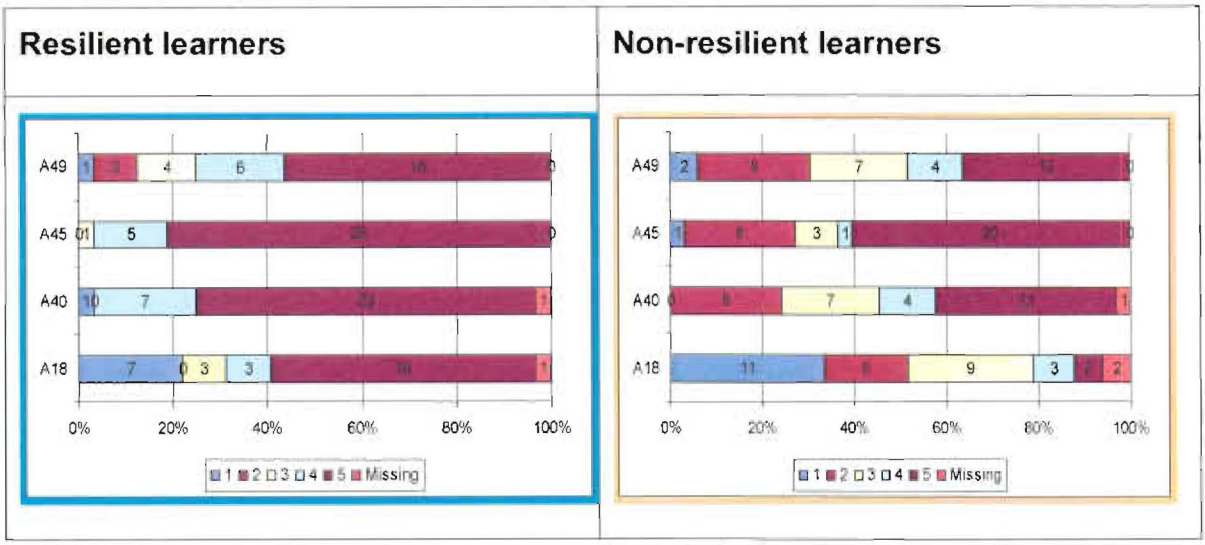
A49: Are you aware of your own weaknesses?

A45: Are you aware of your own strengths?

A40: Are you comfortable with how you express yourself in close relationships with others your own age?

A18: Are you comfortable with how you express yourself sexually?

Graph 5.7: Self-awareness and insight



Twenty-one resilient and 5 non-resilient adolescents in **Question A18** feel comfortable with how they express themselves sexually. These results show a significant difference, confirming research that states that resilient youth display self-confidence when they express themselves (Boyden & Mann, 2005:7; Everall *et al.*, 2006:463).

According to **Question A40**, 30 resilient and 17 non-resilient adolescents think they are comfortable with how they express themselves in close relationships with their peers, resulting in a statistical difference that is close to significant.

In **Question A45**, 31 resilient and 21 non-resilient adolescents indicated awareness of their own strengths, a noted difference that is not significant.

In **Question A49**, 24 resilient and 16 non-resilient adolescents indicated awareness of their own weaknesses. This result shows an insignificant difference that cannot be linked to the fact that only resilient youth typically ask for help if they are in need (Kitano & Lewis, 2004).

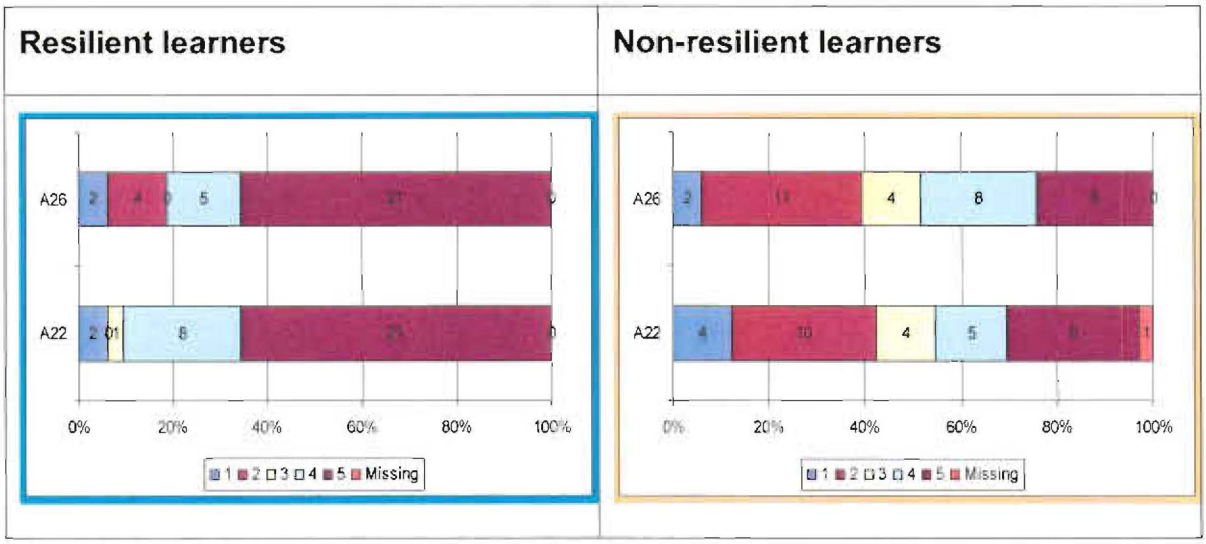
5.2.2.8 Having goals and aspirations

The following questions are related to having goals and aspirations:

A26: Do you have a vision of how the future should be?

A22: Do you strive to finish what you start?

Graph 5.8: Goals and aspirations



Striving to finish what you start is the belief of 29 resilient and 14 non-resilient adolescents in **Question A22**. This finding is significant in that it agrees with literature claiming that resilience is associated with positive plans for the future and a will to succeed (Boyden & Mann, 2005:6; Heller *et al.*, 1999:334; Mampane & Bouwer, 2006:444; Pellino, 2006:4-5).

Twenty-six resilient and 16 non-resilient adolescents in **Question A26** have a vision of how the future should be. A difference is evident, but not significant.

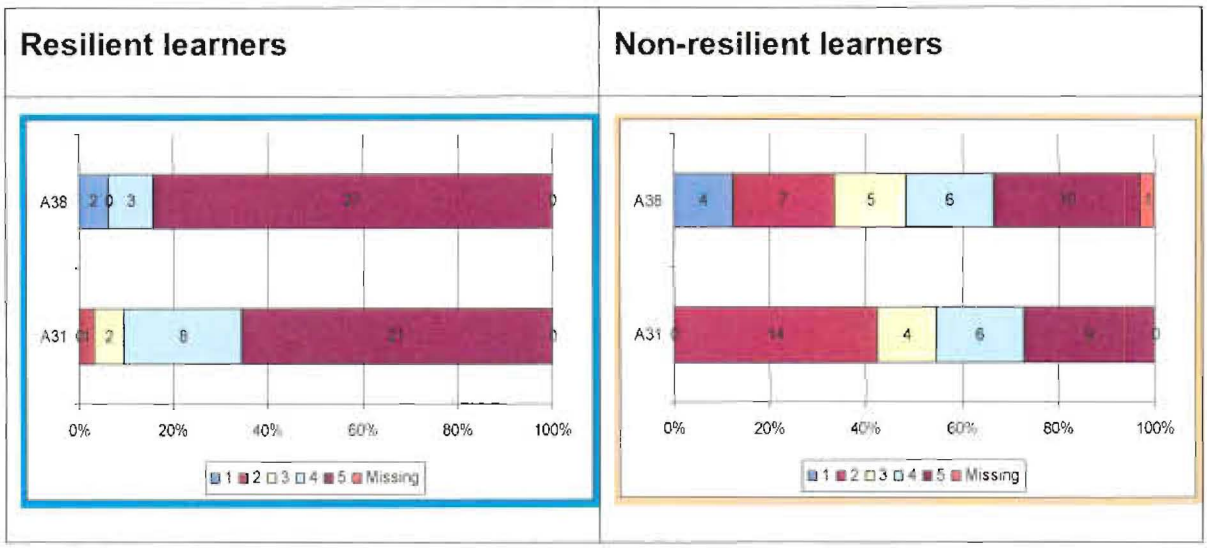
5.2.2.9 Perceived social support

The questions related to perceived social support are the following:

A38: Do you think your family, friends, and/or relatives will always stand by you during difficult times?

A31: Do you feel a sense of being part of a group when you are with your friends?

Graph 5.9: Perceived social support



Twenty-nine resilient and 15 non-resilient adolescents feel a sense of being part of a group when they are with their friends **(Question A31)**. This finding reveals a significant difference and supports literature stating that the resilient youth are cooperative and academically competent, can socialise easily, are sensitive and loving, and expect success because of inner control and the ability to be cooperative (Gordon Rouse *et al.*, 1998:297; Smokowski *et al.*, 2000:426). Research has established that social acceptance and belonging to a peer group reinforce resilience (Cameron *et al.*, 2007:296).

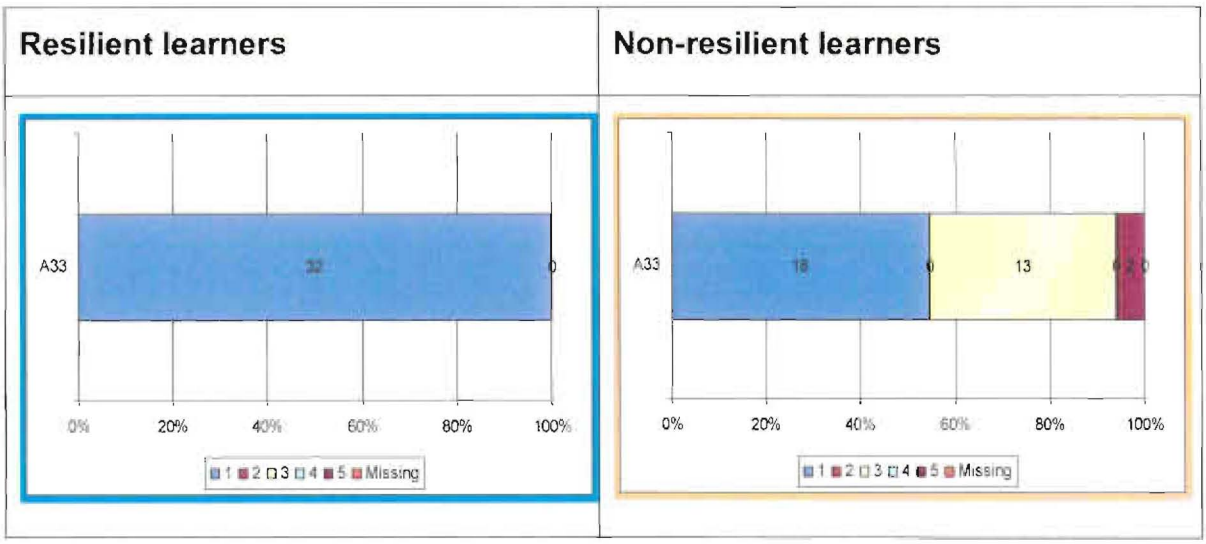
Viewing family, friends, and/or relatives as supportive during difficult times is the viewpoint of 30 resilient and 16 non-resilient adolescents in **Question A38**. The conclusion of this result is significant and supports findings of previous studies claiming that parental support, such as guidance to assist the youth in difficult times, companionship, and the assurance that the youth are valued, nurture resilience (Everall *et al.*, 2006:463; LeBlanc *et al.*, 2005:177). This result supports findings of previous studies claiming that sources cf parental support can consist of guidance to assist the youth through the challenges in life, providing companionship, and the assurance that he/she is valued (Everall *et al.*, 2006:463; LeBlanc *et al.*, 2005:177). Family, community, and peer support encourage resilience (Cameron *et al.*, 2007:296).

5.2.2.10 Appropriate use or abstinence from substances

The question related to appropriate use/abstinence from substances is:

A33. Do you think non-prescription drugs and/or alcohol will help you when you have to deal with lots of problems?

Graph 5.10: Use of substances



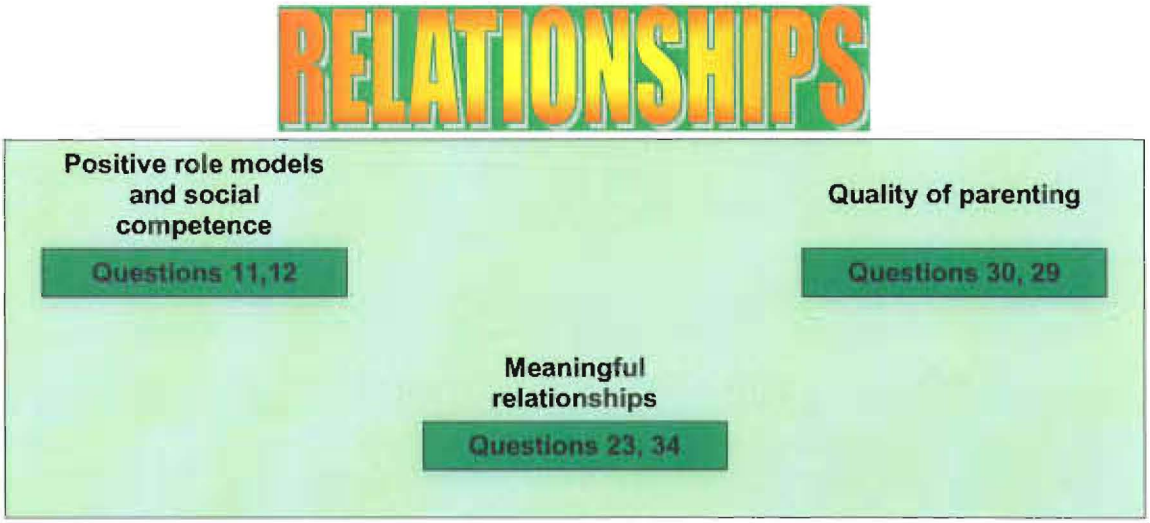
In **Question A33**, all the resilient respondents and 31 of the 33 non-resilient respondents believe that non-prescription drugs and/or alcohol will not help you when you have to deal with lots of problems. There is not a significant difference in the results between the resilient respondents and non-resilient respondents. The resilient and vulnerable youth clearly reject substance abuse, which is considered a risk factor (Donnon & Hammond, 2007:460; Gonzales & Kim, 1997:492). The participants in this study are still young (13-14 years old) and possibly have not been exposed to drugs or alcohol yet, or the community could be strict or protective towards the youth by teaching them about the dangers of substance abuse (this is done, for example, in their Life Orientation lessons).

5.2.3 Resilience and relationships

The graphs in this section reveal findings to indicate differences between resilient and non-resilient adolescents' relationships. According to the grouping of the IRP, seven questions were selected for this section. Each

graph reflects related characteristics researched in this study and will be titled as such.

Figure 5.3: The grouping of questions according to themes regarding relationships



5.2.3.1 Positive role models and social competence

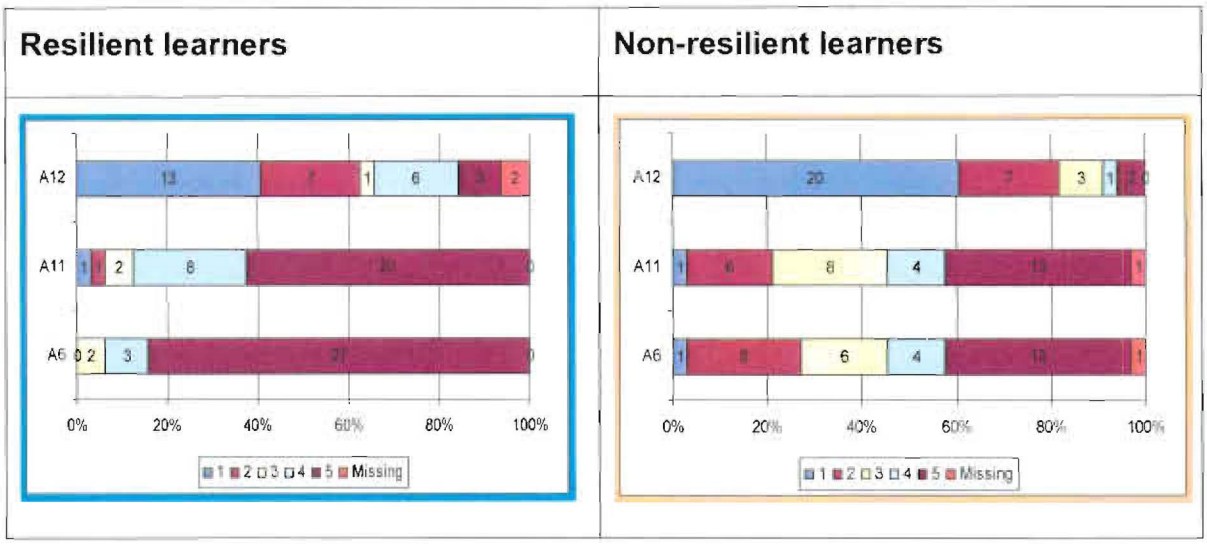
The questions related to positive role models and social competence are the following:

A12: Are you comfortable talking with people you do not know?

A11: Do you know how to behave in different social situations?

A6: Do you have people you look up to?

Graph 5.11: Positive role models and social competence



Thirty resilient and 17 non-resilient adolescents in **Question A6** have people they look up to. Resilient youth have significantly more people who can be possible role models in their lives than non-resilient youth have. This result supports research stating that role models, other than family members, are influential in the lives of youth. Educators and other socially responsible people can act as counsellors and guide youth to build their identity and self-confidence and assist them in setting goals for their future (Mickey *et al.*, 2004:320).

Regarding knowledge of behaviour in different social situations, the viewpoint of 28 resilient and 17 non-resilient adolescents in **Question A11** is that they know how to behave, indicating a statistical difference that is not that significant between the groups.

Nine resilient and 3 non-resilient adolescents in **Question A12** are comfortable talking to people they do not know – a difference that is not significant. More resilient than non-resilient adolescents have an easy temperament and social skills, which are required for conversations with strangers (Dass-Brailsford, 2005:581; Everall *et al.*, 2006:463; Gordon Rouse, 1998; Smokowski *et al.*, 2000:247). The insecurity of resilient participants in this study to speak to strangers may stem from their limited proficiency in English because they are ESL learners.

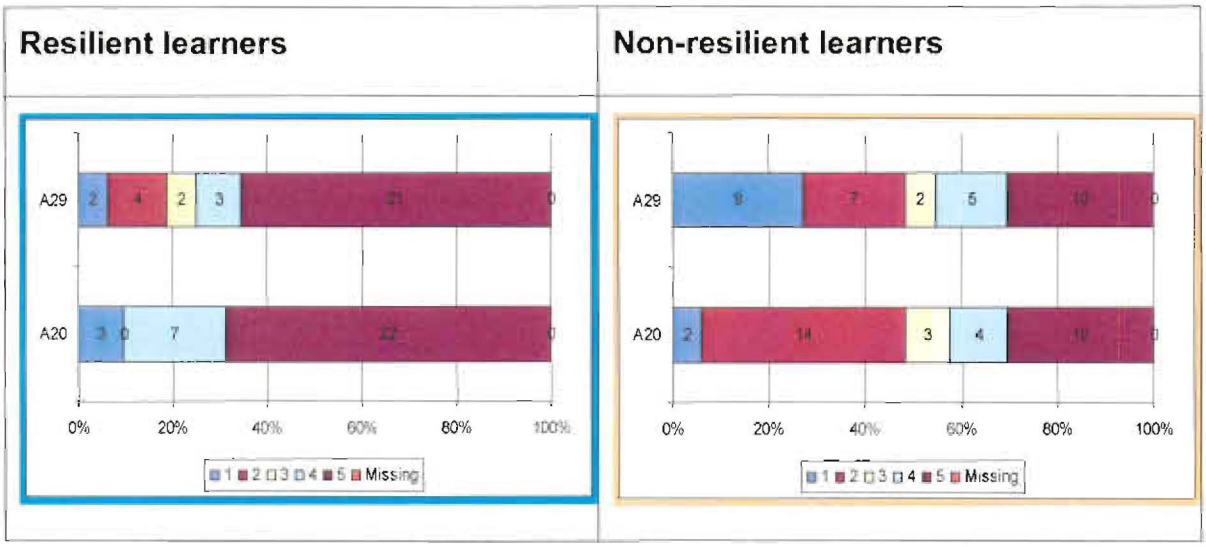
5.2.3.2 Quality of parenting

The questions related to quality of parenting are the following:

A29: Do you talk to your family about how you feel?

A20: Do you feel that your parent(s) watch you closely and know a lot about you?

Graph 5.12: Quality of parenting



Twenty-nine resilient and 14 non-resilient adolescents in **Question A20** feel that their parent(s) watch them closely and know a lot about them. The respondents experience a significant difference relating to the quality of parenting. The resilient youth know their parents are interested in them. Sources of parental support as a protective factor that encourage resilience include guidance to assist the youth through the challenges in life, providing companionship, and the assurance that he/she is valued (Everall *et al.*, 2006:463). Talking to family about how they feel is an attitude adopted by 24 resilient and 15 non-resilient adolescents in **Question A29**. This suggests a statistical difference that is not that significant.

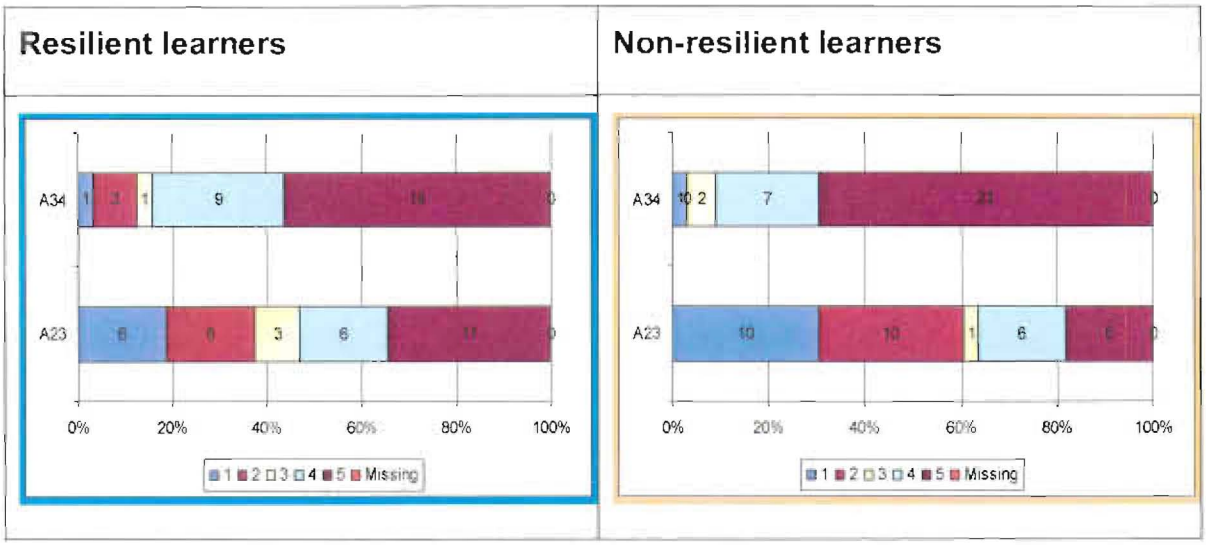
5.2.3.3 Meaningful relationships

The questions related to meaningful relationships are the following:

A34: Do you feel supported by your friends?

A23: Do you feel free and comfortable to talk to your teachers and/or other adults about your problems?

Graph 5.13: Meaningful relationships



There was not a significant difference between the 17 resilient and 12 non-resilient adolescents in **Question A23** regarding feeling free and comfortable to talk to their teachers and/or other adults about their problems. Neighbours, friends, religious leaders, and other contacts can create a local community network that is supportive. The more youth can turn to others they can trust, the more support they will have to overcome stressful problems and situations (Haugaard *et al.*, 1997:84). As noted previously, communication may be hampered by the fact that the respondents are ESL learners. This might be why there is not a significant difference between the responses of the two groups.

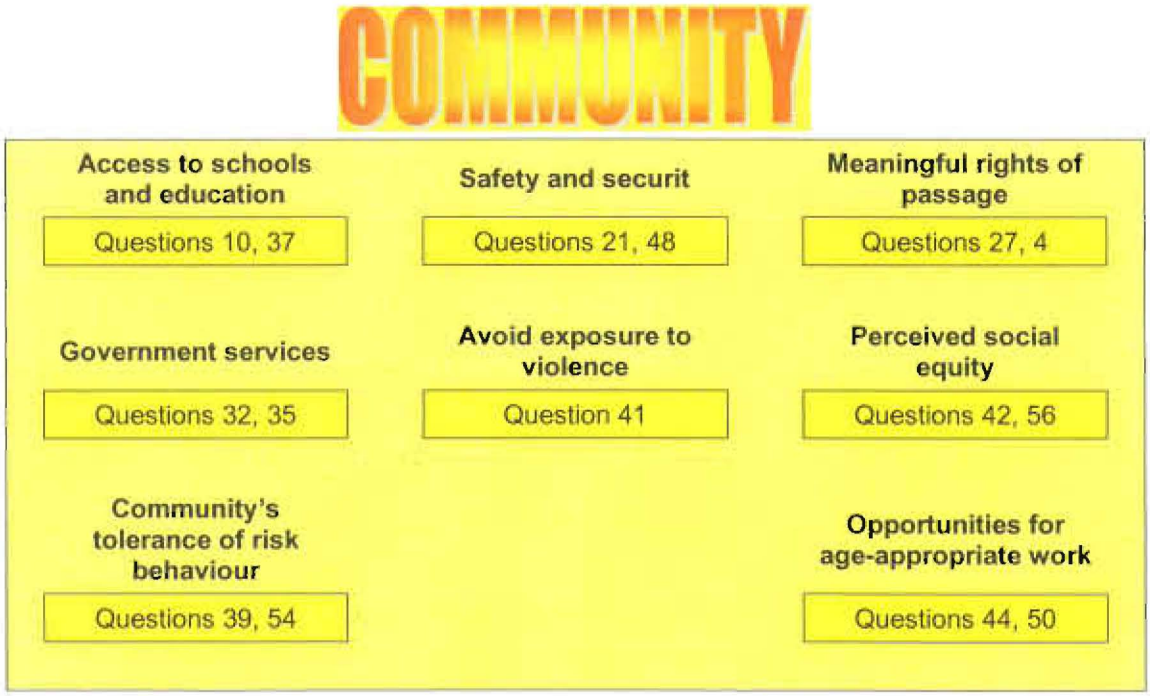
Friends' support is experienced by 27 resilient and 30 non-resilient adolescents in **Question A34**. The differences between the responses of the groups are insignificant, and both groups reflect high levels of peer support. More non-resilient adolescents experienced friends' support. Literature reflects that peers strongly influence one another, which is even more the case in disadvantaged settings, as the peer group replaces the absent or dysfunctional family. In positive peer relationships, youth feel confident to grow emotionally and morally; they can experiment, develop attitudes, skills, and values, and learn to share, help, and nurture one another. Such

relationships can improve self-confidence and a sense of belonging (Boyden & Mann, 2005:8).

5.2.4 Resilience and the community

The graphs in this section reveal findings to indicate differences between resilient and non-resilient adolescents' perceptions of their communities. According to the grouping of the IRP, 15 questions were selected for this section. Each graph reflects related characteristics researched in this study and will be titled as such.

Figure 5.4: The grouping of questions according to themes regarding the community



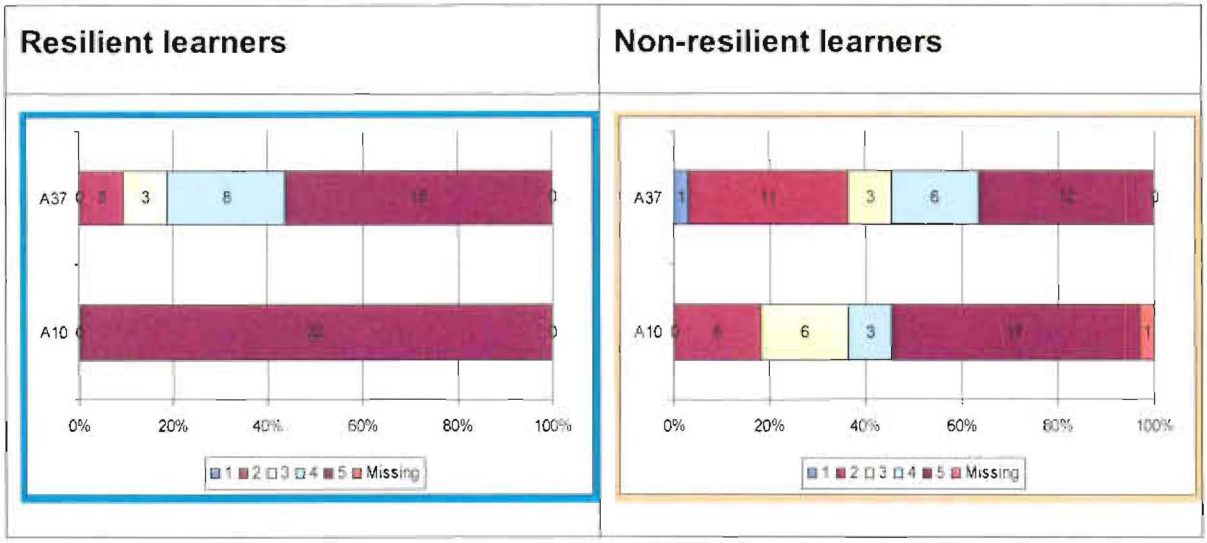
5.2.4.1 Access to schools and education

The questions related to access to schools and education are the following:

A37: Do the teachers and other students make you feel you belong at your school?

A10: Is getting an education important to you?

Graph 5.14: Access to schools and education



Getting an education is important to 32 resilient and 20 non-resilient adolescents in **Question A10**, which is a significant difference. Teachers and other students let 26 resilient and 18 non-resilient adolescents feel that they belong at their school in **Question A37**, which is a statistical, but not a significant, difference. Connectedness with peers and other adults outside of the family, in the school and other community-based institutions, encourages resilience (Resnick, 2000:1). It is clear that the resilient adolescents experience this connectedness. Positive schooling experiences are believed to promote success and encourage resilience among township youth in South Africa (Theron, 2007:267).

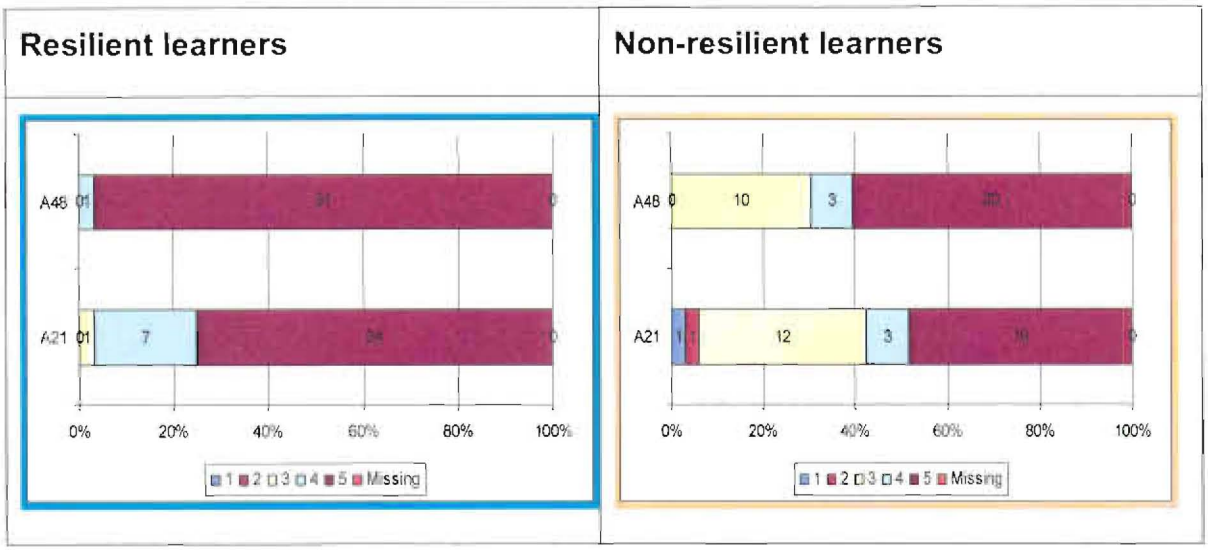
5.2.4.2 Safety and security

The questions related to safety and security are the following:

A48: Do you feel safe when you are with your family?

A21: Do you eat enough most days?

Graph 5.15: Safety and security



A statistical difference that is not very significant of 31 resilient and 19 non-resilient adolescents in **Question A21** feel safe when they are with their family. Stability and caring in the family are key protective factors for youth coping in difficult circumstances. A family that shows caring and love provides opportunities to discuss problems with ease (LeBlanc *et al.*, 2005:73).

Nearly all the resilient and 23 non-resilient adolescents indicated in **Question A48** that they ate enough most days, which is not a significant difference.

Research emphasises the importance of the fulfilment of basic needs and the association of this with encouraging resilience (Donald *et al.*, 2007:103; Prinsloo, 2005:34). Maslow's hierarchy of needs suggests that higher levels of need can be addressed when a lower level of need has been satisfied (Donald *et al.*, 2007:103).

From the above results it would seem that safety and security factors do not distinguish the resilient and non-resilient learners in this study.

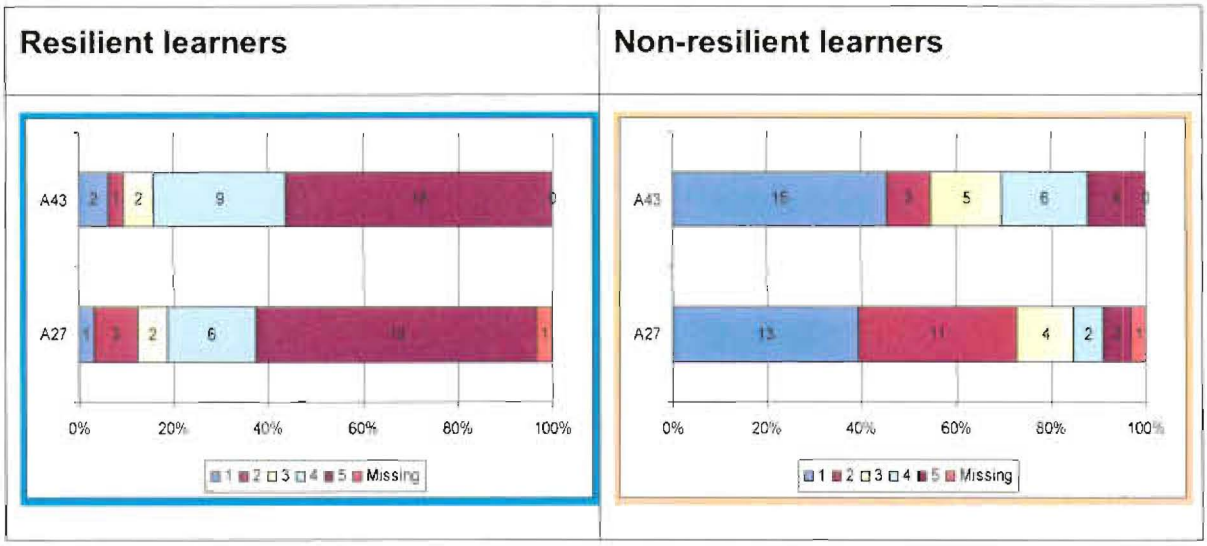
5.2.4.3 Meaningful rights of passage

The questions related to meaningful rights of passage are the following:

A43: Do you have opportunities to show others that you are becoming an adult?

A27: Do your parent(s) respect how you express yourself sexually?

Graph 5.16: Meaningful rights of passage



Twenty-five resilient and 4 non-resilient adolescents in **Question A27** are convinced that their parents respect how they express themselves sexually, and 27 resilient and 10 non-resilient adolescents in **Question A43** have opportunities to show others that they are becoming an adult. These are significant differences. Many opportunities for education, growth, employment, and achievement promote resilience (Fraser *et al.*, 2004:36).

Meaningful rights of passage or opportunities that acknowledge self-growth and development that prove that youth earn respect in becoming adults are apparently more available to resilient youth; very few non-resilient adolescents in this study are privileged to experience these opportunities.

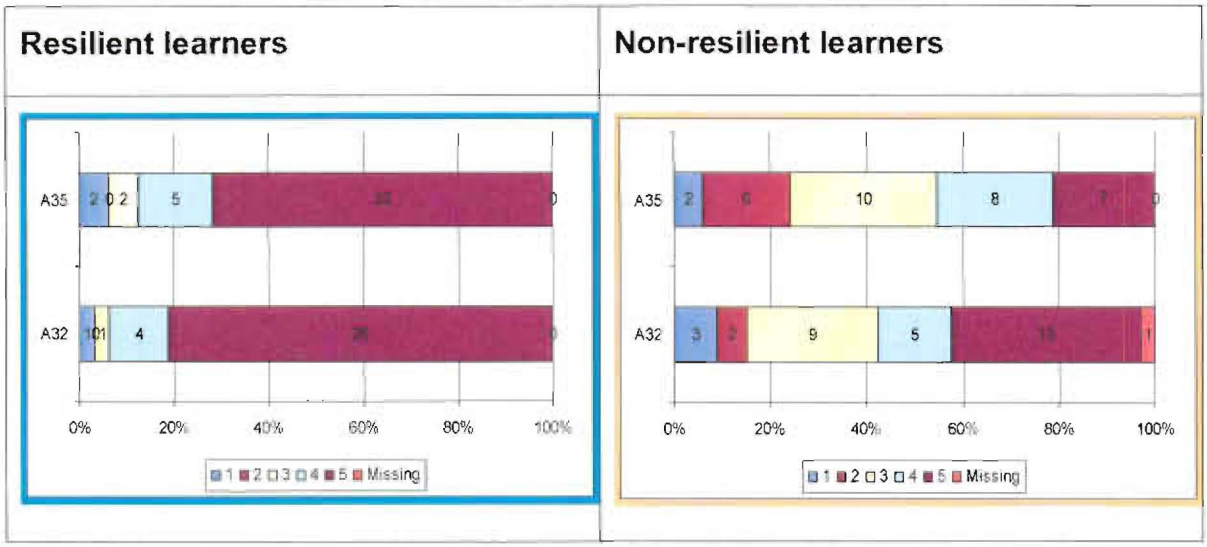
5.2.4.4 Government services

The questions related to access to government services are the following:

A35: Do you know where to go in your community to get help?

A32: Are you able to see a doctor when you need one?

Graph 5.17: Government services



Thirty resilient and 18 non-resilient adolescents are able to see a doctor when they need one according to **Question A32**, and 28 resilient and 15 non-resilient adolescents in **Question A35** know where to go in their community to get help. The poorer the people, the further they are removed from help. Poverty limits access to adequate health or medical services (Donald *et al.*, 2007:170). The statistical difference between the groups is not significant, but the more positive resilient group's responses may relate to their ability or readiness to access these resources.

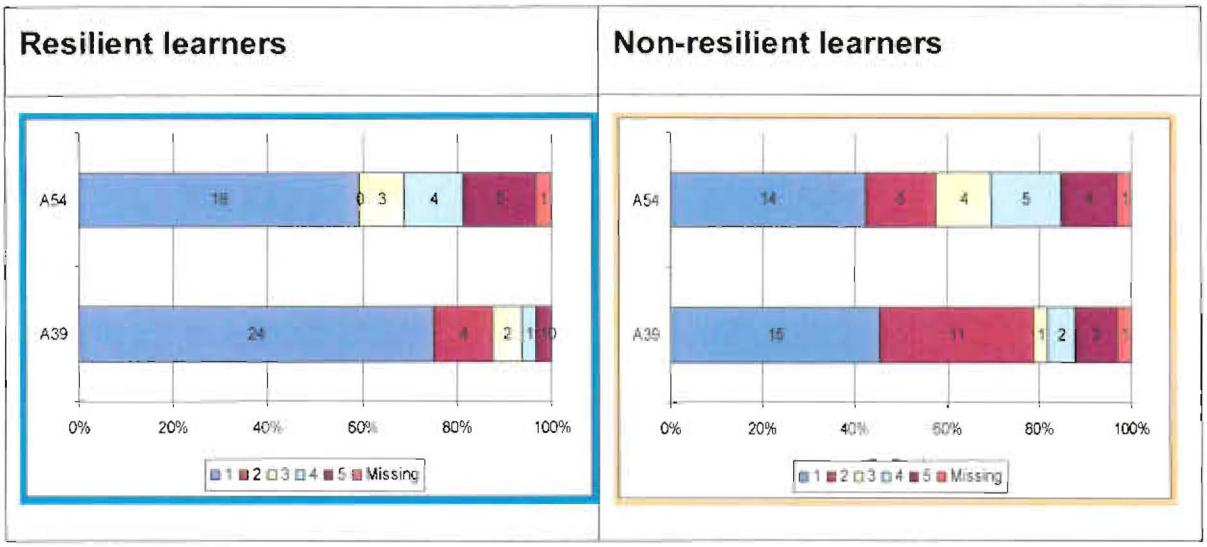
5.2.4.5 Community's tolerance of risk behaviour

The questions related to the community's tolerance of risk behaviour are the following:

A54: Does your family or community encourage non-violent solutions to deal with somebody who commits a crime?

A39: Are members of your family or community who do unacceptable things accepted afterwards?

Graph 5.18: Community's tolerance of risk behaviour



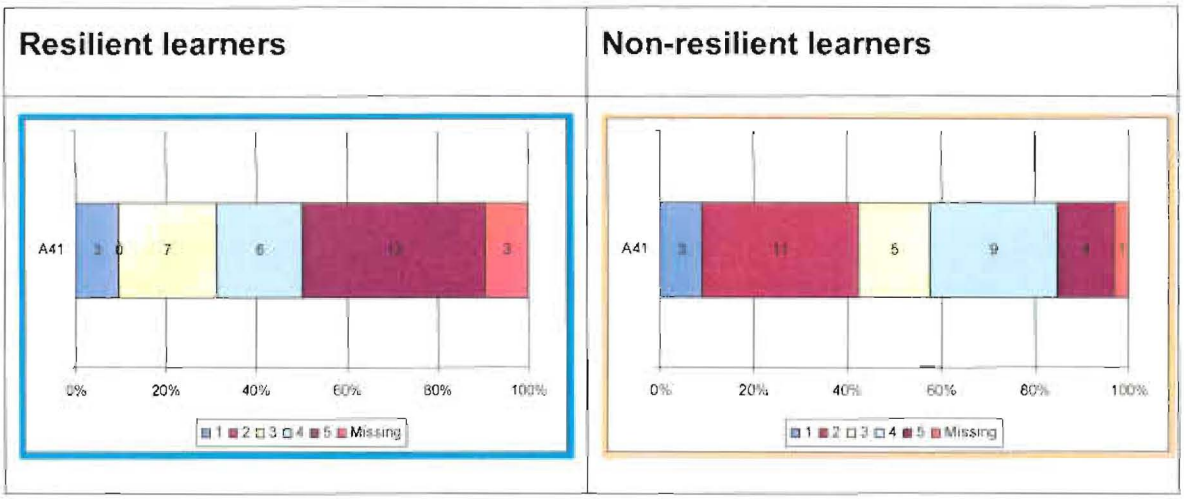
Nineteen resilient and 19 non-resilient adolescents disagree, according to **Question A39**, that members of their family or community who do unacceptable things are accepted afterwards. Twenty-eight resilient and 26 non-resilient adolescents in **Question A54** indicated that the community did not encourage non-violent solutions to deal with somebody who had committed a crime. No significant difference is noted between the groups. It seems that members of this community forgive reluctantly. Violence in the townships of South Africa is often a measure taken to discipline those who did not comply with rules in gangs (Donald *et al.*, 2007:238), and the communities take the law into their own hands to punish criminals.

5.2.4.6 Avoid exposure to violence

The question related to the avoidance of exposure to violence is:

A41: Are you able to avoid violent situations at home, at school, or in your community?

Graph 5.19: Avoid exposure to violence



Nineteen resilient and 13 non-resilient adolescents in **Question A41** indicated that they were able to avoid violent situations at home, at school, or in their community. There is a statistical difference between the groups, but it is not significant. Both groups had nearly half of the respondents feeling vulnerable regarding the avoidance of violent situations. Stress is real where youth experience dangerous conditions, such as violence and crime (Gonzales & Kim, 1997:492). Keppler reports that violence is part of everyday life in South Africa (2008:1) when he writes about three teenage boys being executed for no obvious reason. Being able to avoid violence does not distinguish between the resilient and non-resilient learners in this group.

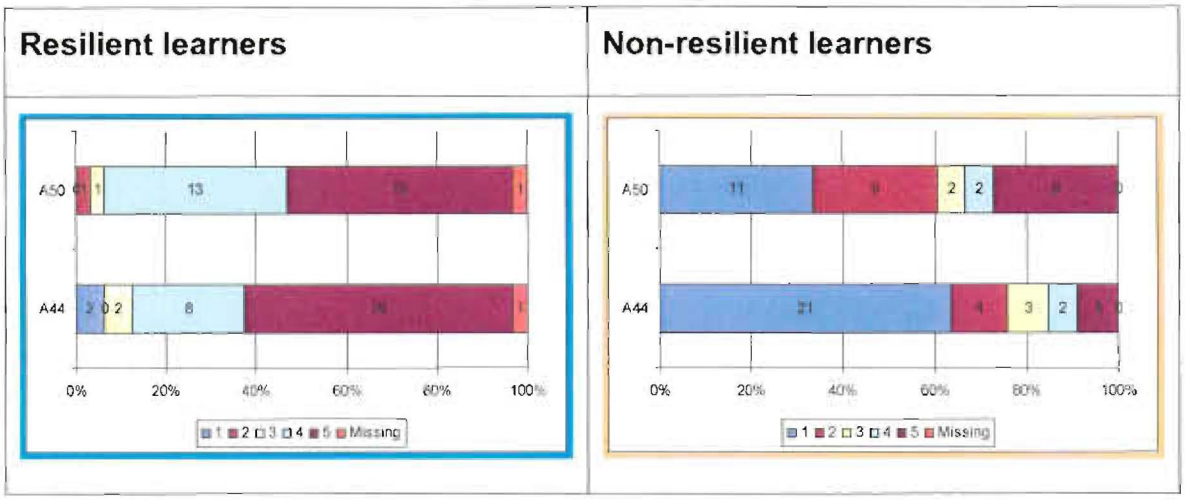
5.2.4.7 Opportunities for age-appropriate work

The questions related to access to opportunities for age-appropriate work are the following:

A50: Do you have opportunities to develop job skills that will be useful later in life?

A44: Do you do a job or volunteer work that you feel is appropriate for your age?

Graph 5.20: Opportunities for age-appropriate work



Twenty-seven resilient and 5 non-resilient adolescents, according to **Question A44**, do a job or volunteer work that they feel is appropriate for their age. Twenty-nine resilient and 11 non-resilient adolescents indicated in **Question A50** that they had opportunities to develop job skills that would be useful later in life. The responses indicate a significant difference between the groups. The resilient group feels confident that the available opportunities provide sufficient training in job skills, while the non-resilient adolescents feel significantly different.

Schools can offer a positive experience to the youth in preparation for the future (Donald *et al.*, 2007:224). Acting out adult responsibilities in class and in leadership roles and responsibilities on the sports field or during an entrepreneur day provide opportunities to be responsible as if they were adults. Life Orientation classes, compulsory at schools in South Africa, give ample opportunity to discuss concerns about the present and the future under the guidance of capable educators in order to assist learners to be resilient (Theron, 2007:369). It is possible that the resilient group's confidence in available opportunities might be linked to the knowledge that classes such as Life Orientation provide.

In a sense, the resilient group's confidence in opportunities to develop skills may be linked to hopefulness and a positive attitude, both of which encourage

resilience (Appelt, 2006; Donald *et al.*, 2007:172; Mampane & Bouwer, 2006:444; Pellino, 2006:4-5).

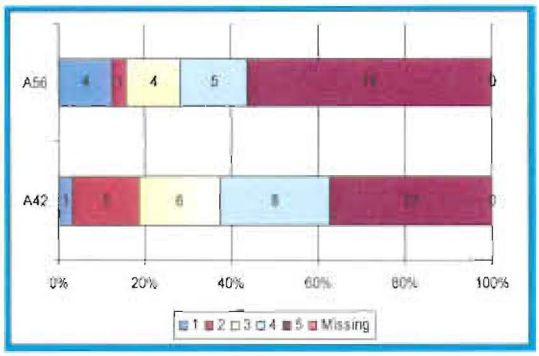
5.2.4.8 Perceived social equity

The questions related to perceived social equity are the following:

A56: Are boys and girls both treated fairly in your community?

A42: Are you treated fairly in your community despite how others see you?

Graph 5.21: Perceived social equity

Resilient learners	Non-resilient learners
	

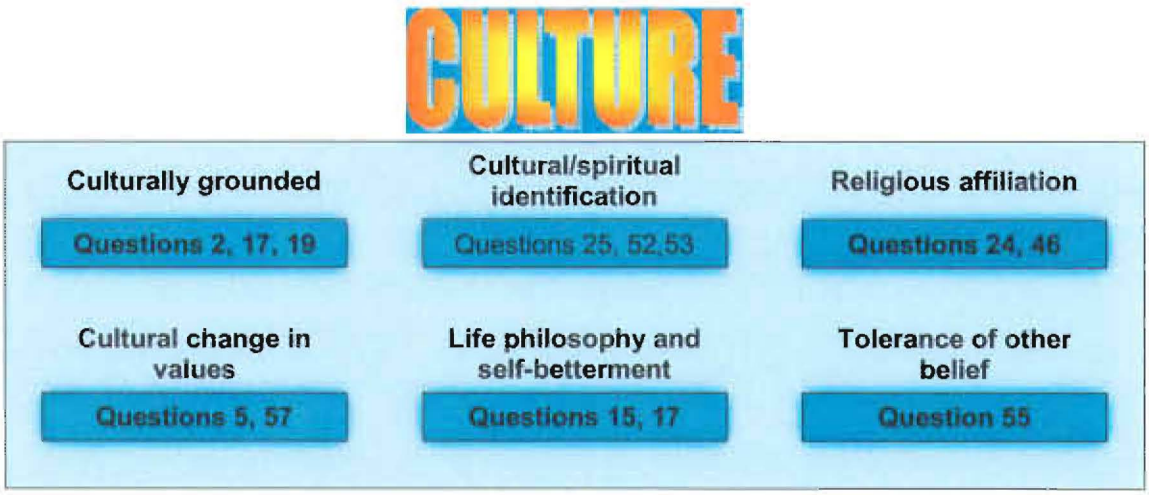
Twenty resilient and 15 non-resilient adolescents in **Question A42** perceived that they were treated fairly in their community despite how others saw them. This result represents a difference between the resilient and non-resilient group that is not significant. That boys and girls are both treated fairly in their community is the feeling of 23 resilient and 15 non-resilient adolescents in **Question A56**. This result represents a difference between the resilient and non-resilient group that is not significant.

Most of the resilient respondents feel that fairness prevails in their community, but so do nearly half of the non-resilient adolescents. The results suggest that both the resilient and non-resilient groups perceive their communities as equitable. Thus, it seems that these youth have experienced social equity. Social equity plays a positive role in developing resilience (Fraser *et al.*, 2004:36-39).

5.2.5 Resilience and culture

The graphs in this section reveal findings to indicate differences between resilient and non-resilient adolescents' perceptions of their culture. According to the grouping of the IRP, 13 questions were selected for this section. Each graph reflects related characteristics researched in this study and will be titled as such.

Figure 5.5: The grouping of questions according to themes regarding culture



5.2.5.1 Culturally grounded

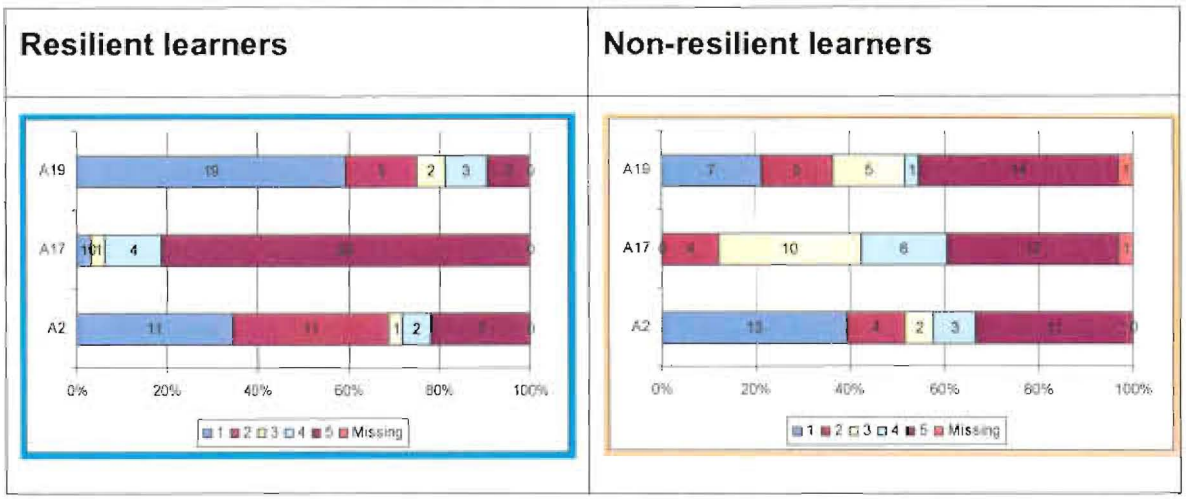
The questions related to cultural groundedness are the following:

A19: Does your family have a ritual or routine around meal times?

A17: Does your culture teach you to become a better person?

A2: Do you know where your parent(s) and/or grandparents were born?

Graph 5.22: Culturally grounded



Only 9 resilient and 14 non-resilient adolescents in **Question A2** knew where their parent(s) and/or grandparents were born. This result represents a difference between the resilient and non-resilient group that is not significant. That culture teaches you to become a better person is the viewpoint of 30 resilient and 18 non-resilient adolescents in **Question A17**, which is a significant difference. Six resilient and 15 non-resilient adolescents in **Question A19**, which is a statistical difference, but not significant, replied that their families had a ritual or routine around meal times. Meal times may often not be shared at the same time, as parents or guardians in this community travel far to work, leaving too early in the morning or returning too late to have meals at the same time as their children. The only significant difference is in Question A17 concerning culture and becoming a better person. This is an affirmation of the culturally-focused resilient adaptation model of Clauss-Ehlers (*in* Fraser *et al.*, 2004:36), which asserts that resilience is nurtured by cultural and socio-cultural activities.

The non-significant results in **Questions A2 and A19** may possibly be attributed to the impact of poverty or Aids, which causes families to break up or death that leaves youth behind without knowledge of elders' birthplaces or rituals at home. Poverty is associated with overcrowded, unsupportive, unstimulating, chaotic living conditions (Fraser *et al.*, 2004:38; Prinsloo, 2005:28). In such circumstances, children might not learn about their grandparents or enjoy family rituals.

5.2.5.2 Cultural or spiritual identification

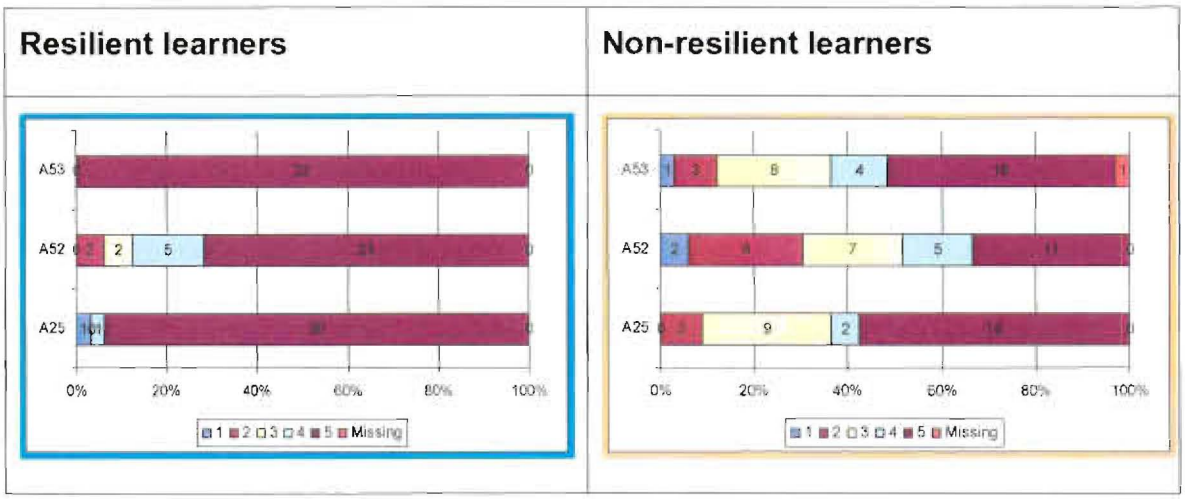
The questions related to access to cultural or spiritual identification are the following:

A53: Are you proud to be South African?

A52: Do you enjoy your family's and community's traditions?

A25: Are you proud of your ethnic background?

Graph 5.23: Cultural/spiritual identification



Thirty-one resilient and 21 non-resilient adolescents in **Question A25**, a statistical difference that is not significant, are proud of their ethnic background. Thirty-two resilient and 20 non-resilient adolescents in **Question A53** are proud to be South African. This is a significant difference.

Enjoying your family's and community's traditions is applicable to 28 resilient and 16 non-resilient adolescents in **Question A52**, a statistical difference that is not significant.

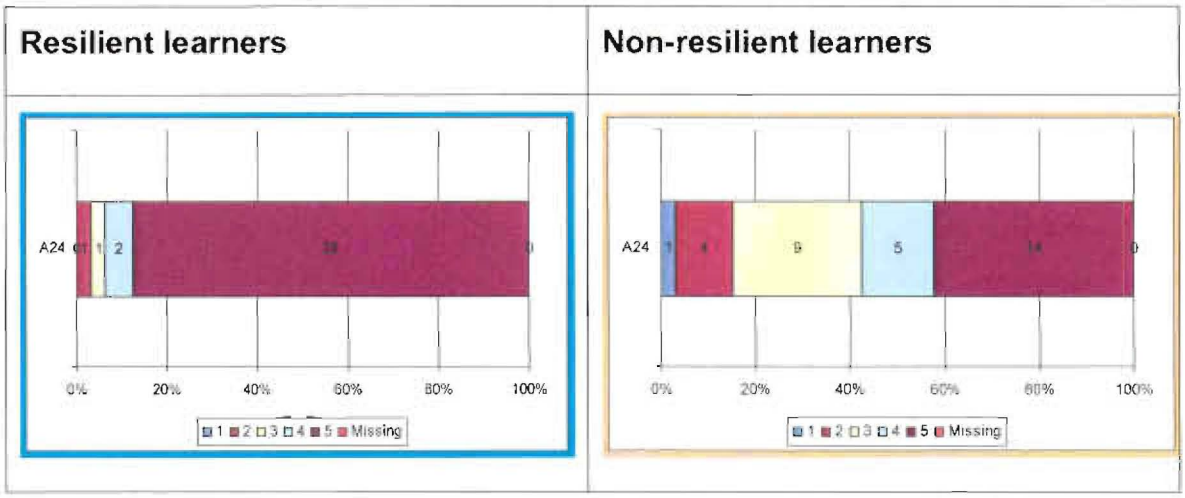
The resilient respondents are prouder of their ethnic background and traditions, which is shown by a significant difference between the groups in **Question A53**. Literature confirms that resilience relies on successful interaction between respect for cultural background and moral values as a powerful combination in the socio-cultural environment (Fraser, 2004:36).

5.2.5.3 Religious affiliation

The questions related to access to religious affiliation are the following:

A24: Are religious or spiritual beliefs a source of strength for you?

Graph 5.24: Religious affiliation



Thirty resilient and 19 non-resilient adolescents in **Question A24** are convinced that religious or spiritual beliefs are a source of strength. The significant difference in results matches the belief that religious faith or spirituality is a trait found in resilient youth (Appelt, 2006; Dass-Brailsford, 2005:583; Hunter, 2001:117; Mampane & Bouwer, 2006:445; Smokowski *et al.*, 2000:247).

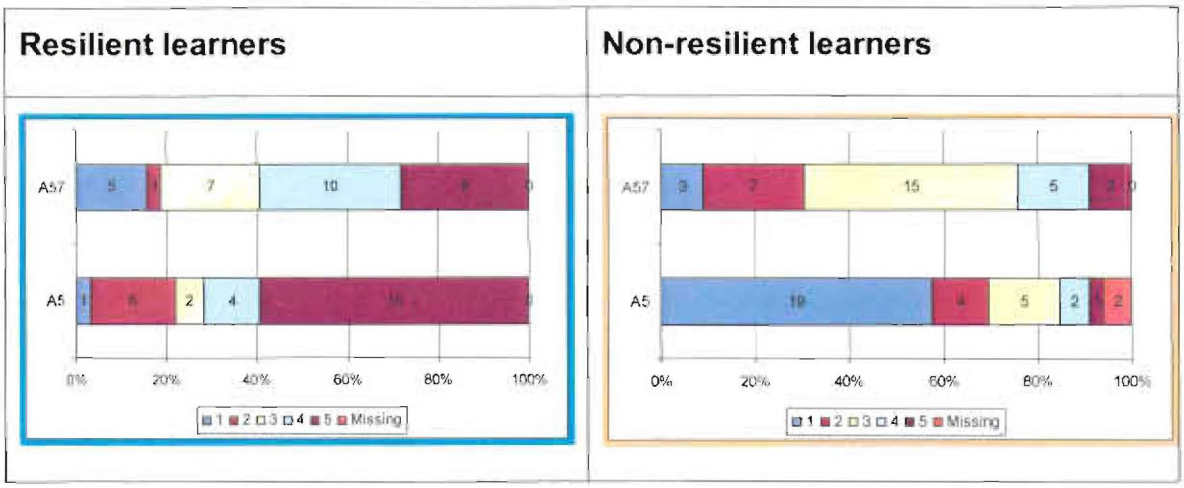
5.2.5.4 Cultural change in values

The questions related to cultural change in values are the following:

A57: Is there a difference between your family's values and those of most others in your community?

A5: Does the older generation understand and tolerate the ideas and strong beliefs of people your age?

Graph 5.25: Cultural change in values



Twenty-three resilient and 3 non-resilient adolescents in **Question A5** responded that the older generation understood and tolerated the ideas and strong beliefs of people their age. This is a significant difference. The older generation in this community consists mostly of grandmothers and, to a lesser extent, grandfathers and other older people. Grandmothers and elders are often respected as being strict, but inspirational, contributing to resilience in the youth (Theron, 2007:368).

There is a difference between their family's values and those of most others in their community according to 19 resilient and 8 non-resilient adolescents in **Question A57**, which is a statistical difference that is not significant.

Other members of the family or extended family often provide positive role modelling and support to promote resilience. There are differences, but resilient youth feel these differences are tolerated. This means that acceptance and belonging to a group encourage resilience (Boyden & Mann, 2005:8; LeBlanc *et al.*, 2005:173).

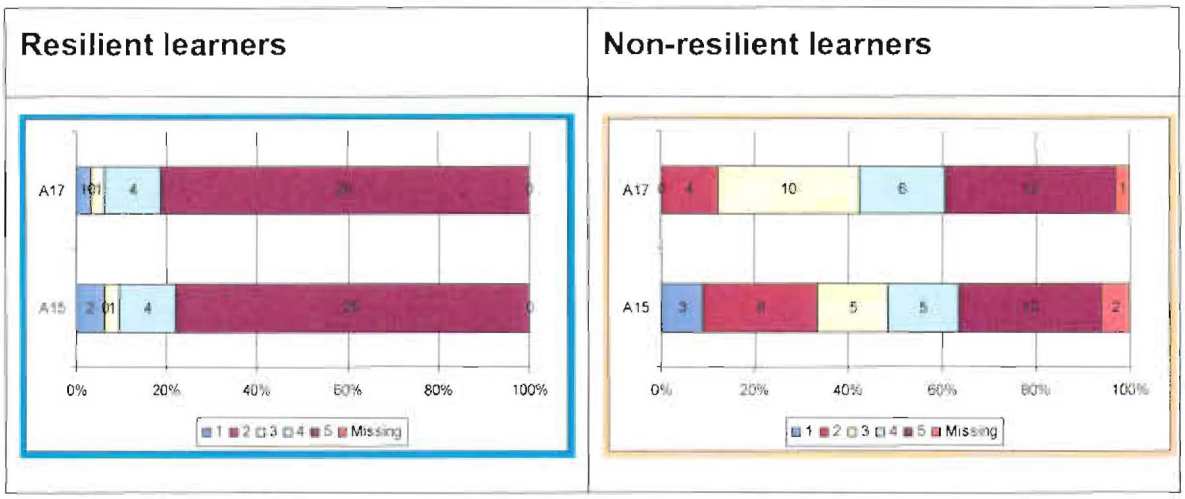
5.2.5.5 Life philosophy and self-betterment

The questions related to life philosophy and self-betterment are the following:

A17: Does your culture teach you to become a better person?

A15: Do you believe that life should be lived in a certain way?

Graph 5.26: Life philosophy and self-betterment



Twenty-nine resilient and 15 non-resilient adolescents believe that life should be lived in a certain way (**Question A15**). This is a significant difference. Life Orientation classes, compulsory at schools in South Africa, are implemented to discuss concerns about the present and the future, and life philosophies. Trained educators assist learners to become resilient (Theron, 2007:369).

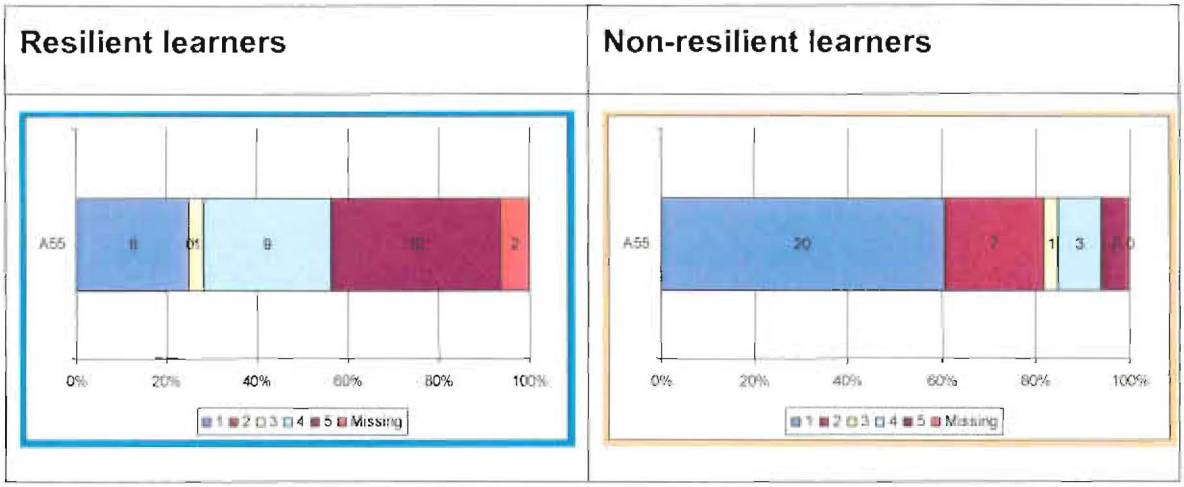
Thirty resilient and 18 non-resilient adolescents in **Question A17** feel that participation in cultural activities, including mentoring from more skilled peers, siblings, and adults, teaches the youth to adopt creative and mature approaches to problem solving (Boyden & Mann, 2005:8). This is also a significant difference.

5.2.5.6 Tolerance of other beliefs

The question related to tolerance of other beliefs is the following:

A55: Can you openly disagree with your parent(s) and elders when you believe things different from what they believe?

Graph 5.27: Tolerance of other beliefs



Twenty-one resilient and 5 non-resilient adolescents in **Question A55**, showing a significant difference between the groups, feel that they can openly disagree with their parent(s) and elders when they believe things different from what the older generations believe. There is the possibility of conflict within the youth regarding cohesion and duty to the community and responsibility to themselves. Openness in regard to mentioning their opinion is important in nurturing resilience in youth (Cameron *et al.*, 2007:296). Their response to this question is similar to the response to Question 5.

5.3 SITE-SPECIFIC QUESTIONS

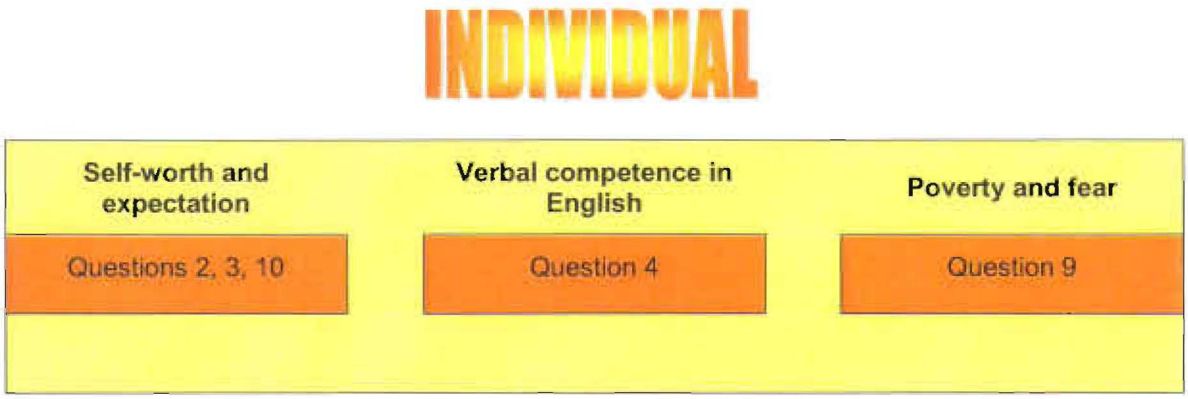
Fifteen site-specific questions were compiled separately from the CYRM, but completed simultaneously with the CYRM. The questions are added as Addendum B.

The site-specific questions in the questionnaire were divided into the same four categories as for the CYRM. These questions were related to the specific themes I aimed to study and targeted the specific community in which this study was undertaken.

The same colour code (Table 5.1) was used.

5.3.1 Resilience and individual qualities of adolescents

Figure 5.6: The grouping of questions according to themes regarding individual characteristics (site-specific)



5.3.1.1 Self-worth and expectations

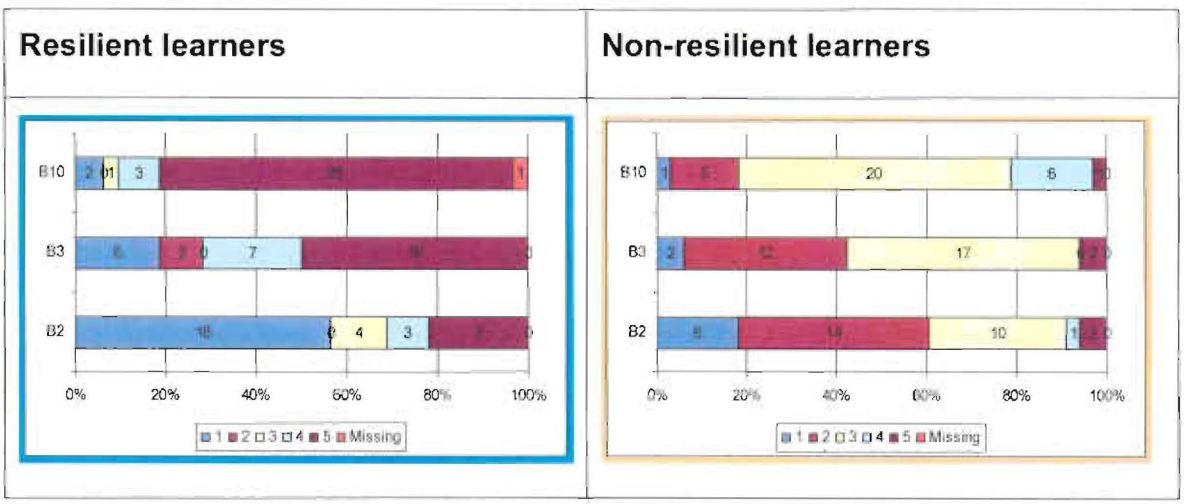
The questions in the questionnaire related to self-worth and expectations are:

B10: Does being poor and learning in your second language force you to work harder to be successful in life?

B3: Do you believe that you have a better chance in life to be successful if you learn in English and not in your home language?

B2: Do you feel superior to your friends who are learning in their home language?

Graph 5.28: Self-worth and expectations



Ten resilient and 3 non-resilient adolescents in **Question B2** feel superior to their friends who are learning in their home language. This is not a significant difference. Although resilient and non-resilient youth are encouraged to be humble, given their culture (Ramphele, 2002:96), and do not regard themselves as superior to their friends, proficiency in more than one language benefits both the learner and society. There is a link between second-language proficiency and cognitive and academic ability. Successful second-language learners appear to be more creative and better at solving complex problems, thus potentially more resilient (Marcos & Peyton, 2000).

Twenty-three resilient and 2 non-resilient adolescents in **Question B3** responded that they believed they had a better chance in life to be successful if they learnt in English and not in their home language. The significant difference in results indicates resilient youth accepting that according to the African National Congress's 1955 Freedom Charter, a promise was made securing the future of the youth in South Africa in that the 'doors of learning' shall be open to all (Ramphele, 2002:87). It also suggests that they are pleased they are learning in English. Their positive attitude may encourage resilience. Positive attitude have been linked to resilience by previous studies (Appelt, 2006; Donald *et al.*, 2007:172; Heller *et al.*, 1999:334; Kumpfer *in* Glantz & Johnson, 1999:208; Siebert, 2006:89).

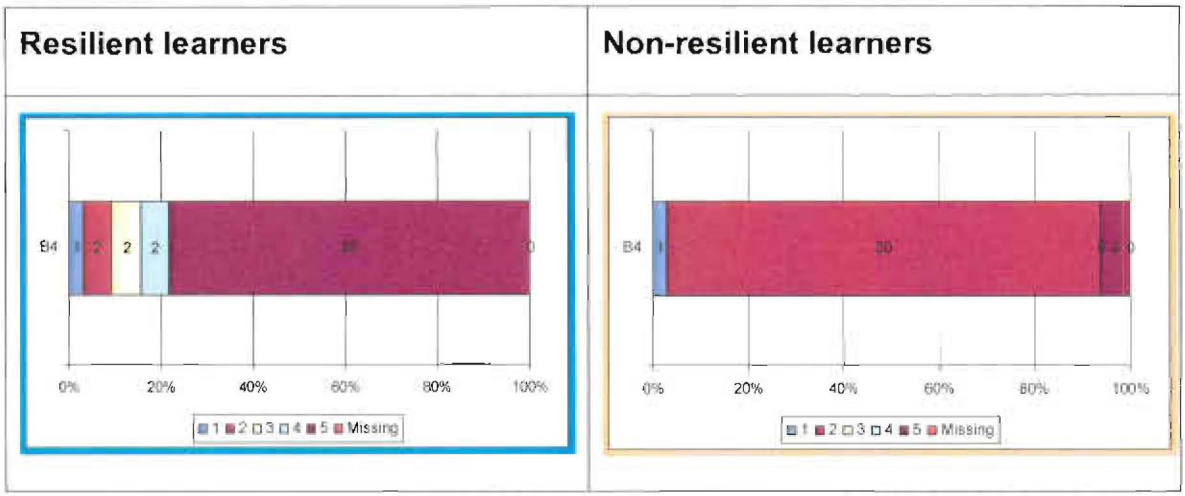
That being poor and learning in their second language force them to work harder to be successful in life is true according to 28 resilient and 7 non-resilient adolescents in **Question B10**. Poor, second-language learners who overcome the risk factors of poverty and learning in their second language are those who are motivated and show excellent attendance. They are "on-task" most of the time in the classroom and perceive the learning environment as positive (Padron, Waxman, Brown & Powers, 2000). Their acceptance that it is necessary to work harder again suggests a positive attitude.

5.3.1.2 Verbal competence in English

The question related to verbal competence in English is:

B4: Are you able to express yourself in English and tell others how you feel?

Graph 5.29: Verbal competence in English



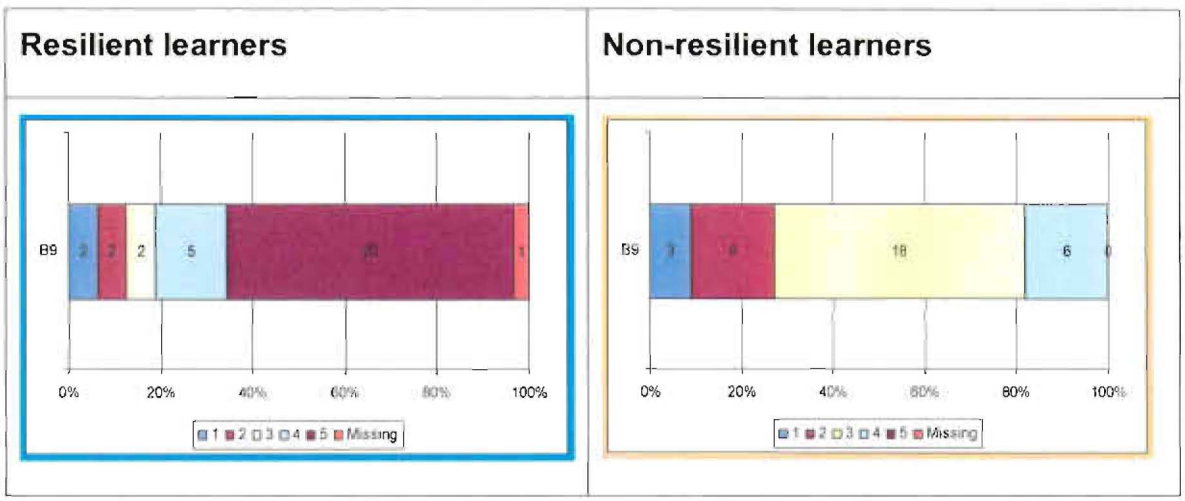
Twenty-seven resilient and 2 non-resilient adolescents in **Question B4** responded that they believed they were able to express themselves in English and tell others how they felt. Results reveal a significant difference. When learners doubt their competence and self-worth, healthy cognitive, educational, and emotional development is hindered (Bell, 1999:4; Donald *et al.*, 2007:196; McKay, 1998:2). Clearly, the perception of English mastery among resilient participants empowers them.

5.3.1.3 Poverty and fear

The question in the questionnaire related to poverty and fear is:

B9: Does being poor make you feel scared of life?

Graph 5.30: Poverty and fear



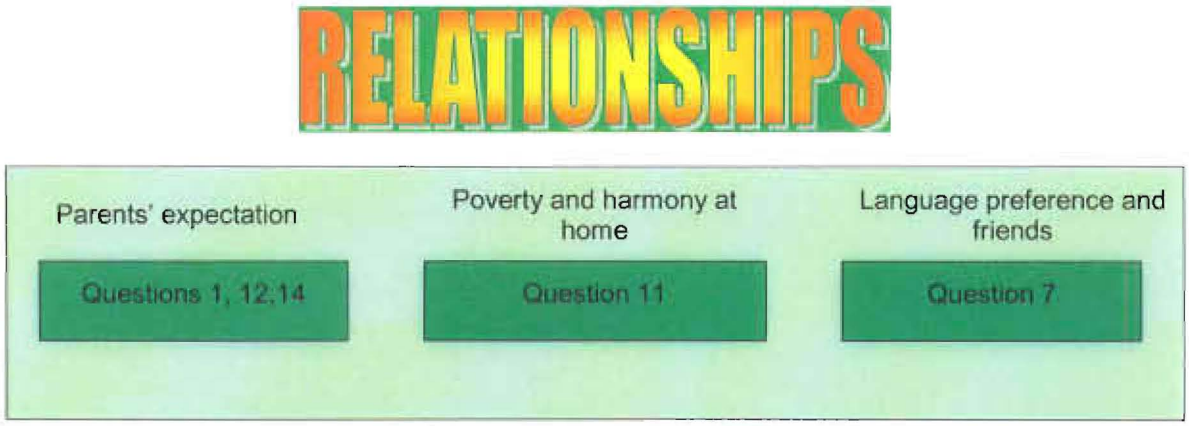
Four resilient and 9 non-resilient adolescents in **Question B9** responded that being poor did not make them feel scared of life, which indicates an insignificant difference between the two groups.

5.3.2 Resilience and relationships

The graphs in this section reveal findings to indicate differences between resilient and non-resilient adolescents' relationships.

Each graph reflects related characteristics researched in this study and will be titled as such.

Figure 5.7: The grouping of questions according to themes regarding relationships (site-specific)



5.3.2.1 Parents' expectations

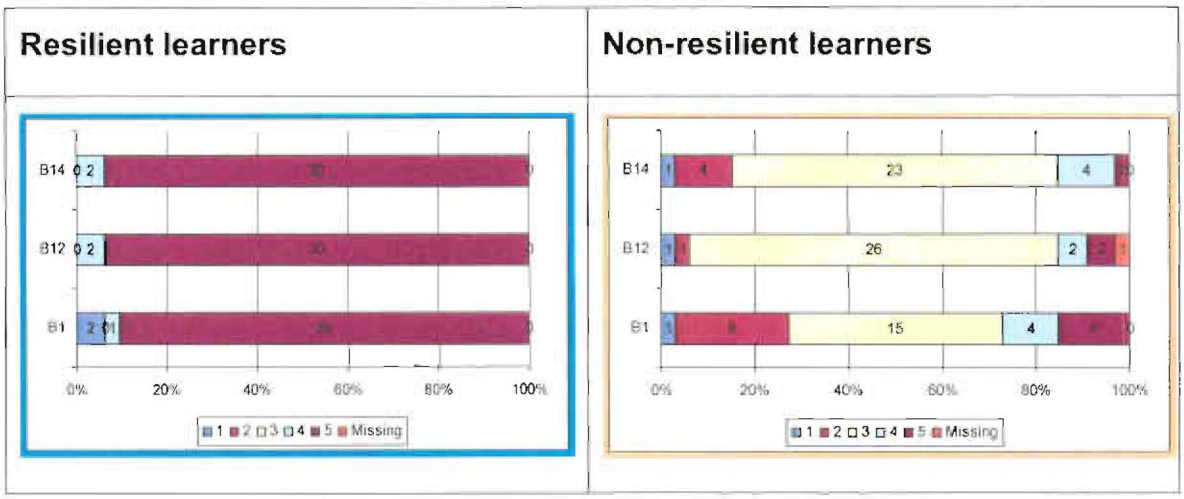
The questions in the questionnaire related to the expectations of parents are:

B14: Do your parents expect you to do better than they did?

B12: Does your family feel proud of you when you do well at school?

B1: Do you feel that your parents did the right thing to send you to an English school?

Graph 5.31: Parents' expectations



As a significant difference, 30 resilient and 9 non-resilient adolescents in **Question B1** feel that their parents did the right thing to send them to an English school.

Thirty-two resilient and 4 non-resilient adolescents in **Question B12** responded that their family felt proud of them when they did well at school and that their parents expected them to do better than they had done, according to 32 resilient and 5 non-resilient adolescents in **Question B14**, both results showing a significant difference.

Surviving economically is a priority for many parents in South Africa, and that is why English seems to be a route to survival for their children (Du Plessis & Naudé, 2003:122; Nel, 2003:25; Theron & Nel, 2005:221; Viljoen & Molefe, 2001:121). It is empowering for them that these young adolescents agree with their parents' decision to be educated in English. This will promote harmony and a positive attitude and drive to succeed academically, all traits of resilient youth (Donald *et al.*, 2007:172; Everall *et al.*, 2006:463).

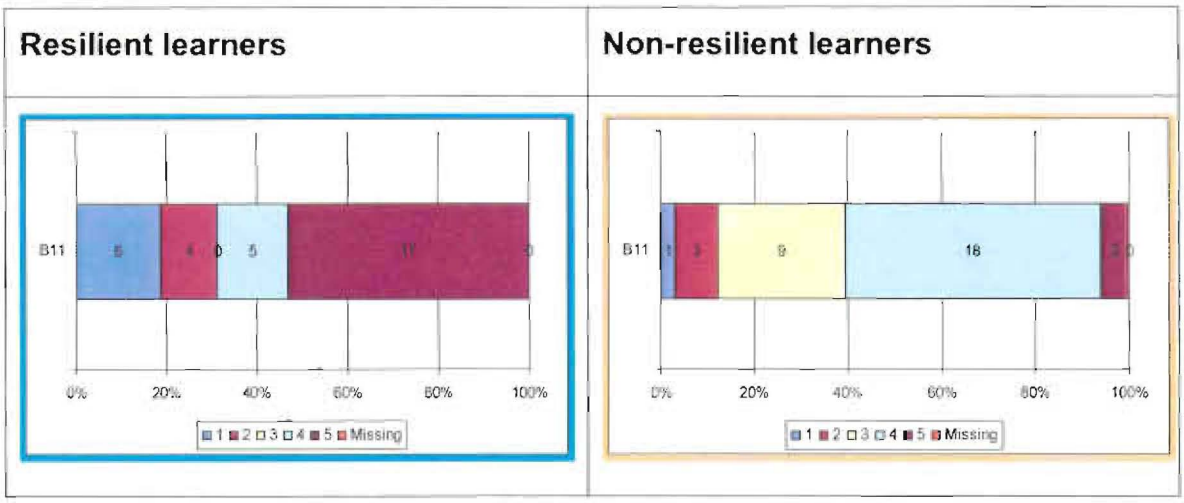
5.3.2.2 Poverty and harmony at home

The question related to poverty and harmony at home is:

B11: Does being poor cause unhappiness at home?

(Results will be reverse scored to implicate impact on resilient youth.)

Graph 5.32: Poverty and harmony at home



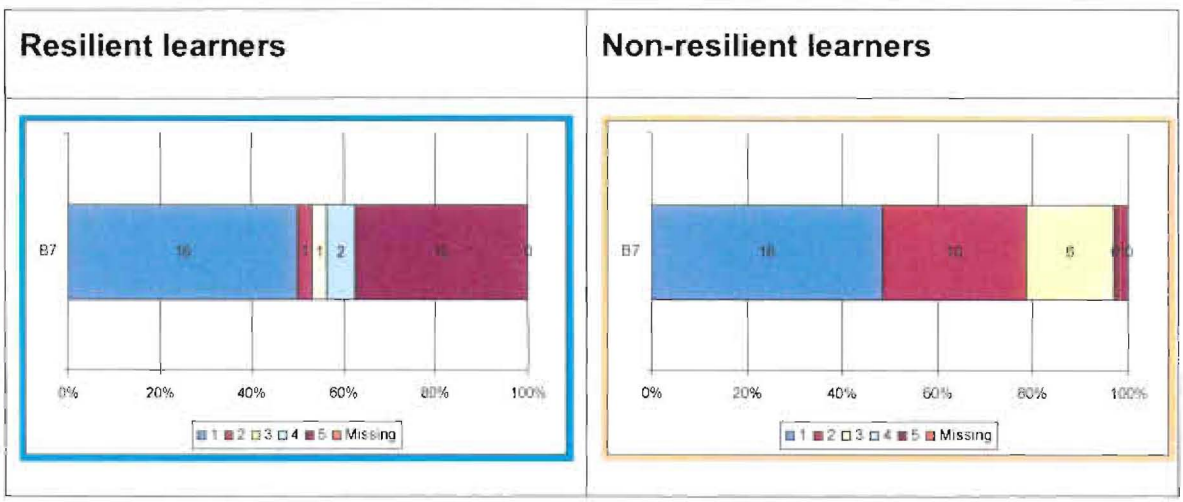
Ten resilient and 4 non-resilient adolescents in **Question B11** responded that being poor did not cause unhappiness at home. This is a difference that is not significant and shows that both groups experience that poverty often equals an unhappy home lacking routine and resources needed for successful learning and resilience (Fraser *et al.*, 2004:38; Prinsloo, 2005:34).

5.3.2.3 Language preference and friends

The question related to language preference and friends is:

B7: Do your friends, who learn in your home language, tease you or call you names?

Graph 5.33: Language preference and friends

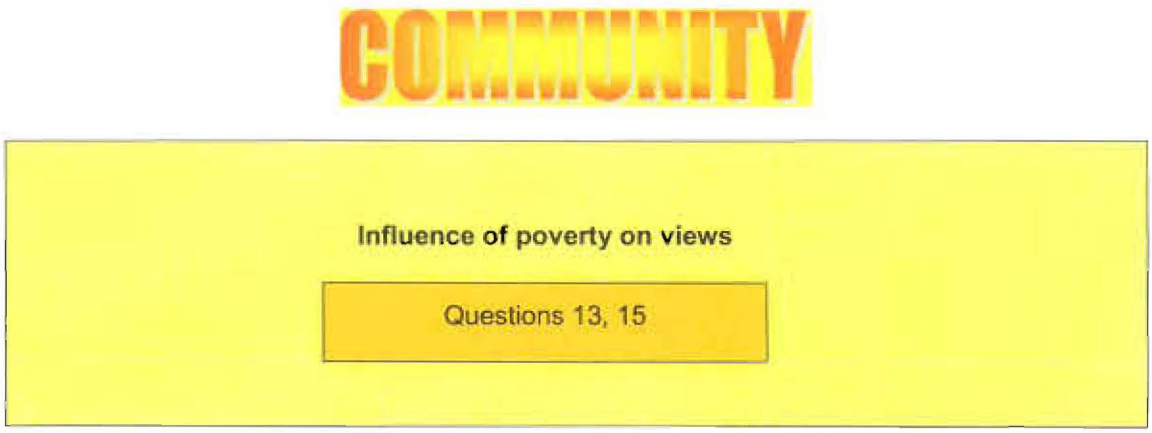


Seventeen resilient and 26 non-resilient adolescents in **Question 7** responded that their friends, who learnt in their home language, did not tease them or call them names. This is not a significant difference and does not support literature stating that youth who are educated in English schools are labelled 'playing white' (Ramphele, 2002:96). In this community, it seems that most ESL learners who participated in the completion of the CYRM are accepted and respected by their peers who are learning in their home language.

5.3.3 Resilience and the community

The graphs in this section reveal findings to indicate individual differences between resilient and non-resilient adolescents' perceptions of their communities. Each graph reflects related characteristics researched in this study and will be titled as such.

Figure 5.8: The grouping of questions according to themes regarding the community (site-specific)



5.3.3.1 Influence of poverty on views

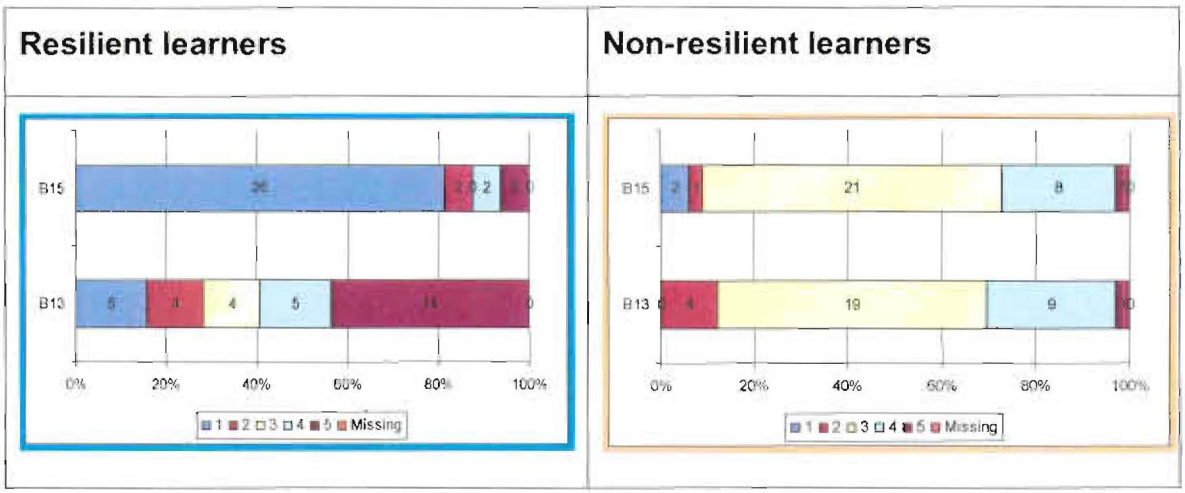
The questions related to the influence of poverty on views are:

B15: Does being poor mean that you are not as valuable as learners who are not poor?

B13: Do you think being poor makes other people think less of you?

The results will be interpreted back to front for the effect on resilient youth.

Graph 5.34: Influence of poverty on views



Nine resilient and 4 non-resilient adolescents in **Question B13** responded that being poor did not make other people think less of them. The difference between the groups is not significant.

Being poor meant that you were just as valuable as learners who were not poor, was stated by 28 resilient and 3 non-resilient adolescents in **Question B15**. The difference in the results of the groups is significant. Resilient youth seem to be less sensitive to negative thoughts than non-resilient youth in this community. Self-confidence and a feeling of self-worth are characteristics of resilient youth (Kumpfer in Glantz & Johnson, 1999:208; Siebert, 2006:89).

5.3.4 Resilience and culture

The graphs in this section reveal findings to indicate differences between resilient and non-resilient adolescents' perceptions of their culture. Each graph reflects related characteristics researched in this study and will be titled as such.

Figure 5.9: The grouping of questions according to themes regarding culture (site-specific)



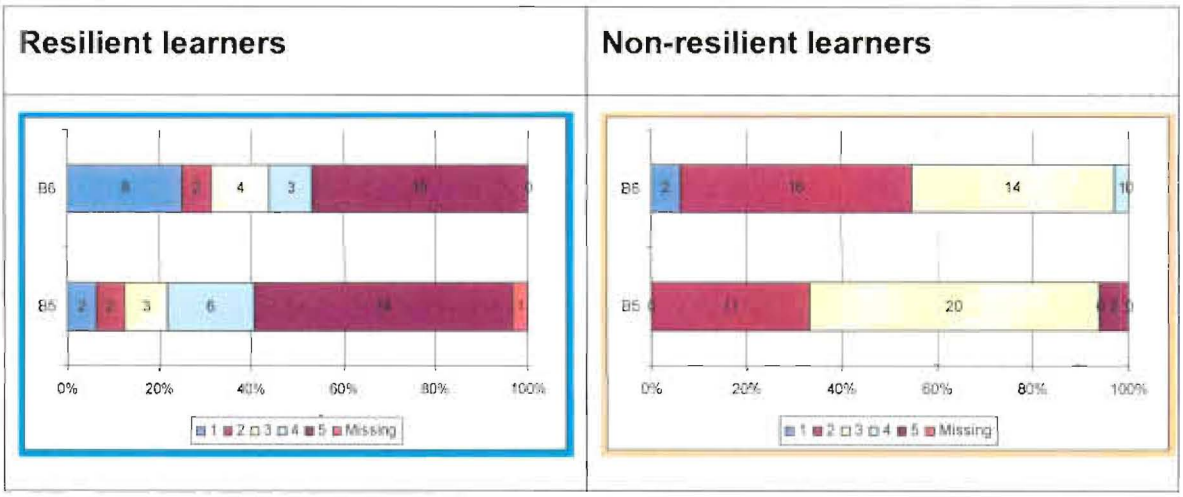
5.3.4.1 Cultural values

The questions in the questionnaire related to cultural values are:

B6: Would you prefer to learn in your home language?

B5: Do you strive to treasure your cultural values although you do not learn in your home language?

Graph 5.35: Cultural values



There is a significant difference in the answers of 24 resilient and 2 non-resilient adolescents in **Question B5**, indicating that they strive to treasure their cultural values although they do not learn in their home language.

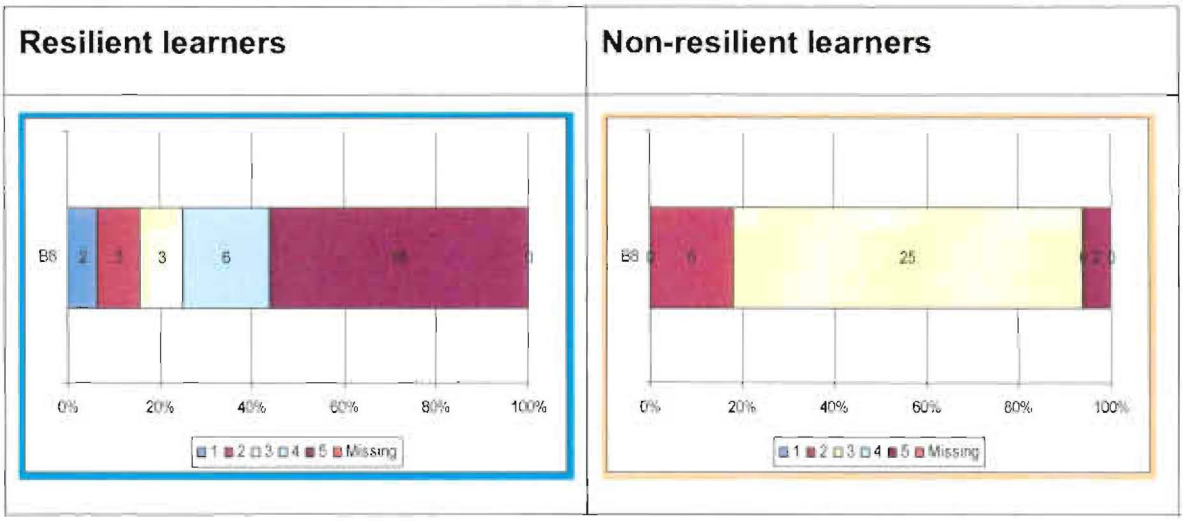
Eighteen resilient and 1 non-resilient adolescent in **Question B6** would prefer to learn in their home language. The significant difference in the results confirms that resilient youth honour their background and traditions. Literature confirms that resilience flourishes where positive interaction between respect for cultural background and moral values is present (Cameron *et al.*, 2007:297; Fraser, 2004:36). These responses are congruent with those of Questions A25, 52, and 53.

5.3.4.2 Cultural conflict

The question related to cultural conflict is:

B8: Do you experience the culture at school as different from the culture at home?

Graph 5.36: Cultural conflict



Twenty-four resilient and 2 non-resilient adolescents in **Question B8** responded that they experienced the culture at school as different from the culture at home. The significant difference in the results suggests that resilient youth may recognise the difference and respect their culture. Literature confirms that resilience is present where cultural background and moral values work in harmony (Fraser, 2004:36).

5.4 SUMMARISED FINDINGS

In conclusion, some of the results of this quantitative study indicate a significant difference between the resilient and non-resilient groups. These findings may give insight into which processes contribute more significantly to the resilience of the participants in this study. Table 5.3 below gives a summary of differences and significant differences found in the resilient and non-resilient participants in this study.

Table 5.3: Differences and significant differences found between resilient and non-resilient participants

CATEGORIES	CHARACTERISTICS (significant differences between resilient and non-resilient participants) The participants of this study indicated that:	CHARACTERISTICS (differences between resilient and non-resilient participants) The participants of this study indicated that:
A INDIVIDUAL	~resilient adolescents believed that they were **fun to be with** (Q. A28); ~'survival of the fittest' is applicable to everyday **survival in challenging conditions** and giving up is not an option (Q. A3); ~ **competence and self-worth** (Q. B4); ~ a **positive attitude**, and the fact that they believed they had a better chance in life to be successful if they learnt in English, suggest that they are pleased they are learning in English (Q. B3 and B10); ~a proactive attitude reflects a sense of **hope and ideals** for the future (Q. A4); ~**self-confidence** enables resilient	~problems in life will get solved in **a positive way** (Q. A51); ~resilient youth can solve their problems in **creative ways** (Q. A30 and Q. B2); ~confidence in expressing themselves (Q. A9); ~each individual is **responsible** to make the world a better place, and it is important to **serve your community** (Q. A13 and A47); ~comfortable with how they **express themselves in close relationships with their peers** (Q. A40); ~ **reject substance abuse** (Q. A33);

	youth to say how they feel and empowers them to avoid experiencing helplessness (Q. A16); ~**cooperation** with others promotes resilience (Q. A8); ~**feeling kindness** for people/**empathy** (Q. A14); ~resilient youth are **comfortable asking for help** (Q. A36); ~ resilient youth display **self-confidence** when they express themselves (Q. A18); ~resilience is associated with **positive plans for the future** and a will to succeed (Q. A22); ~**social acceptance and belonging** to a peer group reinforce resilience (Q. A31); ~**family, community, and peer support** encourages resilience (Q. A38);	
B RELATION-SHIPS	~**role models**, other than family members, are influential in the lives of youth (Q. A6); ~**parental support** as a protective factor encourages resilience (Q. A20); ~ these young adolescents have the same opinion as their parents to be educated in English, promoting **harmony** (Q. B1, B12 and B14);	~**knowledge of behaviour** in different social situations (Q. A11); ~they can **discuss problems with their parents** (Q. A29); ~ **accepted and respected by their peers** who are learning in their home language (Q. B7);

C COMMUNITY	~getting an **education** is important (Q. A10); ~they have many **opportunities for education**, growth, employment, and achievement (Q. A27 and A43); ~they have **opportunities to develop skills** (Q. A44 and A50); ~they feel **accepted by the community** despite being poor (Q. B15);	~feel they **belong at their school** (Q. A37); ~**feel safe** when they are with their family (Q. A21); ~youth need to have knowledge of **available resources** such as clinics (Q. A32 and A35); ~**social equity** plays a positive role in developing resilience (Q. A56);
D CULTURE	~**culture teaches you to become a better person** (Q. A17); ~they are **proud to be South African** (Q. A53); ~resilient youth **honour their background and traditions**, despite learning in English (Q. B5, B6 and B8); ~**elders are often respected** as being strict, but inspirational (Q. A5); ~**religious or spiritual beliefs** are a source of strength (Q. A24); ~**life should be lived in a certain way** (Q. A15); ~**participation in cultural activities**, including mentoring from more skilled peers, siblings, and adults, teaches the youth to adopt creative and mature approaches to problem solving (Q. A17); and ~**openness** in regard to mentioning their opinion is important in nurturing resilience in youth (Q. A55).	~they are **proud of their ethnic background** (Q. A25); and ~ acceptance and **belonging to a group** encourage resilience (Q. A57);

The protective factors and processes (as summarised in Table 5.3 above) appear to encourage resilience among the participants in this study. Specifically those factors that were rated significantly differently by the resilient compared to the non-resilient participants might provide clues to which protective processes contribute most to resilience among the participants in this study.

The only question where there was no difference between the resilient and non-resilient respondents was **Question A39** regarding the **community's tolerance of risk behaviour**. This means that 19 respondents of both the resilient and non-resilient groups disagreed that members of their family or community who did unacceptable things were accepted afterwards. In this community, people forgive reluctantly, and communities in South Africa often take the law into their own hands to punish criminals (Donald *et al.*, 2007:238).

Finally, to comment whether the participants in this study have comparable levels of resilience, it is possible to compare the statistical averages of their protective processes to those of the South African participants who took part in the International Resilience Study, as well as to the global results (Ungar, 2005b). In this study, resilience was also measured using the CYRM (Cameron *et al.*, 2007:296; Ungar, 2002).

Table 5.4: Average scores: South Africa, global, and my study

Aspects of resilience	South Africa (Cape Town)	Global	Means in my study
Individual	3.4	3.4	4
Relationships	3.4	3.4	3.8
Community	3.5	3.6	3.9
Culture	3.5	3.3	4

The above comparison suggests that the participants in this study rated the various aspects of resilience more highly than participants in the international study. It is not possible to speculate on reasons for this, but the comparison in Table 5.4 above does suggest that the participants in this study function resiliently when their average scores are compared to national and international averages. From the above, it also seems that individual and cultural protective processes are most relevant to the resilience of participants in my study.

Table 5.5 below gives a summary of the protective processes that contributed to the resilience of the participants in my study and the participants in the global International Youth Resilience Study (Ungar *et al.*, 2006b).

Table 5.5: Characteristics of resilience found in youth in this study that correlate with the international study

A. INDIVIDUAL	B. RELATIONSHIPS
~optimism and being **fun to be with**;	~**role models**;
~**creative solutions** to problems to overcome hardship;	~**positive peer and family relationships**; and
~**self-confidence** to fight helplessness;	~**parental support.**
~**cooperation** with peers, family and community;	
~**social skills and social acceptance**;	
~**aspirations** for the future;	
~hardworking, **ambitious** and wanting to succeed;	
~**empathy** and helping others in need;	
~being able to **ask for help** when needed; and	
~**an easy temperament** and **good reasoning skills.**	

C. COMMUNITY	D. CULTURE
~positive schooling and good **education** will ensure success; ~**opportunities for growth**, employment, and achievement; ~**respect for other generations**; and ~ **social acceptance by peers.**	~**cultural and socio-cultural activities** promote personal growth; ~**spiritual beliefs;** ~**belonging to a group** and being culturally grounded, and having cultural roots; and ~ have a life **philosophy rooted in one's culture** so that life is lived in acceptable ways.

The above summary indicates that the youth in this study have many of the characteristics of resilience as were found in previous international studies (Boyden & Mann, 2005:6-8; Fraser *et al.*, 2004:43-49; Siebert, 2006:88-89; Smokowski *et al.*, 2000:426-428; Thomlinson, 2004:103; Ungar, 2006b).

The protective processes and factors that did not appear to contribute to the resilience of participants that the AC identified as resilient, are summarised in Table 5.6 below.

Table 5.6: Processes in my study that showed a significant difference to previous international studies

	PROCESSES
A. INDIVIDUAL	The majority of adolescents in **Question A1** did not regard fun and laughter as problem-solving skills, indicating their different perception regarding **humour** (in the sense of fun and laughter) from the international results. Laughing a problem away is not likely to solve problems – this might be why the resilient group do not consider that fun and laughter will help solve problems. Still, the resilient adolescents saw themselves as fun to be with and that they expected that problems would be solved positively (Appelt, 2006; Donald *et al.*, 2007:172; Heller *et al.*, 1999:334; Siebert, 2006:89).

B. RELATIONSHIPS	Few respondents in **Question A12** were comfortable talking to people they did not know possibly because they felt insecure of their proficiency in English as they are ESL learners, which has a negative influence on their **social competence**. Although few ESL-learners gave a positive answer here, more resilient than non-resilient adolescents were comfortable talking to strangers. These few resilient learners had the confidence and easy temperament found in resilient youth (Dass-Brailsford, 2005:581; Everall *et al.*, 2006:463; Gordon Rouse, 1998; Smokowski *et al.*, 2000:247). The insecurity of resilient participants in this study to speak to strangers may stem from their limited proficiency in English because they are ESL learners.
C. COMMUNITY	**The community's tolerance of risk behaviour** differs from the findings of the IRP, as most of the respondents in **Question A54** indicated that the community did not encourage non-violent solutions to deal with somebody who had committed a crime. In this community, people apparently forgive reluctantly, and communities in South Africa often take the law into their own hands to punish criminals (Donald *et al.*, 2007:238).
D. CULTURE	Few adolescents in **Question A2** knew where their parent(s) and/or grandparents were born, indicating a drawback in being **culturally grounded**, as is the case in **Question A19**. In **Question 19**, few replied that their families had a **ritual or routine** around meal times. As parents or guardians in this community travel far to work, leaving early in the morning or returning home late at night, they often do not have meals at the same time as their children. Poverty is often the reason why circumstances at home are unsupportive or without routine (Fraser *et al.*, 2004:38; Prinsloo, 2005:28). In such homes, children might never know much about their grandparents or follow routines.

What Tables 5.3 and 5.6, and Table 5.5 to a certain extent, mean, is that if Life Orientation teachers, schools, families, and communities want to encourage poor, ESL-learners towards resilience, they need to encourage these youth to be self-confident, to believe they are fun to be with, to not give up, to cooperate with others and be kind to others, to ask for help when needed, to develop positive social skills, to make positive plans for the future,

to accept that they will need to work harder to be successful, and to develop verbal competence in English.

Furthermore, these learners need to be encouraged to experience social acceptance along with family, community, parental, and peer support. In this regard parents, peers, and community members may need some guidelines on how to support poor, ESL-learners. These learners need to be encouraged to accept that their parents chose to send them to an English school.

To further encourage resilience there need to be opportunities for these youth to be educated, to find employment, and to develop skills. Poor, ESL-learners must be reminded that they are valuable young people. Cultural values that encourage openness, self-growth, national and cultural pride, respect for elders, along with opportunities to participate in cultural activities, and to voice an opinion, are important in encouraging resilience when youth are poor and ESL-learners. The same is true of religious or spiritual beliefs

5.5 CONCLUSION

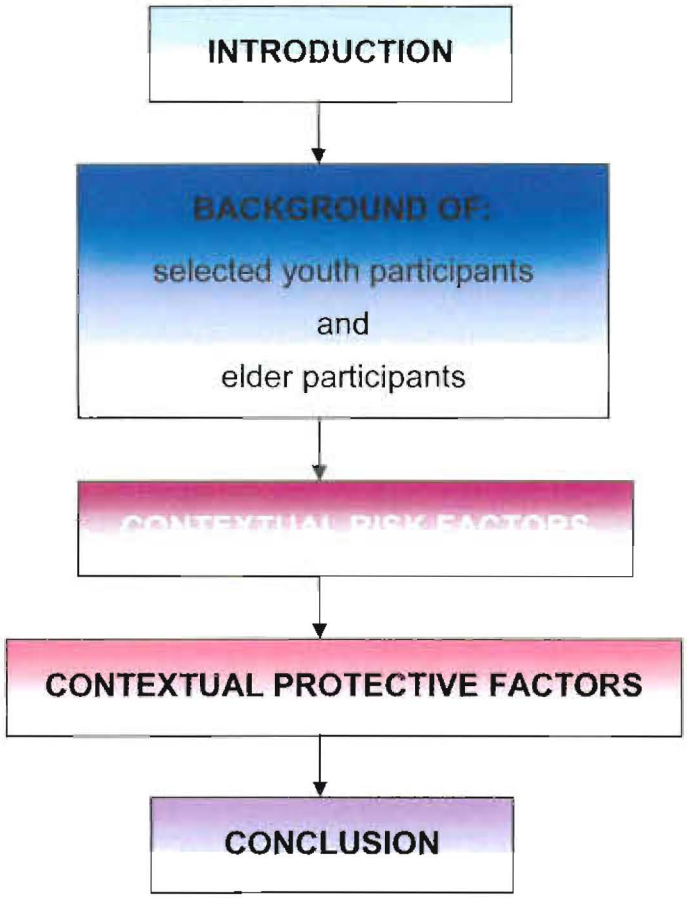
Most of the findings in my study were on par with previous studies of resilience. The processes indicated in Table 5.6 do not support international research results, regarding processes related to resilience. These differences highlight that it is important to research resilience within a given context, rather than assume that protective processes encourage resilience uniformly across various contexts.

Chapter Six will be a discussion of the results of the semi-structured interviews, in other words, the qualitative research method.

CHAPTER SIX

QUALITATIVE DATA ANALYSIS

Figure 6.1: Overview of Chapter Six



6.1 INTRODUCTION

In this chapter, protective processes and factors contributing to the resilience of youth, who are poor ESL learners, are explored using semi-structured interviews (transcriptions of the interviews are added as Addendum H). Before discussing the processes that contribute to their resilience, risks highlighted by the two youths and the elders will be briefly overviewed.

Each interview participant has been assigned a symbol to identify the participants in the discussion that follows.

Interviewer (researcher):



Youth:



Resilient male participant
Age: 14 years
Grade 7



Resilient female participant
Age: 14 years
Grade 7

Group:



Educator 1, female
Age: 40 years



Educator 2, female
Age: 38 years



Educator 3, female
Age: 53 years



Educator 4, male
Age: 46 years

Line references to supporting excerpts will be indicated in brackets.

6.2 RISK FACTORS AS EXPERIENCED BY PARTICIPANTS

During the interviews, the following risk factors were revealed, as they presented themselves in the lives of these young adolescents and as identified by the elders in this specific community who participated. The risk factors that the youth in the interviews allude to, namely, poverty, crime, peer and cultural alienation, and racial tensions, are well-documented risk factors

(Boyden & Mann, 2005:3; Leadbeater *et al.*, 2007:517; Prinsloo, 2005:28; Theron, 2007:358; Resnick, 2000:1).

6.2.1 Crime and an unsafe community

During the interview with the boy, it was clear that he feared criminals in his community, which made growing up in this community difficult. This is clear in the following excerpt:



"What do you find difficult growing up in this community?" (L. 5)



"Uhm ... crime, because people if they don't have work, they steal." (L. 6)

Some helplessness was sensed when the boy, in the face of crime, replied:



"I cannot do anything; I stay away from them." (L. 10)

Due to lack of social power and inability to change the situation, youth may experience helplessness (Boyden & Mann, 2005:3). In previous studies, isolation from conflict or difficult situations is considered a risk factor (Fraser *et aL.,* 2004:14; Masten & Coatsworth, 1998:207), but in the case of this boy, getting in the way of the criminals or trying to stop crime could be life-threatening. So, in his community, his ability to isolate himself or keep his distance protects him from harm. To be able to avoid violent situations in his community, he depends on isolation from the circumstances. Most of the crime in this community can be linked to poverty.

6.2.2 Poverty

Poverty led to parental conflict in the boy's family, but when his father managed to get a job, the improved financial security made a positive difference to family relationships, as illustrated in the following quote:



"We have more money now, but my parents did have fights before, because my father did not have a job." (L. 49-50)

Socioeconomic factors such as prolonged economic distress due to unemployment may result in dysfunctional households (Donald *et al.*, 2007:170; Fraser *et al.*, 2004:36; Masten & Coatsworth, 1998:209).

6.2.3 Disadvantaged neighbourhoods

The boy and girl, as well as the elders, experienced that youth did not have the opportunity to prepare themselves for future jobs in this community. The community does not or cannot contribute to the development of self-worth by providing part-time work to youth. Once again, poverty causes people to refrain from giving others opportunities to develop their skills for the future, purely because they cannot afford extra help. Disadvantaged neighbourhoods such as this community have limited opportunities for economical development for the youth (Prinsloo, 2005:28), as illustrated in the following excerpts:



"No, people don't offer others jobs in the townships." (L. 118)



"They don't give us work; they don't have money to pay. Many people don't have work. The children don't get work." (L. 53-54)



"In our community, the youth do not get jobs. It is difficult for the people. They cannot pay them." (L. 180-181)

Limited opportunities for employment, similar to those indicated in the above excerpts, contribute to vulnerability (Fraser *et al.*, 2004:36).

6.2.4 Lack of effective resources

Resources are limited in this community. The participants referred spontaneously to health, police, and educational resources, as discussed below.

Although the government provides hospitals for medical assistance, the services rendered there seem to be inadequate according to the responses of the boy and the girl. As in many other South African communities, health risks exist due to inadequate health care services (Donald *et al.*, 2007:170; Fraser *et al.*, 2004:18; Prinsloo, 2005:28). The following excerpts indicate that although there are health facilities, they are not necessarily adequate:



"I haven't been there. Other people say you wait very long." (L. 59)



"Sometimes people have to wait for long." (L. 122)

As noted earlier, crime was one of the risk factors that had an influence on how the boy perceived his environment. There seem to be some resources (for example, police) aimed at addressing this risk, but according to him, the police provide limited protection. Multiple crime factors due to high levels of neighbourhood crime and violence make it difficult for the police to act on seemingly trivial cases (Fraser *et al.*, 2004:38; Thomlinson, 2004:89). Police protection seems non-existent for the boy, except in extreme cases:



"You can go to the police, but they only help if someone is dead." (L. 12)

School is not all positive for the boy. He would like more opportunities for sport and cultural activities and more empathy from the educators. Educational risks exist due to limited opportunities for education, educators who are not supportive, and schools that do not give learners opportunities to grow (Donald *et al.*, 2007:197; Kayser, 2004:2). The following quote illustrates these risks:



"Some teachers don't understand you or don't listen if you want to explain why you couldn't learn or do your homework. We don't do enough concerts or have fun days at school."(L. 24-26)

6.2.5 Peer and cultural alienation

The risks of learning in English rather than in the mother tongue have not been emphasised in previous resilience studies, although previous studies have noted the importance of cultural ties in the promotion of resilience (Bell, 1999:8; Donald *et al.*, 2007:196; Nicol, 2005:120).

The risks involved in learning in English rather than in the mother tongue include the potential for cultural alienation: learners who receive an English education may risk cultural alienation and losing cultural ties in the process. ESL learners are often called names to insult them or accuse them of turning their backs on their own culture (Ramphele, 2002:96). This is clearly the girl's experience:



"Do they call you names in your community if you go to an English school?" (L. 87-88)



"Yes, they call us 'coconuts'; they say we act as if we are white, but we are black on the outside. They say we like acting as if we are better. They are jealous because I don't know what's wrong; there's nothing wrong; we get the same education." (L. 89-93)

Although the girl apparently reasons away their taunts, she clearly experiences peer rejection based on cultural differences.

6.2.6 Racial issues

Racial tensions are perceived by the boy as the cause of limited opportunities at school. Racial discrimination has been associated with limited opportunities (Ramphele, 2002:40), and the boy also makes this association:



"Why don't you have enough concerts or have fun days at school?" (L. 27)



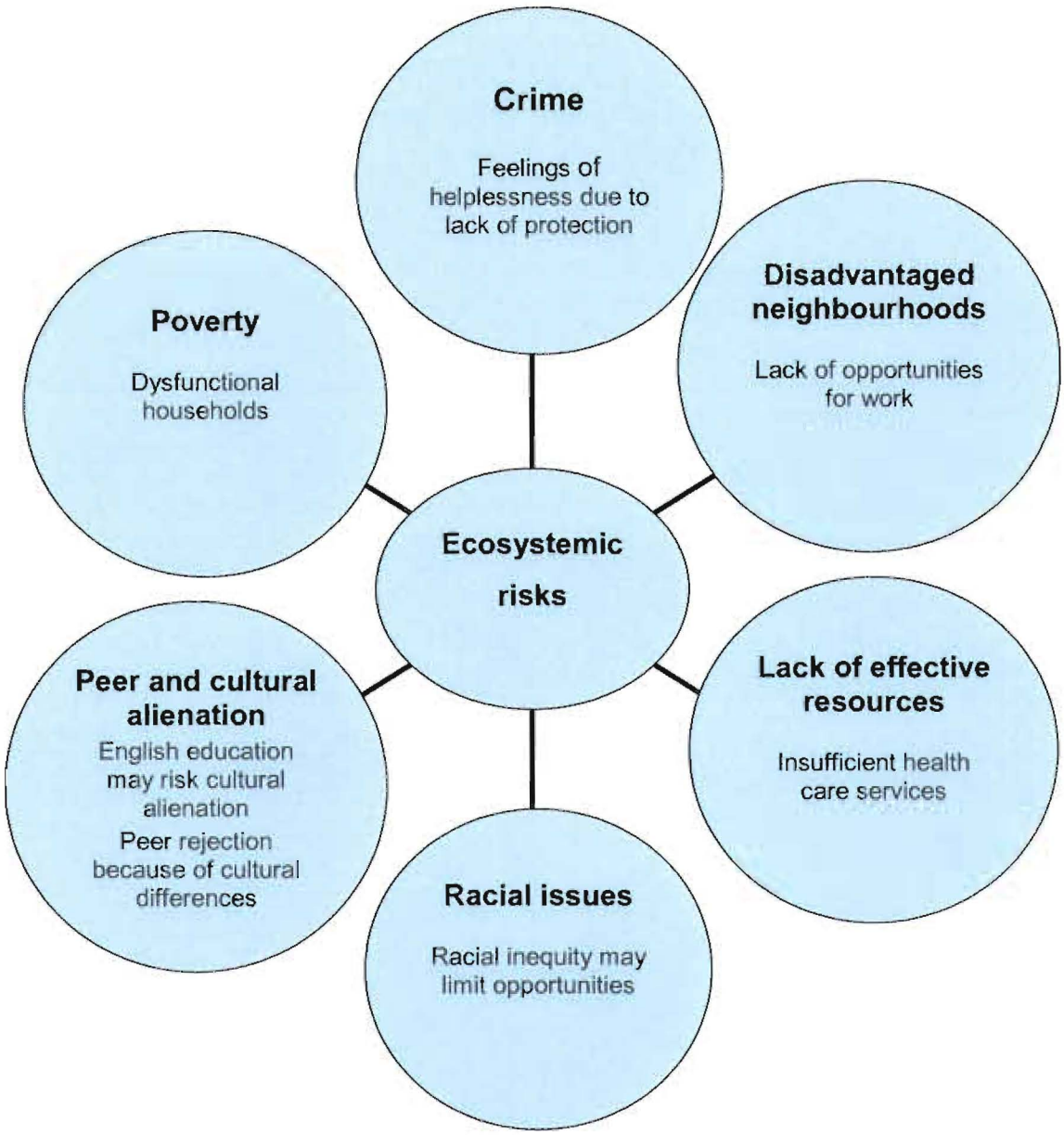
"Because some teachers are white and some are black; they don't talk about it. I think they don't agree on things like that. " (L. 28-29)

Few opportunities for personal and cultural development in the youth's educational environment, and racial discrimination and injustice that lead to limited opportunities have been documented as risk factors in previous resilience studies (Fraser *et al.*, 2004:36; Prinsloo, 2005:28; Sisulu, 2003:3).

6.2.7 Summary of experienced risks

In summary, the participants referred to ecosystemic risks, as shown in Figure 6.2. As noted previously, most of these risks have been documented (Donald *et al.*, 2007:168; Fraser *et al.*, 2004:36; Prinsloo, 2005:28; Sisulu, 2003:3).

Figure 6.2: Ecosystemic risks referred to by participants



These risk factors often occur together, causing a cumulation of risk factors, which has a negative influence on youth development and may increase vulnerability (Fraser *et al.*, 2004:20; Masten & Coatsworth, 1998:214).

6.3 PROTECTIVE PROCESSES AS EXPERIENCED BY PARTICIPANTS

The participants in the interviews revealed many protective factors, resources, and processes that had or still have a positive effect on their lives. The protective factors, resources, and processes alluded to in the interviews,

namely, intrinsic, familial, relational, communal, and cultural protective resources are well-documented in previous resilience studies (Donald *et al.*, 2007:172-175; Howard, 1996; Marx *et al.*, 1998:40; Smokowski *et al.*, 2000:426-247).

6.3.1 Intrinsic protective resources

Both the youth and the elders referred to intrinsic or intrapersonal resources that promote resilience in youth. One characteristic that is prominent is that resilient youth are supported by a **positive attitude**, and they focus on what they enjoy. For example, although the boy admits to fearing crime, he does not linger on negative thoughts. He embraces all the activities he "likes".



"I don't have problems ... I like school ... I like English ... I like the singing at the church." (L. 16, 21, 31, 63)

The girl's positive attitude is further supported by **positive thinking** and a strong driving force. Although her parents support her and have high expectations for her, she is also **self-driven and motivated**, and this contributes to her resilience, as illustrated in the following quote:



"Depending on what you want to do, and if you go for it, you can do it ... The feeling of you succeeding is stronger than your parents' expectations, because you are the one who wants to do it ... Don't worry too much in your head. When you worry too much in your head about things you can't have or can't do, you have these brain damages." (L. 98; 101-103)

She clearly understands the futility of negative thoughts.

The elders commented on personal traits that support resilience in youth, including **good self-esteem**, positive attitude, being prepared to work, and a willingness to do things. For example, one educator said:



"A child must have a good self-esteem, be positive, be prepared to work on his own, and not be forced to do something. Ja, we're looking for the positive part of it; the child must always be willing to do things, not to be called to do things." (L. 151-154)

Traits such as a positive attitude, **self-motivation**, and a good self-esteem are present in both the boy and the girl who were interviewed. As indicated previously, the boy and the girl enjoy school, and the girl spontaneously helps the little girls at the tuck shop:



"Yes, ma'am, at the tuck shop, the little ones try to speak English, and then I help them if they don't know how to say what they want." (L. 106-107)

Many protective processes are revealed in the above excerpts that echo literature emphasising that a resilient adolescent has a positive self-concept, is academically competent, socialises easily, is sensitive and loving, and expects success because of inner control and the ability to be cooperative (Gordon Rouse *et al.*, 1998:297; Heller *et al.*, 1999:334; Kumpfer *in* Glantz & Johnson, 1999:208; Siebert, 2006:89; Smokowski *et al.*, 2000:426).

6.3.2 Relationships with family members

One of the similarities between the boy and the girl is that they are both supported by their families.

The boy says he is happy when he is with his family. The boy experiences limited time with his parents because of their careers; this must be difficult for him. His grandfather's support seems to compensate for this lack of time with his parents, and they seem to be financially better off than before. As noted earlier, poverty did have an influence on good relations in the home previously. What is protective for him is that both parents are now employed, and conflict has subsided. When questioned about his parents' support for his school work, his answer suggested that he accepted that they could not be an active part of his schooling:



"No, not much, they don't have time now." (L. 42)



"Why don't they have time now?" (L. 43)



"Well, they are self-employed; my dad is driving taxis, and my mother is selling medicine now. We have more money now, but my parents did have fights before because my father did not have a job." (L. 44-45; 49-50)

He reveals that his grandfather is a great source of help to him. His grandfather is always there when he needs him, also with regard to school work, and the grandfather has resources, a dictionary, that he may use and that helps him with his school work. In this case, the extended family (grandfather) is a protective source:



"... if I ask help, I go to my grandfather ... My grandfather has an English dictionary. If I don't understand a word, we look for it in his dictionary." (L. 16; 35-36)

The girl has her mother who plays a protective role in her life. She gets additional support from her stepfather, who is very fond of her and supports her, too. She also relies on her family's love for her. The protective role of her parents is evident in the following piece:



"My mother says if something is difficult for me, I shouldn't be afraid to turn to her ... Ma'am, I'm happy when my mom is happy ... My stepfather lives with us. He is wonderful; he loves me a lot ..." (L. 70; 109-110; 112)

The elders also feel strongly that youth need their parents to be there for them at all times:



"I suppose a sound family background. The family live together, parents live together, and there's the right kind of support the child needs." (L. 134-136)

A healthy, warm, caring relationship with at least one stable caregiver is essential to overcome risks, as noted in earlier resilience studies (Clauss-Ehlers & Weist, 2004:316; Donald *et al.*, 2007:174; Masten & Coatsworth, 1998:213).

Parents serve as a source of physical as well as emotional support for their children. The boy is aware of crime in the community, but his parents have resources to protect him from harm, and he feels safe with them, as illustrated in the following quote:



"My parents know the people in the township; they watch out for crime, and they get back to the criminals themselves." (L. 13-14)

In this community, as in other resilience studies, the participants experienced that a family that encouraged connectedness and discussed problems with ease helped them to be resilient (LeBlanc *et al.*, 2005:173).

6.3.3 Relationships with friends and social skills

Both the boy and girl enjoy their friends' support and friendship. Relationships with friends are highly valued and appreciated by both the youth. As the girl said:



"My friends at school make me happy." (L. 70-71)

The boy also has a dog for a companion, suggesting that he can give of himself to, and take from, people and animals.



"I play with my friends. I play with my dog." (L. 61)

They interact well with their friends, who enjoy the same appreciation for life and who support them with positive advice when they ask for help. As the girl said:



: "I go with friends who have a positive attitude and have a positive effect on you. You know, my friends go to an English school, and we love talking English." (L. 124; 90-91)

Friends seem to be a good source of encouragement and support for both the boy and the girl. As the boy said:



"They give me plans I don't think of. They say it is not so bad." (L. 19)

These positive peer relationships enable the youth to develop attitudes and values and learn to share and help one another. Such relationships can lead to a sense of self-esteem and belonging (Boyden & Mann, 2005:8).

The elders were positive in their reply about the support the youth receive from their friends.



"And then the local peer group, their good friends' company needs to be encouraged because they teach them good manners and influence them positively." (L. 139-141)

6.3.4 Social competence and assisting others

Social competence and assisting others are skills reflected by resilient youth in their daily living (Boyden & Mann, 2005:7; Everall *et al.*, 2006:463; LeBlanc *et al.*, 2005:173). The ability to be of assistance to others because of her proficiency in English gives the girl a feeling of accomplishment. She feels useful and powerful. English makes her important to others. The fact that she speaks English well makes her competent in a way other black youth in the community are not competent. She has the ability to solve problems for others who are not proficient in English, as outlined in the excerpt below:



"Yes, ma'am, at the tuck shop the little ones try to speak English, and then I help them if they don't know how to say what they want. You know, my friends go to (another English-medium school), and we love talking English. They (other friends) say we like acting as if we are better. They are jealous because I don't know what's wrong; there's nothing wrong; we get the same education. I don't bother; it gives me power." (L. 106-107; 91-93)

The girl's experience confirms that effective communication, social competence, and problem-solving skills assist children to express their needs, thoughts, and feelings, enabling them to face life's problems and to assist others and so avoid experiencing helplessness in difficult situations (Boyden & Mann, 2005:7; Donald *et al.*, 2007:172; Everall *et al.*, 2006:463; Gordon Rouse *et al.*, 1998:297; LeBlanc *et al.*, 2005:173; Mampane & Bouwer, 2006:444; Masten & Coatsworth, 1998:208; Siebert, 2006:89).

6.3.5 Role models

The boy as well as the elders reported that educators were highly respected and regarded as ideal role models for the youth:



"I would like to become a good teacher like Mr Kalenga." (L. 65)



"I think, in the townships, they want to be like the teacher. The teacher is the rule." (L. 186-187)

Role models beyond the family form another type of network. Teachers and others who hold positions of social responsibility can act as counsellors and have a positive influence on the self-image, identity, and goals of the youth (Mickey *et al.*, 2004:320).

6.3.6 Religious activities

Both the youth have religious ties. This community provides protective opportunities to the youth in the form of religious traditions and ceremonies,

and the youth choose to make the most of these opportunities, as indicated in the quotes below:



"Then you can go to church and pray." (L. 110)



"I like the singing at the church." (L. 63)

The elders confirmed the importance of religious activities to resilience and the youth's participation in these activities:



"They visit the church as often as possible. Every Friday, the youth get together at our church at four, and I collect them at seven o'clock. They do art together or watch a Christian movie or listen to Christian music. They have to go; they don't have a choice. They enjoy it! Every Friday, they must be there." (L. 174-177; 139)



"That is the foundation." (L. 173)



"Yes, they want to be there!" (L. 178)

Other studies have also documented that religious faith or spirituality is a protective resource for the youth and a sure basis for all participants to build successful lives on (Appelt, 2006; Dass-Brailsford, 2005:583; Hunter, 2001:117; Mampane & Bouwer, 2006:445; Smokowski *et al.*, 2000: 247).

6.3.7 Knowledge

Hunger for knowledge and access to sources of knowledge are associated with resilience in youth (Boyden & Mann, 2005:6; Everall *et al.*, 2006:462; Kitano & Lewis, 2004). In other South African studies with black youth, the importance of learning and its association with resilience have been emphasised (Dass-Brailsford, 2005:574; Mampane & Bouwer, 2006:443;

Theron, 2007:360-361). In my study, curiosity for knowledge was suggested by the girl, who reads about important issues to enhance her general knowledge:



"Yes ma'am, they are supposed they don't eat meat; I read in some book they don't eat anything with salt." (L. 82-83)

It might also be concluded that she read this because she has access to books.

In a similar way, the boy consults the dictionary to enlarge his vocabulary and read up on words of which he does not know the meaning.



"If I don't understand a word, we look for it in his dictionary." (L. 36)

These two adolescents are curious; they read and acquire knowledge. This hunger for knowledge as a trait of resilience is echoed in literature where intellectual skills, a good memory, resourcefulness, and curiosity are emphasised as characteristics of resilience.

6.3.8 Plans for the future

The fact that these two adolescents strive to make a success of their lives reflects hope for their future and makes them self-driven, which nurtures an inner locus of control. They know they want to become worthy adults, and they work for success because they are future-oriented. The boy (as indicated below) strives to be an educator because he has an excellent role model in one of his teachers:



"I would like to become a good teacher like Mr Kalenga." (L. 65)

The girl believes you can become anything you want if you work hard for it:



"Depending on what you want to do, and if you go for it, you can do it." (L. 98)

The elders agree that educators are seen as role models by their pupils and that they, as educators, have the responsibility to influence youth to strive for excellence and to have future plans:



"So I have to go to school and pick myself and be a better person. I'm not going to be the same as my parents. In other words, I'm going to be something more, better than they are today. That is where we are driving the youth to now." (L. 161-164)

Encouraging youth to be future-oriented should be the goal of all educators because hard work, ambition, plans, and hope for the future nurture resilience (Boyden & Mann, 2005:6; Heller *et al.*, 1999:334; Mampane & Bouwer, 2006:444; Pellino, 2006:4-5).

6.3.9 Sense of belonging, culture, and rites of passage

The girl has a strong sense of belonging, and culture is important to her. She emphasises culture, community, and language more than the boy does. She has much to say about initiation of the boys, but, curiously, knows little about initiation of the girls. From my own experience and knowledge, I know that males are regarded as far superior to females in the cultural background from which these youth come. This may be the reason why more information about male initiation is available than female initiation. Although she does not know much about female rites of passage, it is still protective that the rites of passage are clearly communicated. She interprets cultural rituals positively, as indicated in the excerpt below:



"Ma'am, your family, your religion, culture, and traditions, and your community to have love for you. Your culture teaches you to be a man. Then you go by the rules of the initiation so that you can be a grown-up that is successful. They teach them positive things. It is only those who don't go about the rules they do negative things." (L. 74-77)

The girl's conviction confirms that resilience is nurtured by the positive interaction between individual traits, cultural background, values, and supporting factors in the socio-cultural environment (Fraser *et al.*, 2004:36). Furthermore, as indicated in other studies, participation in cultural activities teaches the youth to adopt new and mature problem-solving skills and helps youth to feel grounded (Boyden & Mann, 2005:8; Fraser *et al.*, 2004:36).

6.3.10 School and further education

The school provides many protective processes. Experiencing school as a positive routine means success and resilience to some township youth in South Africa (Dass-Brailsford, 2005:586; Theron, 2007:368-369).

The participants related that they had the opportunity to interact with friends and to participate in recreational activities, and they had role models in positive educators. The curriculum of Life Orientation teaches them empowering skills, and learning in English empowers them for further education, as indicated by the girl:



"In LO, they teach you about your friends, peer pressure, and things like that." (L. 125-126)

Because Life Orientation classes are compulsory in South African schools, learners get sufficient opportunities to talk about concerns about present and future problems under the supervision of capable, trained educators in order to assist learners to be resilient (Theron, 2007:369; Theron, 2008a). The fact that schools offer a positive experience to the youth regarding preparation for the future by discussing and role-playing adult responsibilities in class and

through leadership responsibilities at school and on the sports field supports resilience processes (Donald *et al.*, 2007:180).

Some of the elders were of the opinion that a further benefit that schools offered youth was English because of the need for English mastery when going to university:



"... now in the tertiary institutions, the English is the most important one." (L. 193-194)

In other words, schools also offer a positive experience to the youth regarding preparation for the future, especially English-medium schools in the towns, as experienced by the youth and elders in this community (Donald *et al.*, 2007:180;).

6.3.11 Community support structures and resources

Community services provided by the government are services to assist with health, education, and other basic needs that can contribute to resilience processes (Barter, 2005:352). As noted when discussing risks, the participants are aware that there are community services:



"The hospital is always open." (L. 120)



"We go to Johan Heyns HospitaL." (L. 56)



"You can go to the police." (L. 12)

However, the consistency, availability, and quality (or lack thereof) of these services are implicit in how they talk about these services. This suggests some ambivalence towards community services (cf. Chapter Six, 6.2.4). The boy emphasises the community support structures and money more than the

girl. He feels that the government is supportive of the poor. Help from the government is a protective process:



"They (the poor) go to the government; they get grants." (L. 8)

6.4 CONCLUSION

The participants in the interviews, youth and elders, experienced both risk factors and protective resources in their community. More protective resources than risk factors surfaced, and this might possibly be related to resilient youth being inclined to focus on the positive.

A summary of the protective factors that emerged from the interviews is provided in Table 6.1 below. The summary uses the categories of the CYRM. As with the CYRM, the results show that protective antecedents arise from individual, relational, community, and cultural factors. Once again, this suggests that the process of resilience is multifaceted and depends on the individual and his context (Ungar, 2008).

Table 6.1: Summary of the protective factors that emerged from the interviews in the qualitative study

Individual factors 	• A positive self-esteem • Hard work, ambition, and hope for the future • Social competence and assisting others • Internal locus of control and self-driven, expecting success • Hunger for knowledge, a good memory, resourcefulness, and curiosity • Effective communication, social competence and problem-solving skills, enabling youth to face life's problems and so avoid experiencing helplessness in difficult situations • Sensitive and loving • Ability to be cooperative • A positive attitude supported by positive thinking

Relational factors 	• Caring relationship with at least one stable caregiver • A family that encourages connectedness, thus a sound family background • Positive peer relationships • Role models beyond the family who hold positions of social responsibility can act as counsellors and have a positive influence on the self-image, identity, and goals • Parents serve as a source of physical as well as emotional support • Opportunities to interact with friends and participate in recreational activities • Positive peer relationships enable the youth to develop attitudes and values and learn to share and help one another • Pets
Community factors 	• Accessible community support services • Schools also offer a positive experience to the youth regarding preparation for the future • Life Orientation teaches them empowering skills • Learning in English empowers them for further education • Government grants

Cultural factors 	• Religious faith or spirituality • Participation in cultural activities and rituals, such as initiation, teaches the youth to adopt new and mature problem-solving skills and helps youth to feel grounded • Rites of passage are clearly communicated

None of the protective processes or factors that emerged from the interviews contradicted those revealed by the CYRM. Instead, the protective resources described by the two resilient youth and the four elders gave deeper meaning to the processes identified as protective in the CYRM.

Chapter Seven contains a final summary of the study.

"The courage to persevere is to keep on believing that there is a way" (Neetling, 1999:36).

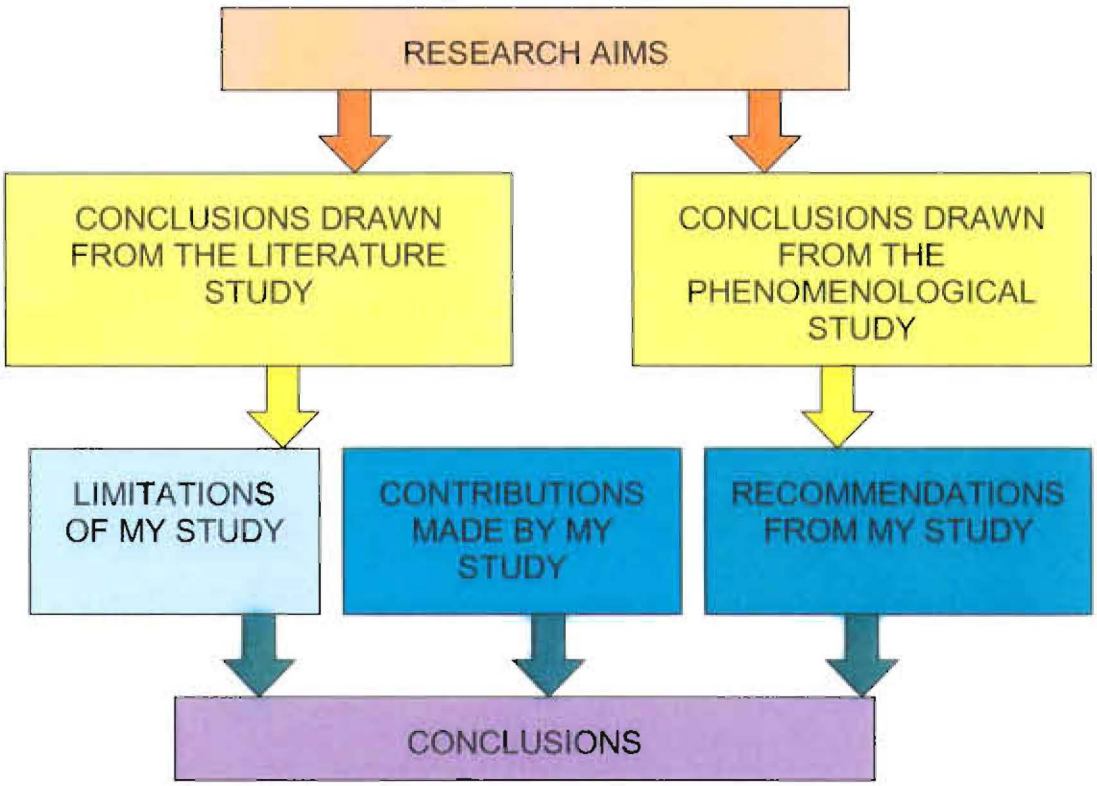
CHAPTER SEVEN

SUMMARY OF THE STUDY

7.1 INTRODUCTION

This chapter provides a summary of the findings of my study. In addition to the summary of the literature study and the results of the phenomenological study, a discussion of the limitations and contributions of my study will follow. Lastly, recommendations for future research will be proposed. A summary of the contents of this chapter is given in Figure 7.1 below:

Figure 7.1: Overview of Chapter Seven



7.2 RESEARCH AIMS REVISITED

The overall aim of my study was to document what contributes to resilience among poor, second-language learners in a given school in the Vaal Triangle.

The overall objectives were successfully reached, as summarised in Table 7.1.

Table 7.1: Aims and achievements of my study

AIMS	ACHIEVEMENTS
To describe the phenomenon of resilience in adolescents as defined by Western researchers.	A literature study was conducted as documented in Chapter 2.
To conduct a literature study to determine the risks associated with poverty and second-language learning.	A literature study was conducted as documented in Chapter 3.
To compare a sample of resilient South African youth who are poor, second-language learners to non-resilient South African youth who are poor, second-language learners.	Sixty-five adolescents completed the CYRM. The findings determined by the CYRM were reported in Chapter 5.
To conduct semi-structured interviews with two resilient, poor, second-language adolescents and elders from their community.	In Chapter 6, findings that resulted from content analysis of the individual and group interviews were reported.
Guidelines for Life Orientation educators aimed at encouraging resilience in South African youth who are poor, second-language learners.	Guidelines based on the CYRM and interview findings are provided in this chapter.

From the above, it is clear that the aims that were targeted by my study were achieved.

7.3 OVERVIEW OF THE LITERATURE STUDY

The literature study will be overviewed in terms of a broader picture of resilience and a summary of the risk factors that were used to delineate my study.

The following conclusions were drawn from the literature in Chapter 2:

7.3.1 Resilience

Resilience is the ability to be flexible and unbreakable, to adapt successfully to hardships, and to use protective processes such as individual strengths as well as the protective resources and processes found in the family, the community, and culture to overcome adverse circumstances or experiences (Castello, 1996; Empson & Nabuzoka, 2004; Garmezy, 1991; Newman & Blackburn, 2002; Olsson *et al.*, 2003:2; Ungar *et al.*, 2007:288).

This means that resilient youth can rise above hardships by adjusting positively to challenging situations because they have both personal capacity and ecological support (that is, support from family, friends, and community and cultural resources) (Cameron *et al.*, 2007:285; Dass-Brailsford, 2005:574; Greeff, 2005a:iv; Newman & Blackburn, 2002).

More recently, resilience has been defined as a dynamic process that arises from youths' navigation towards, and negotiation for, protective resources that encourage resilience (Ungar, 2008).

7.3.2 Risk and protective factors/processes

Protective factors are abilities and processes that lessen the effects of individual vulnerabilities or environmental risks, so that maladaptive outcomes are less likely than would be the case in the absence of protective factors (Donald *et al.*, 2007:172; Everall *et al.*, 2006:462; Fraser *et al.*, 2004:14).

Typically, protective resources are found within the individual and his family, context, and culture and may be multiple (Richman & Fraser, 2001:5; Ungar *et al.*, 2007:288).

When youth face adversity, they are defined as "at risk" for negative developmental or maladaptive outcomes (Donald *et al.*, 2007:172; Fraser *et al.*, 2004:14; Hixson & Tinsmann, 1990; Masten & Coatsworth, 1998; Osher *et al.*, 1999). This includes any conditions under which youth are exposed to harm or negative psychological or developmental outcomes. Risk factors rarely occur alone at specific times, and the accumulation of risk factors affects youth development adversely and is associated with increased vulnerability (Fraser *et al.*, 2004:20; Masten & Coatsworth, 1998:214).

Table 7.2 lists possible risk factors and protective factors/processes (Donald *et al.*, 2007:168-177; Fraser *et al.*, 2004:36-40; Gonzales & Kim, 1997:492; Masten & Coatsworth, 1998:214; Masten *et al.*, 1990:1; Patel & Kleinman, 2003:611; Prinsloo, 2005:28; Thomlinson, 2004:103).

Table 7.2: Common risk and protective factors for youth: an ecological and multisystems perspective (Donald *et al.*, 2007:168-177; Fraser *et al.*, 2004:36-40; Gonzales & Kim, 1997:492; Masten & Coatsworth, 1998:214; Masten *et al.*, 1990:1; Patel & Kleinman, 2003:611; Prinsloo, 2005:28; Thomlinson, 2004:103)

SYSTEM LEVEL	RISK FACTORS For example:	PROTECTIVE FACTORS For example:
Individual psychosocial and biological characteristics	☹Being male or female at certain ages ☹Developmental phase ☹Medical or hereditary problems ☹Malnutrition ☹Teenage pregnancies ☹Hopelessness	☺Being content as a baby ☺Good self-esteem ☺Self-confidence ☺Ability to endure ☺Competence ☺Self-efficacy ☺Humour ☺Intelligence
Family conditions	☹Parental discord or psychopathology ☹Insensitive parenting ☹Child abuse ☹Poverty	☺Positive parent-child relationship ☺Successful parenting ☺Family rituals

Broad environmental conditions, including neighbourhood, school, and culture	☹Limited chances for education ☹Learning difficulties due to second-language learning or other barriers to learning ☹Failure at school ☹Few work opportunities ☹Poverty ☹Racial inequity ☹Overcrowded housing, lack of clean water and sanitation ☹Lack of security and access to health care	☺Adequate chances for education ☺Employment ☺Community efficacy ☺Availability of a concerned adult ☺Cultural pride ☺Cultural traditions ☺Religion ☺Rites of passage

In my study, I focused on poverty and second-language learning as risk factors.

7.3.3 Poverty

Poverty implies a lack of income, resources, and facilities, which may include unsatisfactory, overcrowded housing, lack of clean water supply and sanitation, and meagre food supplies that may also lack nutritional value. Poverty is associated with severe hardships, multiple deprivation, neediness, and lack of security (Blakely *et al.*, 2004:1944; Donald *et al.*, 2007:168). Raising a healthy child in such conditions is a challenge.

7.3.3.1 The impact of poverty on the youth

The risks for youth living in these circumstances are multiple and include (among others) (Barter, 2005:343; Donald *et al.*, 2007:168-177; Fraser *et al.*, 2004:38-40; Gonzales & Kim, 1997:492; Masten *et al.*, 1990:1; Patel & Kleinman, 2003:611; Prinsloo, 2005:28; Thomlinson, 2004:103; Wang *et al.*, 1997:1):

- physical risks, including developmental risks because of malnutrition, teenage pregnancies, or physical abuse;
- social risks such as dysfunctional living, including illegal activities, unsatisfying relationships in families, substance abuse by the youth, criminal behaviour, learning problems (resulting in feelings of incompetence), and school failure; and
- psychological risks because of insufficient emotional and social support in the family or from peers so that socialisation is uncomfortable, causing mental and psychosocial disorders, trauma, and hopelessness.

7.3.4 Second-language learning

A second language is a language other than a learner's first language or mother tongue. The mother tongue is the language spoken at home, during everyday social interaction, and during cultural activities in which they feel confident (Donald *et al.*, 2007:219).

7.3.4.1 The impact of second-language learning on the youth

Theron and Nel (2005:223) and Nicol (2005:118-120) identify the following characteristics of ESL learners:

- poor competence in their home language;
- limited ability in mastering English literacy skills and often no resources to help to improve their English skills;
- exposure to educators who are not proficient in standard English; and
- comprehension problems in English classes.

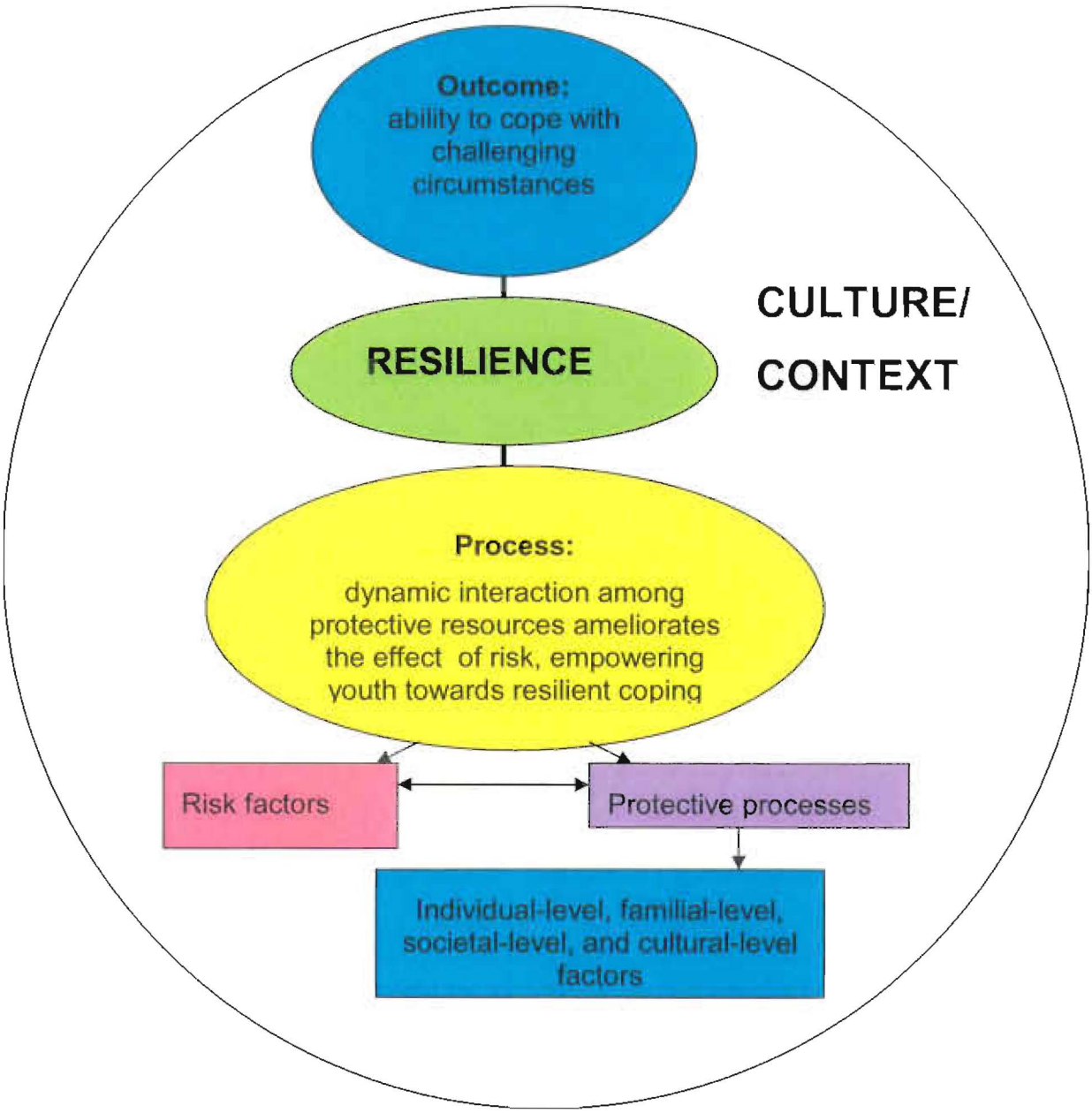
This means that these youth are potentially at risk. Being an ESL learner from a very young age may cause developmental delays of the youth's home language and learning barriers. Cognitive and academic abilities may be negatively affected. Mathematics and science, which involve concepts and subject terminology, are worst affected (Bell, 1999:2; Nicol, 2005:118). Many

ESL learners experience rejection by peers who learn in their mother tongue and may have negative emotions related to school (Ramphele, 2002:96).

7.4 THE PROCESS OF RESILIENCE

Resilience is successful adaptation to hardship and involves dynamic responses that depend on the context, opportunities, and capacity to use resources that potentially buffer risk (Clauss-Ehlers & Weist, 2004:262; Everall *et al.*, 2006:461; Olsson *et al.*, 2003:2; Ungar, *et al.*, 2007:288). Thus resilience is an outcome and a dynamic process, as illustrated in Figure 7.2.

Figure 7.2: Resilience is an outcome and a dynamic process



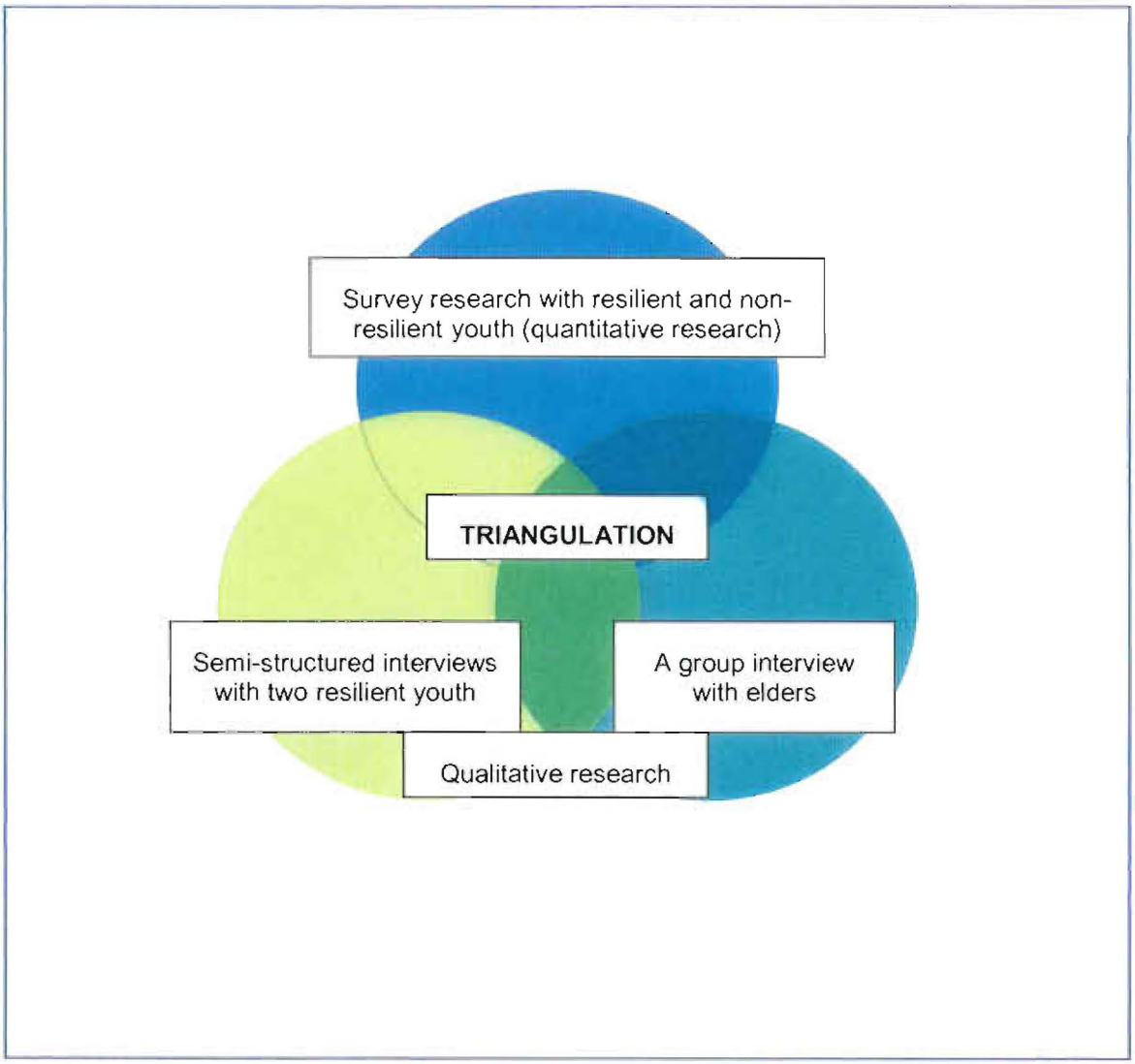
This means that the process of resilience is dynamic and interactive and recognises both risk and protective factors, as well as the context, stage of development, the navigation towards protective resources, and negotiation for protective resources (Olsson *et al.*, 2003:4; Ungar, 2006b:5).

7.5 METHOD AND CONCLUSIONS FROM THE EMPIRICAL STUDY

7.5.1 Method of the empirical study

According to the prescriptions of the IRP, the empirical study was three-pronged, resulting in triangulation, as shown in Figure 7.3.

Figure 7.3: Triangulation of methods/data analysis in my study

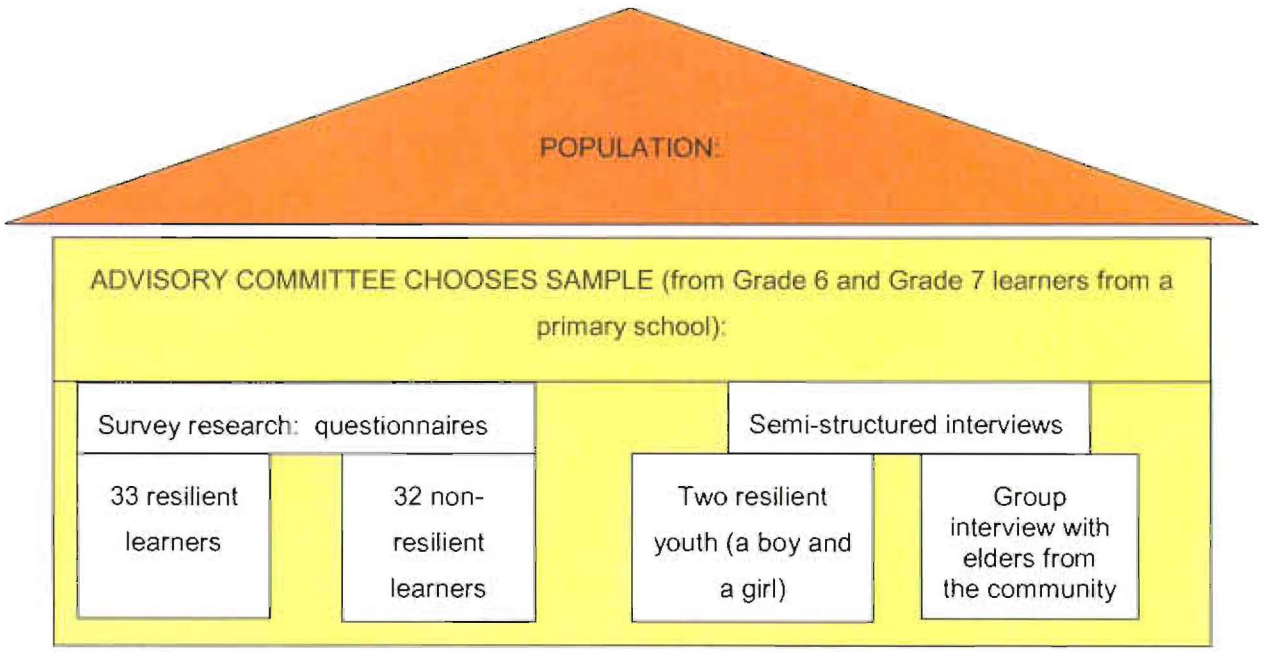


The use of survey research (quantitative research) and semi-structured interviews (qualitative research), as well as combining the results meaningfully, to answer the central research question of what contributes to resilience among learners who are poor and learn in a second language, resulted in a triangulated mixed-method design (Ivankova *et al.*, 2007:262; Leedy & Ormrod, 2005:99).

7.5.1.1 The population and sample

The population consisted of all poor, second-language learners in South Africa. For logistical reasons, the population was limited to a sample of Grade 6 and 7 learners from a primary school in the Vaal Triangle, as summarised in Figure 7.4 below.

Figure 7.4: Population and sample selection

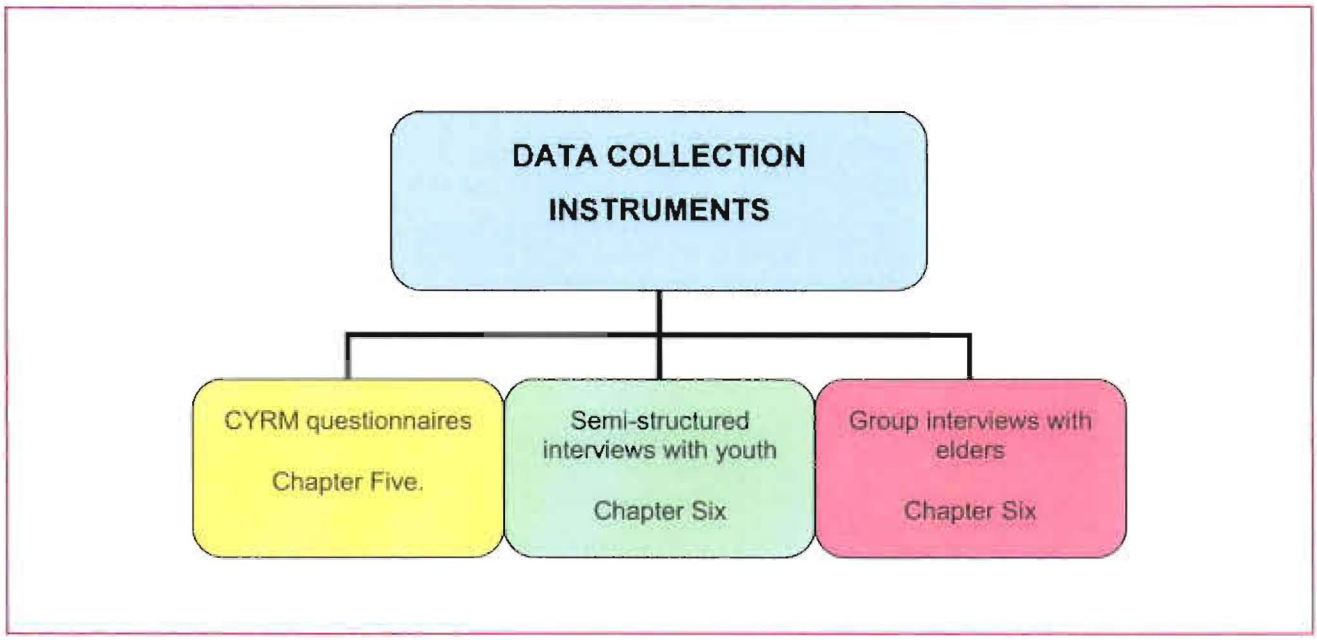


For my study, the school's counsellor, two involved learners, and I served on the Advisory Committee. The definition of resilience, based on that of Masten and Reed (2005:76) (cf. Chapter Four, 4.3.3.1), assisted the Advisory Committee to identify resilient and non-resilient participants. Two resilient youth were purposively selected for the interviews. The elders who were recruited were educators at the school where the adolescents were learners.

7.5.1.2 Data collection

The data collection instruments were specified by the IRP and included the Child and Youth Resilience Measure (CYRM) and semi-structured interviews. Figure 7.5 below summarises the data collection instruments as applied to this study.

Figure 7.5: Data collection instruments as applied to this study



7.5.1.3 Data analysis

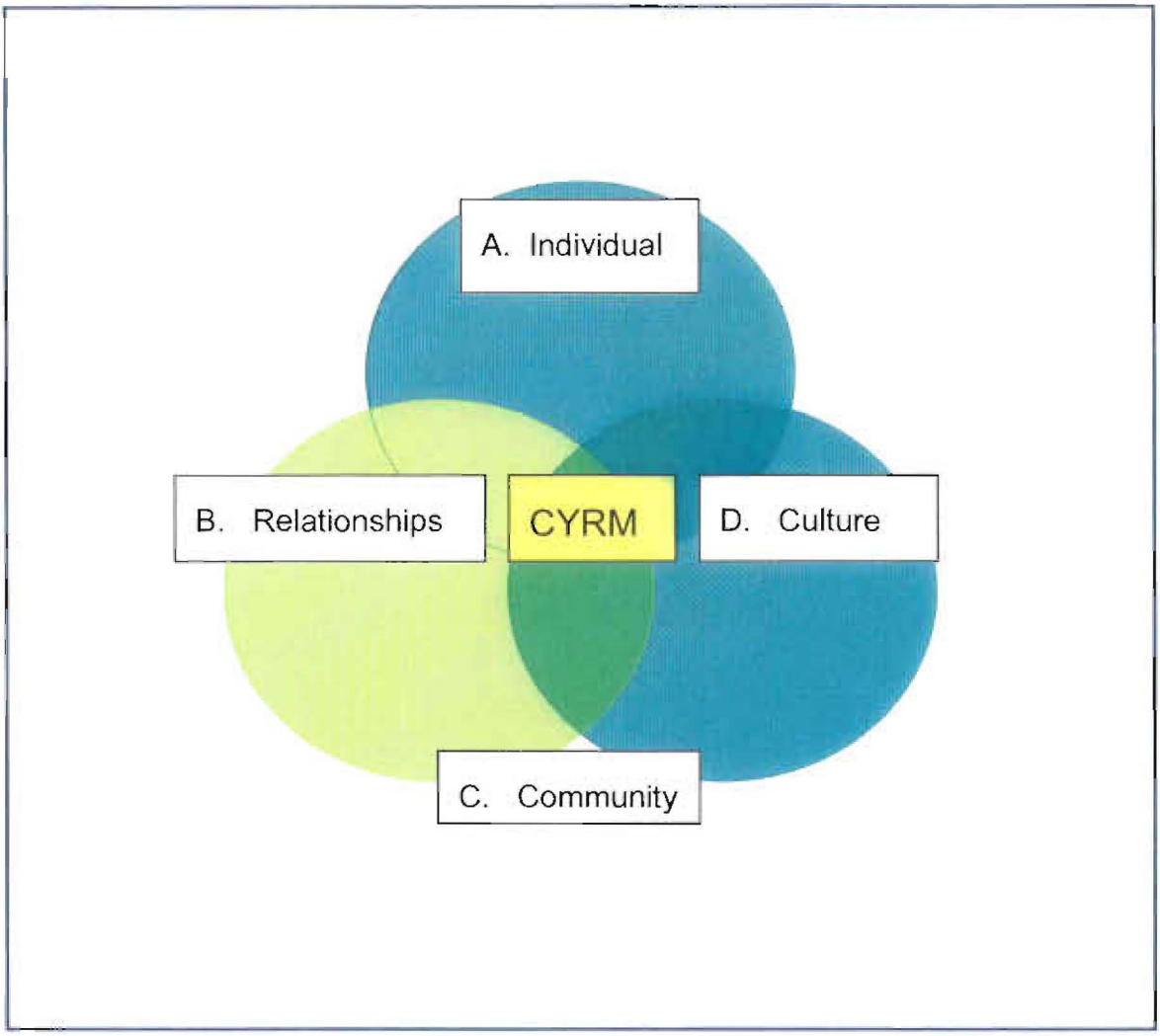
The quantitative data were analysed using descriptive statistics and the qualitative data using inductive content analysis.

Table 7.3: Data analysis

Descriptive statistical techniques	Inductive data analysis
Statistical services of the Vaal Triangle Campus of the North-West University used SPPS and Statistica (Version 7) programme to find frequencies and means for the CYRM responses. Frequency tables represented the results. The differences between the two groups were indicated in T-tests, reported in Chapter Five.	Content analysis consisting of a detailed, systematic examination of the data to determine patterns or themes of reasoning was applied to analyse the interviews (Leedy & Ormrod, 2005:108), as reported in Chapter Six.

To organise the characteristics of the resilient adolescent, the questions in the CYRM questionnaire and the site-specific questions were divided into four categories (Ungar, 2002; Ungar, 2006b: 5), as shown in Figure 7.6.

Figure 7.6: Categories of the CYRM



Within these four categories of the CYRM, factors and processes that contribute to resilience in youth in this study were found and could be compared to the results of the IRP (Ungar, 2006b:5).

7.5.2 Conclusions from the empirical study

In general the empirical study suggested that Western definitions of resilience provided a fairly good fit for the African youth who participated, as outlined below. The findings that differed will be summarised in 7.5.2.2.

7.5.2.1 Factors/processes contributing to resilience

Factors and processes contributing to resilience according to the results of the CYRM were summarised in Table 5.3 (cf. Chapter Five, 5.5). In summary, my

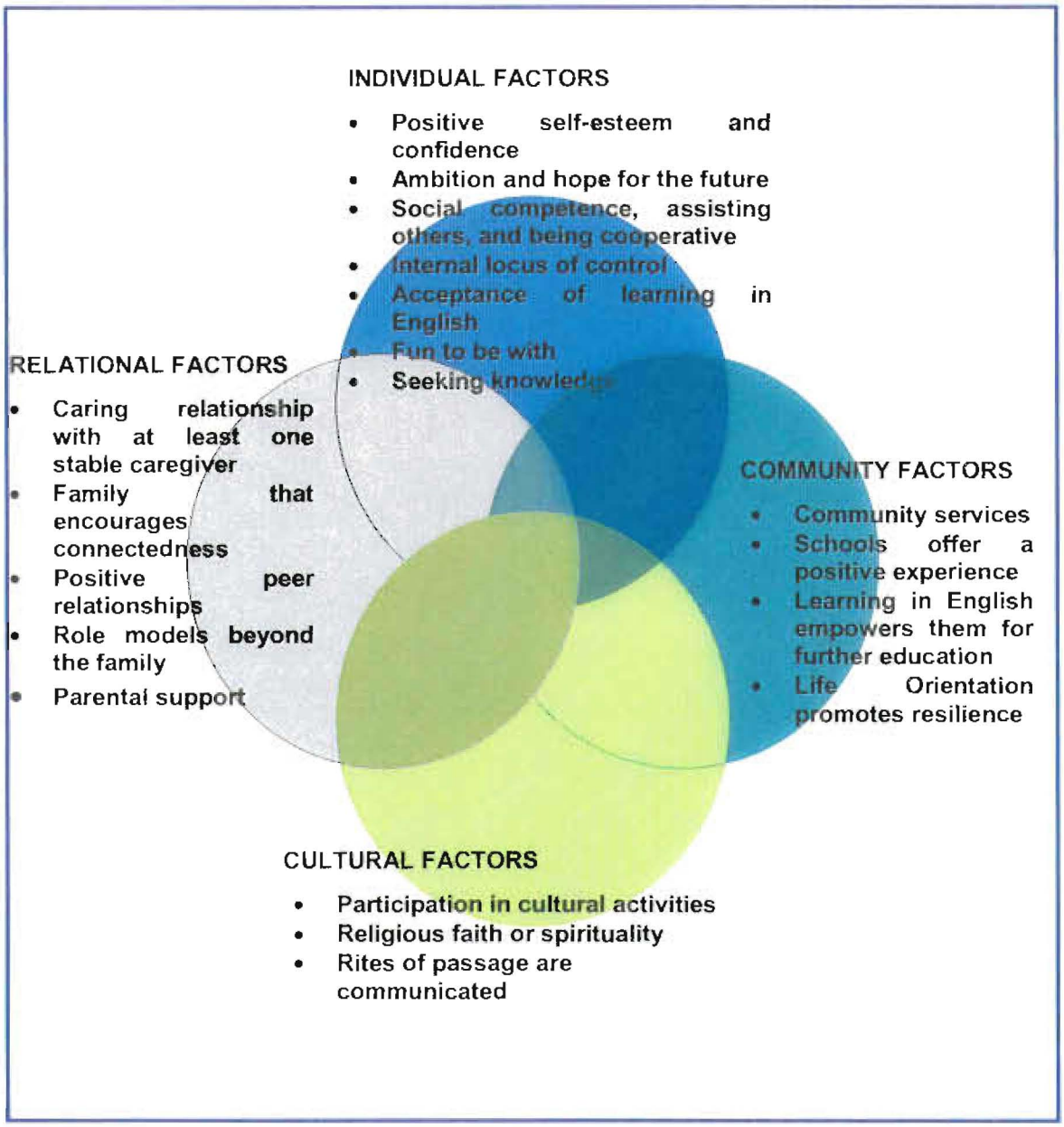
study revealed that resilient adolescents believed that they were fun to be with, and their competence, self-confidence, positive attitude, and feelings of self-worth empowered them to avoid experiencing helplessness. Giving up was not an option for these participants and might explain why they were cooperative and comfortable asking for help. They felt pleased that they could learn in English, and this attitude reflected a sense of hope and ideals for the future. Feeling kindness for people or empathy was noted, and the youth experienced family, community, and peer support.

The resilient youth stated that they were proud to be South African, honoured their background and traditions, and believed that culture taught you to become a better person. Spiritual beliefs were regarded as a source of strength, and elders were respected as being strict, but inspirational.

The protective factors/processes that emerged from the interviews in the qualitative study were summarised in Table 6.1 (cf. Chapter 6). The youth focused on what they enjoyed, and they seemed self-driven and motivated. The elders agreed that a good self-esteem, positive attitude, and a willingness to work and help others were present in both the boy and the girl and important resilience resources in general. The elders felt strongly that youth needed their parents to be there for them at all times. Both the boy and girl enjoyed their family and friends' support and friendship, and the boy also had a dog for a companion. Educators were highly respected and regarded as ideal role models for the youth. The community provided protective opportunities to the youth in the form of religious traditions and ceremonies. Both the resilient boy and girl knew they wanted to become worthy adults, and they worked for success because they were future-oriented. The girl had a strong sense of belonging, and culture was important to her. They indicated that Life Orientation taught them empowering skills, and learning in English empowered them for further education.

There were factors and processes common to both the CYRM findings and the interviews. These are summarised in Figure 7.7 below.

Figure 7.7: Factors and processes contributing to resilience in both the quantitative and qualitative studies



From the above, it is clear that factors and processes that contributed to the resilience of poor, ESL learners in my study cannot be attributed to just the participants themselves. Their resilience was also encouraged by the relationships they had and by their communities and their culture. Specifically with regard to the risk factors of poverty and second-language learning, the resilient participants in my study had accepted that they were learning in

English and did not look down on themselves because they came from poor backgrounds.

7.5.2.2 Incongruent results

I compared the findings of my study to the IRP (cf. Chapter Five, Table 5.5, and Chapter Six, Table 6.1), and although the findings were mostly comparable, there were differences. The differences support the argument that resilience has to be studied within a given context.

Most of the findings in my study were on par with previous studies of resilience. However, the following factors and processes did not appear to contribute to resilience among the resilient participants in my study (cf. Chapter Five, Table 5.6), namely:

- most of the participants did not regard **fun and laughter** as problem-solving skills because laughing a problem away was not likely to solve problems;
- few participants were **comfortable talking to people they did not know**, possibly because they were ESL learners. Their lack of confidence to speak to strangers may come from their limited proficiency in English;
- most of the participants indicated that **the community did not encourage non-violent solutions** to deal with criminals;
- few participants knew where their parent(s) and/or grandparents were born, indicating some deficit in being **culturally grounded**; and
- few participants replied that their families had a **ritual or routine around meal times**. Parents or guardians in this community rely on public transport and travel far to work, leaving early in the morning or returning home late at night. They seldom have meals at the same time as their children.

7.6 RECOMMENDATIONS TO ENCOURAGE RESILIENCE IN POOR, SECOND-LANGUAGE LEARNERS

Recommendations regarding resources that might encourage resilience can aptly be called "pathways to resilience" (Ungar, 2008). In this regard, schools need to integrate life skills education in the daily routine in the class, and educators have to model healthy practices (Donald *et al.*, 2007:180).

Lessons that facilitate the factors and processes that promote resilience should be non-directive and participatory, rather than prescriptive. A combination of the right questions with appropriate activities provides opportunities for the youth to find answers by themselves regarding change of behaviour for the better (Du Toit, Wissing & Hammes-Kirsten, 1997:5; Greeff, 2005b:5). This means that the educator has to be creative and flexible, improvise, and enjoy the lessons, too.

Guidelines that can be used to encourage resilience among poor, ESL learners in Life Orientation classes are provided in Table 7.4. These guidelines are based on the processes and factors that participants in my study identified as contributing to resilience (cf. Figure 7.7).

Table 7.4: Guidelines for a programme to develop resilience in Life Orientation classes

MODULE	THEME	OBJECTIVES	ACTIVITIES
1. Personal factors	Self-awareness and positive self-esteem.	Promote resilience by increasing self-awareness.	Group activity: learners draw unfinished sentences from a box, and answers are discussed in the group. The sentences target increased self-knowledge and positive self-esteem. For example: My name means .. My biggest fear is ... I like myself because ... This is what my friends like about me .. (Hammes-Kirsten, 1997:26)
	Ambition and hope for the future.	Promote resilience by helping learners to set well-formed goals for the future and develop positive future images.	Make a mind map about "roles I want to play", and let learners discuss maps in a small group (Hammes-Kirsten, 1997:61). Let learners write their own "time travelling" story on a staircase drawn on paper. Questions on the staircase can be: what will you be doing after school/this weekend/the coming holidays? Describe your first job/home? (Greeff, 2005a:173) Encourage them to fill in positive future images.

	Social competence, assisting others.	Promote resilience by encouraging the development of social competence and assisting others.	Let learners work in pairs to study pictures of people's faces and complete the phrase "This person feels ...". They discuss answers with each other (Greeff, 2005b:19).
	Problem solving/ internal locus of control.	Promote resilience by the understanding that answers are unlimited, creative – not predictable.	Small group activity. One in the group reads the scenario, for example: "Find the best name for a dark brown dog that has only one ear and loves raisins". Discuss answers in the group (Greeff, 2005b:57). Any scenario that encourages creative brainstorming can be used. In addition, encourage learners to make lists/drawings of all the things that they do have control over, and teach them to extend these to include control over attitude/thoughts.
	Acceptance of learning in English.	Promote resilience by encouraging acceptance of learning in English and doing fun activities in English.	For example: Play Scrabble or word association games in English in smaller groups. In addition, encourage learners to talk about what learning in English means to them. Help them to think of advantages and of ways to cope with the possible disadvantages (for example, ways to cope when I'm teased about learning in English).

	Fun to be with.	Promote resilience by finding characteristics in themselves that are pleasant and enjoyable.	Encourage fun activities and laughter. For example, let learners complete word boxes in a cartoon and share them with a small group. The funniest in each group will be presented to the class.
	Seek knowledge.	Promote resilience by using information technology.	Each learner draws a word out of a hat in the computer class. They have to search for information on their topic on the Internet and report back in their small groups. Teach learners additional knowledge-seeking skills such as: ☺ using a dictionary; ☺ asking someone for help; and ☺ going to the library.
2. Relationships	Relationships with caregivers.	Promote resilience by helping learners be aware of and acknowledge valued/positive relationships.	Thinking of a caregiver with whom they share a special bond, let them create their own "thank you" note with a poem they write themselves, if they can, to give to their caregiver.
	Connectedness in the family and parental support.	Promote resilience by initiating family activities that promote support.	Complete a table that has a list of questions, concerning which family members will help them under certain difficult circumstances (Greeff, 2005b:177). Learners could also be asked to draw a family tree to make them aware of family connections.

	Role models.	Promote resilience by realising we can learn from others.	Invite successful parents, sportsmen, or other role models to tell the learners how they achieved success. Ask learners to write down aspects of the role models they would like to live up to (Greeff, 2005a:51).
	Positive peer relationships.	Promote resilience by making learners aware of positive peer relationships and developing friendship skills.	Ask learners to fill in a support network review and support need questionnaire. Let them discuss answers in small groups (Nienaber, 1997:131). Encourage learners to reflect on and discuss the characteristics of a good friend. Let them compile a poster summarising these characteristics. Divide learners into pairs, and encourage them to write a short note to their partner mentioning something positive about that partner. For example: Dear ... I appreciate this about you: ..... From:

3. Community	Community support systems and services.	Promote resilience by gaining knowledge of community support systems available.	Invite people from the community who deliver an important function in the community to address the learners, for example, an ambulance driver or paramedic. Visit the hospital or library as a group to experience the support available there. Then encourage learners to make a map of all the support services in their community. Include telephone numbers. Display these maps where learners have easy access to them.
	School is a positive experience.	Promote resilience by rediscovering the good things about school.	Provide two boxes in the class. One box has "Thank you" on it, the other "Suggestions" Each learner has to write a thank you note for what he appreciates most at the school and a suggestion for what needs to change to improve the school. The notes are read and discussed in the class.
	English empowers you for the future.	Promote resilience by teaching correct English in formal situations.	Ask learners to complete a questionnaire about "what makes you a master?" (Greeff, 2005b:189). For example, a questionnaire that encourages learners to reflect on their strengths, and include reflections on language. Role-play situations, and guide the correct use of English in these situations.

4. Culture	Cultural recognition.	Promote resilience by developing pride and respect for culture.	Ask learners to design a coat of arms for the cultural group to which they belong. Ask learners to explain to others in class what the emblems mean (Hammes-Kirsten, 1997:61).
	Cultural activities.	Promote resilience by displaying cultural activities.	Organise a concert for cultural dances and songs. Help the learners to come up with ideas for items – if they are unsure, encourage them to ask elders in their community. Also encourage community members from different cultural groups to come and tell learners about cultural activities that they value.
	Spiritual activities.	Promote resilience by creating opportunities for spiritual activities.	Invite a variety of spiritual youth groups to perform songs and interact with learners. Encourage learners to express what they appreciated about these experiences. Remember to respect learners who have strongly established spiritual ties – they may not be coerced into changing their beliefs.
	Rites of passage are communicated.	Promote resilience by discussing rites of passage.	Ask learners to complete role-plays: one learner volunteers to play the role of an adult and another, the role of a youth. The others are tourists from a different culture. The chosen two learners have to explain what happens during initiation or similar rites of passage (Greeff, 2005a:133). Afterwards, learners can discuss their views on these.

The above programme contains merely a few ideas for the development of resilience among poor, ESL learners and should not be thought of as complete or final. Ideally, educators must determine the context in which they are teaching and adapt the above to suit the age of the learners with whom they are working. The values, beliefs, and practices of the community in which these guidelines will be implemented must be considered in the planning of life skills lessons (Donald *et al.*, 2007:180). Ideally, the activities must include interaction with family, community, and cultural stakeholders. In addition, the following resources include practical guidelines and a variety of activities that can be used to encourage resilience and should ideally be consulted when Life Orientation lessons are planned:

GREEFF, A. 2005. Resilience. Carmarthen: Crown House Publishing. (Social skills for effective learning, Vol. 1.)

GREEFF, A. 2005. Resilience. Carmarthen: Crown House Publishing. (Social skills for effective learning, Vol. 2.)

DU TOIT, M., NIENABER, A., HAMMES-KIRSTEN, D., KIRSTEN, T., CLAASSENS, E., DU PLESSIS, W. & WISSING, M. 1997. A life skills and coping programme for adolescents: a manual for teachers. Potchefstroom: PU for CHE.

THERON, L.C. (2008). Resilient Coping Strategies. In L. Wood (Ed.). *Coping with HIV/AIDS in the classroom.* Cape Town: Juta. (In Print)

THERON, L.C. (2008). Sexuality education. In L. Wood (Ed.). *Coping with HIV/AIDS in the classroom.* Cape Town: Juta. (In Print)

7.7 LIMITATIONS OF THE STUDY

The following limitations are noted:

- the interviews were conducted with only two adolescents and four primary school educators. Because of the small sample size, no generalisation can be determined from my study;

- the study was limited to educators and learners from a particular primary school, so it is not practical to generalise the results of the study to all adolescents nationally or internationally;

- the study was conducted only in a mainstream primary school. The results cannot be generalised to adolescents in other types of schools, such as secondary schools or special schools;

- the study was conducted only with black primary school adolescents and, therefore, focused on one racial group. The results cannot, therefore, be generalised to people of other races; and

- the survey instrument is a Western instrument used in an African context, and has only been used in Cape Town in South Africa.

7.8 CONTRIBUTIONS MADE BY THE STUDY

The study made the following contributions:

- my study documented the protective factors/processes that contribute to resilience in adolescents, particularly poor, second-language learners – to the best of my knowledge, there are no other South African studies that document this;

- the contributions of this study relate to theory (we understand better what contributes to resilience among the poor, second-language learners who participated in this study) and to practice (the findings may be used by Life Orientation educators to better support poor, second-language learners to become resilient); and

- the results of this study provide hope: mostly, literature describes poor second-language learners as vulnerable, but the resilient participants in this study provided a different picture.

7.9 RECOMMENDATIONS FOR FURTHER STUDIES

The recommendations for further study are as follows:

- because this study included a small sample of participants, it is recommended that it be repeated with a larger sample of poor, second-language learners and the findings compared;

- as this study's focus was limited to poor, second-language adolescents in a primary school, it is recommended that the study be repeated with poor, second-language learners in other school settings;

- because this study was conducted with black primary school adolescents, it is recommended that another study be conducted with poor, second-language learners from different racial groups so that their experiences can be compared; and

- it is recommended that the guidelines for Life Orientation educators be implemented and evaluated.

7.10 CONCLUSION

In my study, I aimed to document the characteristics of resilient, poor second-language learners in a given school in the Vaal Triangle in order that resilience in adolescents, particularly poor, second-language learners could be understood and even enhanced using life skills programmes as part of Life Orientation education.

In my study, I found that resilience in poor, second-language learners was possible because these learners displayed self-confidence, although their verbal competence in English needed to improve. They believed that they were fun to be with, cooperated with others, and did not give up on learning English, despite criticism from peers. The resilient youth asked for help when needed and displayed hope for the future by praising their role models. The resilient youth expressed respect, pride, and support for their cultural background, although they were learning in English. English was viewed as a vehicle to ensure work in the future. Spirituality was highly respected, and religious activities were very much part of the lives of the youth in my study.

In essence, my study suggests that resilient youth are supported by both inter- and intrapersonal protective resources to cope with the challenges of being poor and learning in their second language. In essence, their hardiness is reflected in the following poem by Cynthia Buhain-Baello:

RESILIENCE

by Cynthia Buhain-Baello

These trying times demand it,
No halcyon days ahead.
But all hard work brings profit,
Stand up and refuse to dread.

As the diamond remains a stone
Without the drill and the cutting,
Pleasures based on wealth alone
Robs man the chance of persevering.

True measure of success in life
Is hinged on wisdom and on prudence,
Courage, patience through the strife,
Facing hardships with resilience.

For out of adversity's crucible
Come strength of character and will,
And a man discovers he is able
To reach his goals, his dreams fulfill.

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ADDENDUM A

CYRM

For office use only	
Participant number:	
Site ID:	
Data number:	

Child and Youth Resilience Measure (CYRM)

Directions:

Listed below are a number of questions about you, your family, your community, and your relationships with people.

Please complete the questions in Section One.

For each question in Sections Two and Three, please circle the number to the right that describes you best. There are no right or wrong answers.

Section One:

What is your date of birth?

_____

Are you male or female?

_____

What is your race?

_____

What is your ethnic group?

_____

What is the highest level of education you have completed?

_____

Who do you live with?

_____

How long have you lived with these people?

_____

Please describe who you consider to be your family (For example, friends on the street; foster family; 2 biological parents with siblings; single parent home; adopted family etc.)

_____

_____

Section 2: (site-specific questions in Addendum B)

Section 3: Grouping of questions by the CYRM (Ungar, 2002)

To what extent ...	**Not at All**	**A Little**	**Some-what**	**Quite a Bit**	**A Lot**
A. Individual: A sense of humor					
1. Do you think having fun and laughing can help solve problems in life?	1	2	3	4	5
D. Culture / Being culturally grounded: knowing where you come from and being part of a cultural tradition which is expressed through daily activities					
2. Do you know where your parent(s) and / or grandparents were born?	1	2	3	4	5
A. Individual / Problem solving ability					
3. Do you keep going even when life gets difficult?	1	2	3	4	5
A. Individual / Self-efficacy					
4. Does what you do now, influence what will happen later in your life?	1	2	3	4	5
D. Culture / Cultural dislocation and a change (shift) in values are handled well					
5. Does the older generation understand and tolerate the ideas and strong beliefs of people your age?	1	2	3	4	5
B. Relationships / Having a positive mentor and role models					
6. Do you have people you look up to?	1	2	3	4	5

To what extent ...	Not at All	A Little	Some-what	Quite a Bit	A Lot
A. Individual / Empathy for others and the capacity to understand others					
7. Do you understand others' feelings?	1	2	3	4	5
A. Individual / Showing a balance between independence and dependence on others					
8. Do you need to cooperate with people around you if you want to succeed?	1	2	3	4	5
A. Individual / Assertiveness					
9. Can you express yourself without worrying about being criticized?	1	2	3	4	5
C. Community / Access to school and education, information, learning resources					
10. Is getting an education important to you?	1	2	3	4	5
B. Relationships / Social competence (person knows how to act socially)					
11. Do you know how to behave in different social situations?	1	2	3	4	5
B. Relationships / Social competence (person knows how to act socially)					
12. Are you comfortable talking with people you do not know?	1	2	3	4	5
A. Individual / A sense of duty (to others or self, depending on the culture)					
13. Do you think each individual is responsible to make the world a better place?	1	2	3	4	5

To what extent ...	Not at All	A Little	Some-what	Quite a Bit	A Lot
A. Individual / Empathy for others and the capacity to understand others					
14. Do you feel kindness for people you don't like when bad things happen to them?	1	2	3	4	5
D. Culture / Having a life philosophy					
15. Do you believe that life should be lived in a certain way?	1	2	3	4	5
A. Individual / Being able to live with uncertainty					
16. Do you feel confident when you are in challenging and confusing situations?	1	2	3	4	5
D. Culture / Self-betterment (not economic betterment, but betterment of the person and community)					
17. Does your culture teach you to become a better person?	1	2	3	4	5
A. Individual / Self-awareness, insight					
18. Are you comfortable with how you express yourself sexually?	1	2	3	4	5
D. Culture / Being culturally grounded: knowing where you come from and being part of a cultural tradition which is expressed through daily activities					
19. Does your family have a ritual or routine around mealtimes?	1	2	3	4	5

To what extent ...	Not at All	A Little	Some-what	Quite a Bit	A Lot
B. Relationships / Quality of parenting meets the child's needs: The family is emotionally expressive and parents monitor the child appropriately					
20. Do you feel that your parent(s) watch you closely and know a lot about you?	1	2	3	4	5
C. Community / Safety and security needs are met					
21. Do you eat enough most days?	1	2	3	4	5
C. Community / Safety and security needs are met					
22. Do you strive to finish what you start?	1	2	3	4	5
B. Relationships / Meaningful relationships with others at school, home, perceived social support, peer group acceptance					
23. Do you feel free and comfortable to talk to your teachers and / or other adults about your problems?	1	2	3	4	5
D. Culture / Affiliation with a religious organization					
24. Are religious or spiritual beliefs a source of strength for you?	1	2	3	4	5
D. Culture / Cultural/spiritual identification					
25. Are you proud of your ethnic background?	1	2	3	4	5
A. Individual / Having goals and aspirations					
26. Do you have a vision of how the future should be?	1	2	3	4	5

To what extent ...	Not at All	A Little	Some-what	Quite a Bit	A Lot
C. Community / Meaningful rights of passage with an appropriate amount of risk					
27. Do your parent(s) respect how you express yourself sexually?	1	2	3	4	5
A. Individual / A sense of humor					
28. Do people think you are fun to be with?	1	2	3	4	5
B. Relationships / Quality of parenting meets the child's needs: The family is emotionally expressive and parents monitor the child appropriately					
29. Do you talk to your family about how you feel?	1	2	3	4	5
A. Individual / Problem solving ability					
30. Do you feel you can solve your own problems?	1	2	3	4	5
A. Individual / Perceived social support					
31. Do you feel a sense of being part of a group when you are with your friends?	1	2	3	4	5
C. Community / Government plays a role in providing for the child's safety, recreation, housing, jobs when older					
32. Are you able to see a doctor when you need one?	1	2	3	4	5

To what extent ...	Not at All	A Little	Some-what	Quite a Bit	A Lot
A. Individual / Appropriate use of or abstinence from substances like alcohol and drugs					
33. Do you think non-prescription drugs and/or alcohol will help you when you have to deal with lots of problems?	1	2	3	4	5
B. Relationships / Meaningful relationships with others at school, home, perceived social support, peer group acceptance					
34. Do you feel supported by your friends?	1	2	3	4	5
C. Community / Government plays a role in providing for the child's safety, recreation, housing, jobs when older					
35. Do you know where to go in your community to get help?	1	2	3	4	5
A. Individual / Assertiveness					
36. Are you comfortable asking for help?	1	2	3	4	5
C. Community / Access to school and education, information, learning resources					
37. Do the teachers and other students make you feel you belong at your school?	1	2	3	4	5
A. Individual / Perceived social support					
38. Do you think your family, friends and / or relatives will always stand by you during difficult times?	1	2	3	4	5

To what extent ...	Not at All	A Little	Some-what	Quite a Bit	A Lot
C. Community / Community is tolerant of high-risk and problem behavior					
39. Are members of your family or community who do unacceptable things accepted afterwards?	1	2	3	4	5
A. Individual / Self-awareness, insight					
40. Are you comfortable with how you express yourself in close relationships with others your own age?	1	2	3	4	5
C. Community / Exposure to violence is avoided in one's family, community, and with peers					
41. Are you able to avoid violent situations at home, school, or in your community?	1	2	3	4	5
C. Community / Perceived social equity					
42. Are you treated fairly in your community despite how others see you?	1	2	3	4	5
C. Community / Meaningful rights of passage with an appropriate amount of risk					
43. Do you have opportunities to show others that you are becoming an adult?	1	2	3	4	5
C. Community / Opportunities for age-appropriate work					
44. Do you do a job or volunteer work that you feel is appropriate for your age?	1	2	3	4	5

To what extent ...	Not at All	A Little	Some-what	Quite a Bit	A Lot
A. Individual / Self-awareness, insight					
45. Are you aware of your own strengths?	1	2	3	4	5
D. Culture / Affiliation with a religious organization					
46. Do you participate in organized religious activities?	1	2	3	4	5
A. Individual / A sense of duty (to others or self, depending on the culture)					
47. Do you think it is important to serve your community?	1	2	3	4	5
C. Community / Safety and security needs are met					
48. Do you feel safe when you are with your family?	1	2	3	4	5
A. Individual / Self-awareness, insight					
49. Are you aware of your own weaknesses?	1	2	3	4	5
C. Community / Opportunities for age-appropriate work					
50. Do you have opportunities to develop job skills that will be useful later in life?	1	2	3	4	5
A. Individual / A positive outlook, optimism					
51. Do you think most problems in life will get solved in a positive way?	1	2	3	4	5

To what extent ...	Not at All	A Little	Some-what	Quite a Bit	A Lot
D. Culture / Cultural/spiritual identification					
52. Do you enjoy your family's and community's traditions?	1	2	3	4	5
D. Culture / Cultural/spiritual identification					
53. Are you proud to be (Nationality: _____)?	1	2	3	4	5
C. Community / Community is tolerant of high-risk and problem behavior					
54. Does your family or community encourage non-violent solutions to deal with somebody who commits a crime?	1	2	3	4	5
D. Culture / Youth and their family are tolerant of each others' different ideologies, beliefs (such as gender roles)					
55. Can you openly disagree with your parent(s) and elders when you believe things different from what they believe?	1	2	3	4	5
C. Community / Perceived social equity					
56. Are boys and girls both treated fairly in your community?	1	2	3	4	5
D. Culture / Cultural dislocation and a change (shift) in values are handled well					
57. Is there a difference between your family's values and those of most others in your community?	1	2	3	4	5

To what extent …	Not at All	A Little	Some-what	Quite a Bit	A Lot
A. Individual					
58. Do you think that you are at least as good (or better) than other youth you know?	1	2	3	4	5

ADDENDUM B

SITE-SPECIFIC QUESTIONNAIRE

To what extent.....	Not at all	A little	Somewhat	Quite a bit	A lot
1. Do you feel that your parents did the right thing to send you to an English school?	1	2	3	4	5
2. Do you feel superior to your friends who are learning in their home language?	1	2	3	4	5
3. Do you believe that you have a better chance in life to be successful, if you learn in English and not in your home language?	1	2	3	4	5
4. Are you able to express yourself in English and tell others how you feel?	1	2	3	4	5
5. Do you strive to treasure your cultural values although you do not learn in your home language?	1	2	3	4	5
6. Would you prefer to learn in your home language?	1	2	3	4	5
7. Do your friends, who learn in your home language, tease you or call you names?	1	2	3	4	5
8. Do you experience the culture at school different to the culture at home?	1	2	3	4	5
9. Does being poor make you feel scared of life?	1	2	3	4	5
10. Does being poor and learning in your second language force you to work harder to be successful in life?	1	2	3	4	5
11. Does being poor cause unhappiness at home?	1	2	3	4	5
12. Does your family feel proud of you when you do well at school?	1	2	3	4	5
13. Do you think being poor makes other people think less of you?	1	2	3	4	5
14. Do your parents expect you to do better than they did?	1	2	3	4	5
15. Does being poor mean that you are not as valuable as learners who are not poor?	1	2	3	4	5

ADDENDUM C

INTERVIEW QUESTIONS

The interviewees are always set at ease with small talk before the interview starts.

1. What do you need to grow up well here? (Religion, culture, parents, friends, school, etc.)

2. How does the community handle crime or bad things that happen in the community? (Gangs, revenge, fighting, take law into their own hands, violence, emotions, etc.)

3. What do you find most challenging growing up here? (Poverty, abuse, violence, learning in English, school, lack of safety, housing, recreational needs, lack of educational and job opportunities, etc.)

4. What do you do when you face difficulties? (Supportive people, local community support, emotions, etc.)

5. How do you cope with poverty? (Support in the family, community, school, church, etc.)

6. How do you experience learning in English and not your mother tongue? (Humour, hope, ambition, dignity, self-discipline, self-esteem, control, support, etc.)

7. How have you managed to overcome challenges?

ADDENDUM D

CONSENT FORMS FOR COMPLETION OF THE QUESTIONNAIRE

DALHOUSIE UNIVERSITY
Inspiring Minds

Faculty of Health Professions

Researching Childhood Resilience

Informed Consent Form: CYRM

Before you sign this form, please take the time to read it, or have it explained, and ask questions about anything you do not understand.

I understand that I am being asked to participate voluntarily in an international research study of what youth, elders and people in my community think about how young people cope when faced with many different kinds of challenges growing up. This research is coordinated by Dr. Michael Ungar at the Maritime School of Social Work, Dalhousie University in Halifax Canada with the collaboration of partners from around the globe.

I understand that:

- I will be asked to complete an instrument called the Child and Youth Resilience Measure provided to me in a language I understand. I will be asked about my family, my culture, my community and for personal information about how I deal with challenges in my life and personal characteristics that are important to me.

- This will take approximately one-half hour.

- All information that is collected from me will be kept confidential, meaning that no one except members of the research team directly responsible for giving me this questionnaire will know who I am. My name will not be used when people look at my responses and the information collected from me will be combined with that from all other participants so that no one will know how I answered the questions.

- Though I have the right to have my confidentiality respected, if I share information that I am at risk of being hurt, or of harming others, the researchers will have to report this to people like the police or local social workers whose job it is to ensure my safety and the safety of others. I will be told if this is to take place and participate as much as I am willing to in the referral process (i.e. the process of reporting this to the right person).

- I may stop participating at any point I choose.

- I have the right to ask questions about anything I do not understand.

- If something troubles me while participating, the researcher is prepared to provide me with information about community resources that can help me.

Maritime School of Social Work • 6414 Coburg Road • Halifax, Nova Scotia B3H 2A7
Tel: (902) 494-3760 • Fax: (902) 494-6709 • social.work@dal.ca • www.dal.ca/socialwork

- If I have any concerns or questions about the study or my participation, I am free to contact the local coordinator of this research M.F. CRONJE at 083 959 0374 or Michael Ungar who can be reached by email at michael.ungar@dal.ca, or by phone at 01-902-494-3445 and by writing him directly at: 6414 Coburg Road, Halifax, Nova Scotia, Canada, B3H 2A7. You may also, if you wish, contact the Office of Research Ethics Administration at Dalhousie University. They can be reached at 01-902-494-1462. Ask to speak to the Coordinator or one of her staff.

- The information which is gathered will be used, without identifying me, in different kinds of publications and presentations in my own country and others.

Note: Your parent or guardian should be shown the information letter prior to your participating in the study. We strongly encourage you to discuss this research with them. If they have concerns about your participation, they should contact a member of the research team. If you do not want to, or cannot have your parent or guardian sign the form, another adult will have to sign in place of your parent/guardian. We recommend that this be someone at your school or institution where this research is taking place. If someone like this is not available, we can provide someone in charge of this research to witness your consenting to take part in this research.

I understand the nature of the research outlined above and agree to participate

Signature: _____

Parent / guardian or witness: _____
(Where required by the community and the youth is below the age of majority)

Researcher signature: _____
(In cases where a youth chooses not to sign, or it is inappropriate to request a signature, **but the youth expresses a verbal wish to participate**, the researcher should sign that the form has been read and explained to the participant and record the participant's name or a pseudonym)

ADDENDUM E

PERMISSION FROM THE GAUTENG DEPARTMENT OF EDUCATION

UMnyango WezeMfundo
Department of Education

Lefapha la Thuto
Departement van Onderwys

Enquiries: Nomvula Ubisi (011)3550488

Date:	21 July 2008
Name of Researcher:	Cronje Magdalena Francina
Address of Researcher:	24B Hans Coetzee Drive
	Vanderbiljpark
	1911
Telephone Number:	0169321313/0839590374
Fax Number:	0866171971
Research Topic:	Factors which contribute to resilience amongst poor, second language learners
Number and type of schools:	1 Primary School
District/s/HO	Sedibeng East/West

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

Permission has been granted to proceed with the above study subject to the conditions listed below being met, and may be withdrawn should any of these conditions be flouted:

1. ***The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.***
2. ***The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.***
3. ***A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.***

Office of the Chief Director: Information and Knowledge Management
Room 501, 111 Commissioner Street, Johannesburg, 2000 P.O.Box 7710, Johannesburg, 2000
Tel: (011) 355-0809 Fax: (011) 355-0734

4. *A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.*
5. *The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.*
6. *Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.*
7. *Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year.*
8. *Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.*
9. *It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.*
10. *The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.*
11. *The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.*
12. *On completion of the study the researcher must supply the Director: Knowledge Management & Research with one Hard Cover bound and one Ring bound copy of the final, approved research report. The researcher would also provide the said manager with an electronic copy of the research abstract/summary and/or annotation.*
13. *The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.*
14. *Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.*

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

CHIEF DIRECTOR: INFORMATION & KNOWLEDGE MANAGEMENT

The contents of this letter has been read and understood by the researcher.	
Signature of Researcher:	
Date:	2008-09-03

ADDENDUM F

PERMISSION FROM THE PRINCIPAL OF THE SCHOOL

LETTER OF PERMISSION TO CONDUCT A RESEARCH STUDY AT THE SCHOOL.

March 3, 2008

Dear Mr. Pelser

I am currently conducting a research study to complete my Masters degree in Educational Psychology. I am a student at the North West University in Vanderbijlpark , and this study is conducted under the supervision of Dr. Linda Theron.

The study aims to identify factors which contribute to resilience among poor, second language learners. Resilient and non-resilient learners who are 13 years or older are identified and requested to complete a questionnaire.

These learners and their parents are asked to sign a letter of permission for the learners to participate as well. As an educator at the school, I realise the learners will have to complete the questionnaire during breaks or after school, so as not to interfere with their or my classes at school.

Confidentiality will be respected and the results of the study will be available after completion of the study

I hereby ask permission to conduct this study.

Yours sincerely
Ms. M. F. Cronje

By signing the following I accept that I have permission to conduct the research at the school.

Signature: Principal	Name in block letters	Date

ADDENDUM G

CONSENT FORMS FOR THE INTERVIEWS

DALHOUSIE UNIVERSITY
Inspiring Minds
Faculty of Health Professions

Researching Childhood Resilience
Informed Consent Form: Elders

Before you sign this form, please take the time to read it, or have it explained, and ask questions about anything you do not understand.

I understand that I am being asked to participate voluntarily in an international research study of what youth, elders and people in my community think about how young people cope when faced with many different kinds of challenges growing up. This research is coordinated by Dr. Michael Ungar at the Maritime School of Social Work, Dalhousie University in Halifax Canada with the collaboration of partners from around the globe.

I understand that:

- I will be asked to talk about my life, or share in other ways things about my life in ways that I find acceptable. I will share with the researcher things about my life that have made it possible for me to cope with the challenges I face and what I think makes it possible for others in my community to do the same. I will do all this in a way with which I feel comfortable and in my own language.

- This will take anywhere from an hour to many days, depending on how the researcher and I would like to do this sharing. This sharing might take place in a group, or it might include the researcher visiting me in my neighborhood or community, asking me questions and observing me as I go about my life. I may also be asked to write about my life, or in some other way such as with a camera, tape recorder or video recorder document important parts of my life that I want to share. If I want to do this, I understand I must fill out the additional form attached below. I also understand that if I share things about my life in a group, my confidentiality cannot be guaranteed.

- Except when I give permission for audio and video recordings to be shared, or I willingly share details about myself in a group, all information that is collected from me will be kept confidential, meaning that no one except members of the research team directly responsible for meeting with me will know who I am. My name will not be used when people look at information about me and the information collected from me will also be combined with that from all other participants so that no one will know what I talked about myself. I understand, however, that when I choose to have pictures taken or audiotapes and videotapes made of me, then my confidentiality cannot be kept. I will have the choice of how these things are used and who sees and hears them (see below).

Maritime School of Social Work • 6414 Coburg Road • Halifax, Nova Scotia B3H 2A7
Tel. (902) 494-3760 • Fax: (902) 494-6709 • social.work@dal.ca • www.dal.ca/socialwork

- Though I have the right to have my confidentiality respected, if I share information that I am at risk of being hurt, or of harming others, the researchers will have to report this to people like the police or local social workers whose job it is to ensure my safety and the safety of others. I will be told if this is to take place and participate as much as I am willing to in the referral process.

- I may stop participating at any point I choose.

- I have the right to ask questions about anything I do not understand.

- If something troubles me while participating, the researcher is prepared to provide me with information about community resources that can help me.

- If I have any concerns or questions about the study or my participation, I am free to contact the local coordinator of this research M.F. Cronjé at 083 959 0374, or by phone at _____ or Michael Ungar who can be reached by email at michael.ungar@dal.ca, or by phone at 902-494-3445 and by writing him directly at: 6414 Coburg Road, Halifax, Nova Scotia, Canada, B3H 2A7. You may also, if you wish, contact the Office of Research Ethics Administration at Dalhousie University. They can be reached at 01-902-494-1462. Ask to speak to the Coordinator or one of her staff.

- The information which is gathered will be used, without identifying me (unless I agree), in different kinds of publications and presentations in my own country and others.

I understand the nature of the research outlined above and agree to participate.

Signature: _____

Researcher signature: _____
(In cases where an elder chooses not to sign, or it is inappropriate to request a signature, the researcher should sign that the form has been read and explained to the participant and record the participant's name or a pseudonym)

Audio and Video Recordings

In cases where a visual or audio recording is made, do you want this to be shared with people during presentations to your community, other communities, internationally and at conferences? This would also mean that your picture might appear in books and articles in journals and magazines?

In all cases, the purpose of using these recordings is to teach others (such as students, professional helpers, researchers and people more generally who live in this and other communities interested in this work) about what makes children grow up healthy in your community.

Do you agree to have these recordings shared with others than those on the research team?

YES NO

It has been made clear to me that information about me will no longer be kept confidential if these audio and video recordings are shared.

I understand the nature of this part of the research and agree to participate.

Signature: _____

Researcher signature: _____
(In cases where an elder chooses not to sign, or it is inappropriate to request a signature, the researcher should sign that the form has been read and explained to the participant and record the participant's name or a pseudonym)

DALHOUSIE UNIVERSITY
Inspiring Minds
Faculty of Health Professions

Researching Childhood Resilience

Informed Consent Form: Life Stories

Before you sign this form, please take the time to read it, or have it explained, and ask questions about anything you do not understand.

I understand that I am being asked to participate **voluntarily** in an international research study of what youth, elders and people in my community think about how young people cope when faced with many different kinds of challenges growing up. This research is coordinated by Dr. Michael Ungar at the Maritime School of Social Work, Dalhousie University in Halifax Canada with the collaboration of partners from around the globe.

I understand that:

- I will be asked to talk about my life, or share in other ways things about my life in ways that I find acceptable. I will share with the researcher things about my life that have made it possible for me to cope with the challenges I face. I will do all this in a way with which I feel comfortable and in my own language. **I will be asked about my family, my culture, my community and for personal information about how I deal with challenges in my life and personal characteristics that are important to me.**

- This will take anywhere from an hour to many days, depending on how the researcher and I would like to do this sharing. It might include the researcher visiting me in my neighbourhood or community, asking me questions and observing me as I go about my life. I may also be asked to write about my life, or in some other way such as with a camera, tape recorder or video recorder document important parts of my life that I want to share. If I want to do this, I understand I must fill out the additional form attached below.

- Except when I give permission for audio and video recordings to be shared, all information that is collected from me will be kept confidential, meaning that no one except members of the research team directly responsible for meeting with me will know who I am. My name will not be used when people look at information about me and the information collected from me will also be combined with that from all other participants so that no one will know what I talked about myself. **There is one time when this is not true. When I choose to have pictures taken or audiotapes and videotapes made of me, then my identity cannot be kept if I choose to have these shared.** I will have the choice of how these things are used and who sees and hears them (see below).

Maritime School of Social Work • 6414 Coburg Road • Halifax, Nova Scotia B3H 2A7
Tel. (902) 494-3760 • Fax: (902) 494-6709 • social.work@dal.ca • www.dal.ca/socialwork

- Though I have the right to have my confidentiality respected, if I share information that I am at risk of being hurt, or of harming others, the researchers will have to report this to people like the police or local social workers whose job it is to ensure my safety and the safety of others. I will be told if this is to take place and participate as much as I am willing to in the referral process (i.e. the process of reporting this to the right person).

- I may stop participating at any point I choose.

- I have the right to ask questions about anything I do not understand.

- If something troubles me while participating, the researcher is prepared to provide me with information about community resources that can help me.

- If I have any concerns or questions about the study or my participation, I am free to contact the local coordinator of this research M.F. Cronjé at 083 959 0374 or Michael Ungar who can be reached by email at michael.ungar@dal.ca, or by phone at 01-902-494-3445 and by writing him directly at: 6414 Coburg Road, Halifax, Nova Scotia, Canada, B3H 2A7. You may also, if you wish, contact the Office of Research Ethics Administration at Dalhousie University. They can be reached at 01-902-494-1462. Ask to speak to the Coordinator or one of her staff.

- The information which is gathered will be used, without identifying me (unless I agree to have audio and video recordings of me shared-see below), in different kinds of publications and presentations in my own country and others.

Note: Your parent or guardian should be shown the information letter prior to your participating in the study. We strongly encourage you to discuss this research with them. If they have concerns about your participation, they should contact a member of the research team. If you do not want to, or cannot have your parent or guardian sign the form, another adult will have to sign in place of your parent/ guardian. We recommend that this be someone at your school or institution where this research is taking place. If someone like this is not available, we can provide someone in charge of this research to witness your consenting to take part in this research.

I understand the nature of the research outlined above and agree to participate.

Signature: _____

Parent / guardian or witness: _____
(Where required by the community and the youth is below the age of majority)

Researcher signature: M Cronjé

ADDENDUM H

TRANSCRIPTION OF THE INTERVIEWS

Interviewer (researcher):





Resilient male participant

Age: 14 years

Grade 7



Resilient female participant

Age: 14 years

Grade 7



Educator 1, female

Age: 40 years



Educator 2 female

Age: 38 years



Educator 3 female

Age: 53 years



Educator 4, male

Age: 46 years

Resilient male adolescent particiant

INTERVIEW:

 : What makes you happy?

 : Playing with my friends, my family and reading. (Shy, softspoken)

 : What do you find difficult growing up in this community?

 : Uhm .....crime, because people if they don't have work, they steal.

 : How do the poor people cope in this community?

 : They go to the government, they get grants.

 : What do you do when you face these difficulties?

 : I cannot do anything, I stay away from them. (Little laugh)

 : Who do you turn to for help in your community?

 : You can go to the police, but they only help if someone is dead. My parents know the people in the township they watch out for crime, and they get back to the criminals themselves.

 : What helps you to cope with problems in life?

 : I don't have problems, but if I ask help, I go to my grandfather or my friends.

 : What about your friends helps you cope with problems?

 : They give me plans I don't think of. They say it is not so bad.

 : What makes you happy at school?

 : I like school. I have many friends and we play soccer. Some teachers are nice, like Mr. Kalenga.

 : What makes you unhappy at school? (More talkative, relaxed)

 : Some teachers don't understand you or don't listen if you want to explain why you couldn't learn or do your homework. We don't do enough concerts or have fun days at school.

 : Why don't you have enough concerts or have fun days at school?

 : Because some teachers are white and some are black, they don't talk about it. I think they don't agree on things like that.

 : How do you cope with learning in English?

 : I do well. I like English.

32  : Who helps you if you experience problems with your schoolwork?

33  : My grandfather.

34  : How does your grandfather help you?

35  : My grandfather has an English dictionary. If I don't understand a word
36 we look for it in his dictionary.

37  : Do your friends tease you because you are learning in English?

38  : No, they don't.

39  : Who do you consider as you family?

40  : My grandfather, my mother and my father.

41  : Do your mother or father ever help you with your schoolwork?

42  : No, not much, they don't have time now.

43  : Why don't they have time now?

44  : Well, they are self-employed, my dad is driving taxis and my mother is
45 selling medicine now.

 : What kind of medicine does she sell?

 : Herbal medicine for a company.

 : How does poverty influence relationships at home?

 : We have more money now, but my parents did have fights before, because my father did not have a job.

 : What kind of opportunities are there in your community to make extra money?

 : They don't give us work, they don't have money to pay. Many people don't have work. The children don't get work.

 : What do you do when you get seriously sick or hurt?

 : We go to Johan Heyns Hospital or an ambulance will take you to Baragwanath or Vereeniging.

 : How do you find the service rendered to the community there?

 : I haven't been there. Other people say you wait very long.

 : How do you spend your free time?

 : I play with my friends or my dog.

 : If you go to church, how do enjoy it?

 : I like the singing at the church.

 : What are your plans for the future?

 : I would like to become a good teacher like Mr. Kalenga.

 : Thank you for participating and good luck with your dreams.

Resilient female adolescent particiant

INTERVIEW:

 : What makes you happy?

 :Mam, I'm happy when my mom is happy. My friends at school make me happy. (Enthusiastic; eager to participate)

 : What is important in this community to be able to grow up well and to become a respected adult? (Well-spoken)

 :Mam, your family, your religion, culture and traditions and your community to have love for you. Your culture teaches you to be a man. Then you go by the rules of the initiation so that you can be a grown-up that is successful .

 : Do they teach the boys positive or negative things?

 :They teach them positive things. It is only those who don't go about the rules they do negative things.

 : Do you know the rules of the initiation?

 :Yes mam, they are supposed they don't eat meat; I read in some book they don't eat anything with salt.

 : Do you know if the girls go to initiation?

 :No....I don't know but I've heard they have initiation for girls. I don't know what they do there. (Unsure)

 : Do they call you names in your community if you go to an English school ?

 :Yes, they call us "coconuts", they say we act as if we are white but we are black on the outside. You know, my friends go to an English school and we love talking English . They say we like acting as if we are better. They are jealous because I don't know what's wrong, there's nothing wrong, we get the same education.

 : How do you feel about this?

 :I don't bother, it gives me power.

96  : What do you think drives people to be successful even though they
97 grew up in a poor community?

98  :Depending on what you want to do, and if you go for it you can do it.

99  : Do you do well learning in English because you are self-motivated or
100 because your parents expect you to do well?

101  :The feeling of you succeeding is stronger than your parents'
102 expectations, because you are the one who wants to do it. They push you, but
103 they support you.

104  : Are there people in the community who rely on your ability to speak
105 English?

106  :Yes mam, at the tuck shop the little ones try to speak English and then
107 I help them if they don't know how to say what they want.

108  : Who helps you to cope with problems in life?

109  :My mother. She says if something is difficult for me I shouldn't be
110 afraid to turn to her. Then you can go to church and pray.

111  : Do you and your mother live alone?

112  :No, my stepfather lives with us. He is wonderful, he loves me a lot.

 : What keeps you mentally strong?

 :Don't worry too much in your head. When you worry too much in your head about things you can't have or can't do you have these brain damages.

 : What kind of opportunities are there in your community to make extra money?

 :No, people don't offer others jobs in the townships.

 : What do you do when you get seriously sick or hurt?

 :The hospital is always open.

 : How do you find the service rendered to the community there?

 :Sometimes people have to wait for long.

 : How do you spend your free time?

 :I go with friends who have a positive attitude and have a positive effect on you. In L.O. they teach you about your friends, peer pressure and things like that. So that you can understand that this is what is happening to me.

 : Thank you for participating and good luck with your dreams.

Group interview with elders

INTERVIEW:

 : Welcome ladies and gentleman to our discussion on resilience. I appreciate your willingness to assist me in this important study.

 : What is important for the youth in this community to be able to grow up well and to become respected adults? (Pondering silence for a few seconds)

 :I suppose a sound family background. The family live together, parents live together and there's the right kind of support the child needs. If the father does not live there, and there's just the mother, the father becomes a problem. If both parents can provide, that's much better. And then the other thing that needs to be considered for the family is God Himself, that they visit the church as often as possible. And then the local peer group, their good friends' company needs to be encouraged, because they teach them good manners and influence them positively. But then the parents need to monitor what friends they meet. Parents need to guide their children. And then you have to monitor the time they watch television. Encourage them to do things like reading okay, and gardening.

 : Does anyone want to add to what has been said?

 :Yes, I think both parents have to lead by example. This is a problem in our community.

 :Hmm.

 : Hmm. (Nodding heads in agreement)

 : Which characteristics within the youth make them resilient?

 :A child must have a good self-esteem, be positive, be prepared to work on his own and not be forced to do something. Ja, we're looking for the positive part of it, the child must always be willing to do things, not to be called to do things.

 : What helped you to be resilient when you grew up?

 : I remember when I grew up my mama was a domestic worker and I would always visit her during school holidays and would see how hard and difficult she worked. She had to report to the madam at 6 o'clock in the morning and she would get out at 8 o'clock at night. It was difficult and that encouraged me so much I'm not going to follow the same route, I have to go another way. So I have to go to school and pick myself and be a better person. I'm not going to be the same as my parents. In other words, I'm going to be something more, better than they are today. That is where we are driving the youth to now.

 :That is our responsibility. You know, it's very important.

 :In my case, when I grew up, I didn't have a mother, I didn't know my mother. I grew up under my grandmother. My mother was sick, and it is complicated for a child. If you live with your father, the father go out and have another woman, then...ja, you don't have family to look at the other children. That is difficult.

 : Does belonging to a church and religion play a role in helping the youth to be resilient?

 : That is the foundation.

 :Every Friday the youth get together at our church at four and I collect them at seven o'clock. They do art together or watch a Christian movie or listen to Christian music. They have to go, they don't have a choice. They enjoy it! Every Friday they must be there.

 :Yes, they want to be there!

 : Do learners get help in the community to prepare for jobs?

 : In our community the youth do not get jobs. It is difficult for the people. They cannot pay them.

 : Do the English schools do enough to assist youth to be resilient?

 :I think so.

 : Do the English schools and township schools differ and how do the youth experience the difference.

 :I think in the townships they want to be like the teacher. The teacher is the rule. They want the teacher to look like them (meaning they want to be like the teacher). That encourage them to study hard.

 : There is a difference between the children studying at the township schools and at the Model C-schools. Not especially when they are growing up

enough, to go to tertiary institutions. Even if they get the same encouragement, you find that those from the Model C-schools are more advanced than the township, because now in the tertiary institutions the English is the most important one. And in the township they are struggling so much coping with the language - that is the barrier that is a problem. And then coming to communicating in the town definitely they communicate very well, very welL. You send them to town anywhere and they communicate very well and then in the township they struggle so much. We have found that, we have realised that, we have noticed that when we admit those children from the townships they struggle by us in the class.

 :Others can do so well academically in Model C-schools, others cannot. (All nodding heads in agreement)

 : Would anyone want to add anything else? (Shaking heads after few seconds.) Thank you for participating and good luck with your dreams

ADDENDUM I

CODED INTERVIEWS

Open coding: Interview 1

INTERVIEW: with resilient male youth

3  : What makes you happy?

4  : Playing with my friends, my family..... and reading.

ALL POSITIVE PROTECTIVE: COMMUNITY AND FAMILY FACTORS.

5  : What do you find difficult growing up in this community?

6  : Uhm .....crime, because people if they don't have work, they steal. RISK: CONTEXT MAKES LIFE HARD.

7  : How do the poor people cope in this community?

8  : They go to the government, they get grants. PROTECTIVE: COMMUNITY FACTORS.

9  : What do you do when you face these difficulties?

10  : I cannot do anything, I stay away from them. HIS ABILITY TO KEEP HIS DISTANCE IS PROTECTIVE, BUT IN A SENSE THE RESPONSE IS AMBIVALENT – HE'S ALSO HELPLESS.

11  : Who do you turn to for help in your community?

12  :You can go to the police, but they only help if someone is dead.

LIMITED PROTECTION FROM THE POLICE.

13 My parents know the people in the township they watch out for crime, and they

14 get back to the criminals themselves. SO FOR HIM THIS HELPS HIM FEEL SAFE - HIS PARENTS HAVE SOME RECOURSE TO KEEPING THEM PROTECTED.

15  : What helps you to cope with problems in life?

16  : I don't have problems, POSITIVE ATTITUDE but if I ask help, I go to my grandfather or

17 my friends. SUPPORT SYSTEM (EXTENDED FAMILY: GRANDFATHER) AND FRIENDS (COMMUNITY PEERS).

18  : What about your friends helps you cope with problems?

19  : They give me plans I don't think of. They say it is not so

bad. THEY ARE A RESOURCE AND THEY ALSO ENCOURAGE HIM.

20  : What makes you happy at school?

21  : I like school. POSITIVE ATTITUDE. I have many friends and we play soccer. Some teachers are nice,

22 like Mr. Kalenga. SCHOOL PROVIDES PROTECTIVE PROCESSES: INTERACTING WITH FRIENDS / RECEREATION / A POSITIVE TEACHER.

23  : What makes you unhappy at school?

24  : Some teachers don't understand you or don't listen if you want to

25 explain why you couldn't learn or do your homework. We don't do enough

26 concerts or have fun days at school. SCHOOL IS NOT ALL POSITIVE – HE WOULD LIKE MORE OPPORTUNITIES AND TEACHERS TO BE MORE EMPATHIC.

27  : Why don't you have enough concerts or have fun days at school?

28  : Because some teachers are white and some are black, they don't talk

29 about it. I think they don't agree on things like that.

HE PERCEIVES RACIAL ISSUES TO CAUSE LIMITED OPPORTUNITY.

30  : How do you cope with learning in English?

31  : I do well. I like English. POSITIVE ATTITUDE.

32  : Who helps you if you experience problems with your schoolwork? EXTENDED FAMILY PROVIDES SUPPORT.

33  : My grandfather.

34  : How does your grandfather help you?

35  : My grandfather has an English dictionary. If I don't understand a word

36 we look for it in his dictionary. GRANDFATHER HAS RESOURCES (A DICTIONARY) AND IS WILLING TO LET THE CHILD USE HIS RESOURCES.

37  : Do your friends tease you because you are learning in English?

38  : No, they don't.

39  : Who do you consider as you family?

40  : My grandfather, my mother and my father. HIS CONCEPT OF FAMILY EXTENDS TO HIS GRANDFATHER. THIS MAY BE INLFUENCED BY HIS CULTURE WHICH EMPHASIZES THE IMPORTANCE OF EXTENDED FAMILIES.

41  : Do your mother or father ever help you with your schoolwork?

42  : No, not much, they don't have time now.

43  : Why don't they have time now?

44  : Well, they are self-employed, my dad is driving taxis

45 and my mother is selling medicine now. HE HAS LIMITED SUPPORT, BUT IS PROBABLY FINANCIALLY CARED FOR. HIS GRANDFATHER COMPENSATES FOR HIS PARENTS BEING BUSY.

46  : What kind of medicine does she sell?

47  : Herbal medicine for a company.

48  :How does poverty influence relationships at home?

49  : We have more money now, but my parents did have fights before,

50 because my father did not have a job. POVERTY LED TO PARENTAL CONFLICT. WHAT IS PROTECTIVE FOR HIM IS THAT BOTH PARENTS ARE NOW EMPLOYED.

51  :What kind of opportunities are there in your 52 community to make extra money?

53  : They don't give us work, they don't have money to pay.

54 Many people don't have work. The children don't get work. THERE ARE NO OPPORTUNITIES = RISK FACTOR. HIS COMMUNITY CANNOT CONTRIBUTE TO HIM DEVELOPING SELF-WORTH AS SOMEONE WITH

PART-TIME EMPLOYMENT.

55  What do you do when you get seriously sick or hurt?

56  : We go to Johan Heyns Hospital or an ambulance will take you to

57 Baragwanath or Vereeniging. THERE ARE RESOURCES AND HE KNOWS ABOUT THEM = PROTECTIVE FACTOR.

58  :How do you find the service rendered to the community there?

59  : I haven't been there. Other people say you wait very long. AGAIN, AMBIVALENT – THERE ARE RESOURCES, BUT THEY ARE LIMITED. FOR THIS CHILD, SOME OF THE PROTECTIVE RESOURCES ARE AMBIVALENT.

60  : How do you spend your free time?

61  : I play with my friends or my dog. HE INTERACTS WELL; HE ALSO HAS A PET FOR A COMPANION.

62  : If you go to church, how do enjoy it?

63  : I like the singing at the church. POSITIVE ATTITUDE; FOCUSES ON WHAT HE ENJOYS.

64  :What are your plans for the future?

65  : I would like to become a good teacher like Mr. Kalenga. THIS TEACHER IS A ROLE MODEL – THAT'S PROTECTIVE. ALSO, THIS CHILD HAS PLANS FOR THE FUTURE. BEING FUTURE ORIENTED = PROTECTIVE

66  : Thank you for participating and good luck with your dreams.

Axial coding: Protective factors and processes, and risk factors experienced by the male youth participant

Individual	**Relationship**	**Community**	**Culture**
Protective factors: ~positive attitude: L. 4, 18, 21, 23, 31, 34, 63; ~seek knowledge: L. 35-36; ~plan for the future: L. 65.	~extended family members as resources: L. 32, 35-36; ~role models: L. 65; parental support: L. 15-16, 46, 48-49; ~support from friends: L. 21, 61.	~ community support:: L. 10, 14, 16, 56-57.	~religious activities: L. 63.
Risk factors:	~limited support from parents: L. 44-45, 49-50.	~limited support from community: L. 29, 53-54.	

ADDENDUM J

T- AND COHEN'S D-SCORES FOR THE DIFFERENCES BETWEEN RESILIENT AND NON-RESILIENT PARTICIPANTS

T-tests;)
Group 1: Resilient participants
Group 2: Non-resilient participants

	Mean 1	Mean 2	t-value	df	p	Valid N 1	Valid N 2	Std.Dev. 1	Std.Dev. 2	F-ratio Variances	p Variances	Cohen D	
C1	2.032258	1.909091	0.39229	62	0.696193	31	33	1.016001	1.444032	2.02006	0.056066		
C2	2.468750	2.848485	-0.91004	63	0.366272	32	33	1.565441	1.787477	1.30379	0.462355		
C3	3.906250	2.818182	3.10569	63	0.002845	32	33	1.552508	1.261312	1.51503	0.247877	0.700845	Large
C4	4.066667	2.250000	5.77712	60	0.000000	30	32	1.337350	1.135924	1.38609	0.373497	1.358408	Large
C5	4.062500	1.774194	7.34238	61	0.000000	32	31	1.318296	1.146289	1.32263	0.446107	1.735807	Large
C6	4.781250	3.625000	4.51809	62	0.000029	32	32	0.552669	1.338029	5.86139	0.000004	0.864144	Large
C7	4.343750	3.818182	1.81177	63	0.074789	32	33	0.937029	1.356801	2.09665	0.042103		
C8	4.468750	2.909091	5.02256	63	0.000004	32	33	1.046788	1.422226	1.84595	0.091248	1.096632	Large
C9	3.281250	2.233333	3.04769	60	0.003427	32	30	1.486159	1.194335	1.54838	0.239907	0.705117	Large
C10	5.000000	3.968750	4.73931	62	0.000013	32	32	0.000000	1.230903	0.00000	1.000000	0.8378	Large
C11	4.406250	3.687500	2.52164	62	0.014265	32	32	0.979117	1.281066	1.71188	0.139983	0.561056	Medium
C12	2.300000	1.727273	1.73175	61	0.088373	30	33	1.465700	1.153059	1.61580	0.187688		
C13	4.225806	3.033333	3.46744	59	0.000987	31	30	1.116831	1.542129	1.90663	0.083979	0.773264	Large
C14	3.843750	2.250000	4.61671	62	0.000020	32	32	1.416706	1.344043	1.11105	0.771254	1.124969	Large
C15	4.562500	3.354839	3.84059	61	0.000295	32	31	1.045343	1.427081	1.86371	0.089827	0.846246	Large
C16	3.750000	2.500000	3.89821	62	0.000241	32	32	0.950382	1.545023	2.64286	0.008437	0.809049	Large
C17	4.687500	3.812500	3.62650	62	0.000582	32	32	0.820602	1.090649	1.76647	0.118539	0.802274	Large
C18	3.806452	2.322581	3.97478	60	0.000192	31	31	1.661713	1.248655	1.77103	0.123069	0.892977	Large
C19	1.937500	3.312500	-3.57495	62	0.000686	32	32	1.389767	1.674043	1.45094	0.305386	0.821365	Large
C20	4.406250	3.181818	3.75846	63	0.000376	32	33	1.187553	1.424222	1.43830	0.314330	0.85972	Large
C21	4.718750	3.969697	3.40821	63	0.001145	32	33	0.522671	1.131505	4.68657	0.000042	0.661997	Medium
C22	4.437500	3.156250	4.03354	62	0.000153	32	32	1.045343	1.461536	1.95480	0.066617	0.876646	Large
C23	3.312500	2.636364	1.75158	63	0.084714	32	33	1.574750	1.537412	1.04916	0.892215		
C24	4.781250	3.818182	3.96519	63	0.000190	32	33	0.659148	1.210747	3.37397	0.001045	0.795433	Large
C25	4.843750	4.121212	3.09632	63	0.002924	32	33	0.723316	1.111237	2.36025	0.018846	0.65021	Medium
C26	4.218750	3.272727	2.88551	63	0.005345	32	33	1.313316	1.329303	1.02449	0.947805	0.711668	Large

	Mean 1	Mean 2	t-value	df	p	Valid N 1	Valid N 2	Std.Dev. 1	Std.Dev. 2	F-ratio Variances	p Variances	Cohen D	
C27	4.258065	2.031250	7.57960	61	0.000000	31	32	1.153769	1.177323	1.04125	0.913458	1.891422	Large
C28	4.354839	2.909091	5.09412	62	0.000004	31	33	0.797847	1.377580	2.98123	0.003441	1.049484	Large
C29	4.156250	3.000000	3.08025	63	0.003064	32	33	1.346666	1.658312	1.51640	0.249442	0.697245	Medium
C30	3.656250	2.909091	2.39098	63	0.019803	32	33	1.285386	1.233988	1.08504	0.818787	0.581272	Medium
C31	4.531250	3.303030	4.66531	63	0.000017	32	33	0.761339	1.286586	2.85576	0.004384	0.954635	Large
C32	4.687500	3.718750	3.51515	62	0.000828	32	32	0.820602	1.325540	2.60928	0.009306	0.730834	Large
C33	1.000000	2.030303	-4.71028	63	0.000014	32	33	0.000000	1.237054	0.00000	1.000000	0.832868	Large
C33R	5.000000	3.969697	4.71028	63	0.000014	32	33	0.000000	1.237054	0.00000	1.000000	0.832868	Large
C34	4.250000	3.250000	3.28369	62	0.001687	32	32	1.107161	1.319824	1.42105	0.333077	0.757677	Large
C35	4.468750	3.363636	3.91376	63	0.000226	32	33	1.077164	1.194210	1.22913	0.567603	0.925393	Large
C36	4.125000	2.696970	4.55791	63	0.000024	32	33	1.039541	1.446652	1.93662	0.068960	0.987127	Large
C37	4.281250	3.515152	2.57336	63	0.012438	32	33	0.991394	1.372070	1.91540	0.073632	0.558352	Medium
C38	4.656250	3.343750	4.20952	62	0.000084	32	32	1.003522	1.450459	2.08909	0.044183	0.904886	Large
C39	1.468750	1.968750	-1.75045	62	0.084987	32	32	0.983226	1.282245	1.70073	0.144809		
C40	4.645161	3.687500	3.59996	61	0.000640	31	32	0.797847	1.255632	2.47677	0.014869	0.762692	Large
C41	3.896552	3.000000	2.76032	59	0.007682	29	32	1.291312	1.244342	1.07692	0.837050	0.694295	Medium
C42	3.781250	3.303030	1.52659	63	0.131868	32	33	1.211088	1.310650	1.17118	0.661716		
C43	4.250000	2.424242	5.46916	63	0.000001	32	33	1.135924	1.521313	1.79366	0.107221	1.200119	Large
C44	4.354839	1.848485	8.16684	62	0.000000	31	33	1.081616	1.349102	1.55576	0.226941	1.857794	Large
C45	4.781250	3.939394	3.18855	63	0.002228	32	33	0.490844	1.412874	8.28553	0.000000	0.595847	Medium
C46	4.781250			30		32	0	0.552669		0.00000	1.000000		
C47	4.625000	3.151515	4.86881	63	0.000008	32	33	0.906962	1.460334	2.59254	0.009420	1.009005	Large
C48	4.968750	4.303030	4.02936	63	0.000153	32	33	0.176777	0.918043	26.96970	0.000000	0.725151	Large
C49	4.156250	3.484848	2.12201	63	0.037775	32	33	1.167003	1.372070	1.38232	0.369897	0.489335	Small
C50	4.419355	2.666667	5.43975	62	0.000001	31	33	0.719916	1.652019	5.26582	0.000016	1.060937	Large
C51	4.062500	3.096774	2.92665	61	0.004808	32	31	1.075759	1.513381	1.97909	0.063287	0.638125	Medium
C52	4.531250	3.454545	3.80047	63	0.000328	32	33	0.879310	1.348400	2.35155	0.019347	0.798505	Large
C53	5.000000	3.968750	4.84356	62	0.000009	32	32	0.000000	1.204411	0.00000	1.000000	0.856228	Large
C54	2.225806	2.375000	-0.37638	61	0.707939	31	32	1.647416	1.497309	1.21055	0.599503		

	Mean 1	Mean 2	t-value	df	p	Valid N 1	Valid N 2	Std.Dev. 1	Std.Dev. 2	F-ratio Variances	p Variances	Cohen D	
C55	3.566667	1.787879	4.85110	61	0.000009	30	33	1.654322	1.243925	1.76869	0.118125	1.075237	Large
C56	4.000000	3.303030	1.91929	63	0.059479	32	33	1.414214	1.510067	1.14015	0.716631		
C57	3.531250	2.939394	1.95457	63	0.055075	32	33	1.367465	1.058873	1.66780	0.155585		
C58	3.161290	2.562500	1.89337	61	0.063055	31	32	1.319009	1.189673	1.22925	0.570692		
Individual	4.093418	2.988760	7.70290	63	0.000000	32	33	0.336891	0.740164	4.82698	0.000031	1.492451	Large
Culture	4.065104	3.220202	5.60475	63	0.000000	32	33	0.322911	0.791094	6.00192	0.000003	1.068017	Large
Family	3.964286	3.018470	4.85599	63	0.000008	32	33	0.611498	0.922572	2.27620	0.024311	1.025194	Large
Environment	4.055060	3.062626	7.35130	63	0.000000	32	33	0.312732	0.698702	4.99161	0.000022	1.420395	Large
D1	4.718750	3.121212	6.29184	63	0.000000	32	33	0.991394	1.053493	1.12920	0.736765	1.516419	Large
D2	2.406250	2.363636	0.12177	63	0.903473	32	33	1.720078	1.025249	2.81473	0.004658		
D3	3.750000	2.636364	3.49972	63	0.000861	32	33	1.606439	0.859440	3.49380	0.000697	0.693233	Medium
D4	4.500000	2.151515	10.20149	63	0.000000	32	33	1.077632	0.755034	2.03708	0.049300	2.179302	Large
D5	4.161290	2.787879	5.41683	62	0.000001	31	33	1.240881	0.739830	2.81317	0.004895	1.106804	Large
D6	3.468750	2.424242	3.27627	63	0.001713	32	33	1.703590	0.662868	6.60505	0.000001	0.613122	Medium
D7	2.781250	1.787879	2.65775	63	0.009957	32	33	1.913186	0.960390	3.96844	0.000203	0.519223	Medium
D8	4.093750	2.939394	4.59491	63	0.000021	32	33	1.279097	0.658568	3.77229	0.000335	0.902477	Large
D9	4.258065	2.818182	5.46306	62	0.000001	31	33	1.237410	0.846114	2.13880	0.036963	1.163626	Large
D10	4.580645	3.030303	6.73468	62	0.000000	31	33	1.057487	0.769937	1.88643	0.080601	1.466062	Large
D11	3.718750	3.515152	0.62472	63	0.534413	32	33	1.650696	0.870388	3.59673	0.000530		
D12	4.937500	3.093750	14.25560	62	0.000000	32	32	0.245935	0.689056	7.85000	0.000000	2.675762	Large
D13	3.593750	3.212121	1.29247	63	0.200914	32	33	1.542084	0.696311	4.90467	0.000022		
D14	4.937500	3.000000	14.66102	63	0.000000	32	33	0.245935	0.707107	8.26667	0.000000	2.740039	Large
D15	1.500000	3.151515	-6.59200	63	0.000000	32	33	1.191367	0.795346	2.24377	0.025957	1.386236	Large