

Resilience as a factor in youth response to poverty in Ga-Ramokoka village, North West Province, South Africa

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(Mafikeng Campus)


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## DECLARATION

I, Gabaiphiwe Kau, hereby declare that this dissertation entitled “**Resilience as a factor in youth response to poverty in Ga-Ramokoka village, North West province, South Africa**” hereby submitted for the degree of Master of Social Work (MSW) at the North-West University, Mafikeng Campus, is my own work which has not been submitted for examination at any other institution of higher learning. I also declare that all the sources utilised, quoted or referred to have been duly acknowledged by means of complete references.

Gabaiphiwe Kau

Signature:  DATE: OCTOBER 2017

## **ABSTRACT**

This study explores resilience as a factor in youth response to poverty in Ga-Ramokoka village, North West province. The main aim was to gain a contextual understanding of how young people from a rural community who experience poverty and its manifestations respond to and demonstrate a resilient trajectory in the Bojanala District, Ga-Ramokoka village, which is situated in the North-west province. The ultimate goal was to document the articulated and identified attributes by the youth for the empowerment of others either in similar or even in totally different situations.

As part of literature review, both the protective processes that contribute to the resilient coping youth and risk factors were examined. It emerged that much as the term “youth” is often aggregated by age it remains a highly contested political term. For instance, by their very nature, young people do not constitute a homogeneous category. Their differences ought to be acknowledged, respected and celebrated.

A basic interpretive qualitative research paradigm was used, employing in-depth interviews and focus group discussions with a total of 26 young people purposefully selected, divided into 10 learners from 1 high school, out of which 5 were employed in the mining sector, with the remaining 5 unemployed. From the second high school sampled, 6 learners were selected and included in one focus group discussion. Data was analysed using inductive content analysis.

The findings indicate the presence of risk factors on the familial level which included: role confusion, gender division of opportunities, father absence, high death rate of siblings, overcrowding in households and poverty. It was evident that some participants thrived resiliently in the presence of the identified risk factors. For these participants, protective factors existed within five broad categories: individual influences, family influences, school influences, extra mural activities influences and community influences. In conclusion, all identified stressors, including poverty, were overshadowed by the resilient youth, dreaming of an ideal community free from stress.

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## **DEDICATION**

This dissertation is dedicated to all the youth from poor rural backgrounds who have not allowed their circumstances to define them, but instead changed their situation to suit their challenges. Remember, “You’ve got to get up every morning with determination if you’re going to get to bed with satisfaction.” (George Lorimer).

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## **ABBREVIATIONS AND ACRONYMS**

<b>BBBE</b>	Broad-Based-Black Economic Empowerment
<b>BPDM</b>	Bojanala Platinum District Municipality
<b>CHH</b>	Child-Headed-Household
<b>DSD</b>	Department of Social Development
<b>ECOWAS</b>	Economic Community of Western African States
<b>EY</b>	Employed youth
<b>LY</b>	Learner youth
<b>NWU</b>	North-West University
<b>NYP</b>	National Youth Policy
<b>NYDA</b>	National Youth Development Agency
<b>NYDPF</b>	National Youth Development Policy Framework
<b>SASSA</b>	South African Social Security Agency
<b>UN</b>	United Nations
<b>UNICEF</b>	United Nations International Children Emergency Fund
<b>UY</b>	Unemployed youth

## **CHAPTER 1**

### **BACKGROUND OF THE STUDY**

#### **1.1 INTRODUCTION**

Poverty is one of the socio-economic challenges experienced by many people worldwide. The term “poverty” often conjures images of starving children, overcrowded informal settlements, ragged and hungry children in predominantly third world rural communities (Davids, Theron & Maphunye, 2010: 37). These images often form the basis of many people’s understanding of poverty. The reality of the situation is that poor people have their own understanding and lived interpretation of their social reality. Not only is poverty a third world phenomenon, but first world countries are negatively affected by this social ill, measured and interpreted from their own perspective.

For the purpose of this study poverty is understood from a physical (material) and non-material perspective such as the inability on one hand, to attain a minimal standard of living, measured in terms of basic consumption needs or the income required to satisfy these. (Perret, Anseeuw, & Mathebula, 2005: 8). On the other hand, this poverty entails the absence of appropriate knowledge and or skills to make informed life decisions and engage in productive work. Much as it affects people from all age groups, the youth are particularly vulnerable, because most do not possess formal qualifications and skills, do not show signs of responsibility and accountability, and in some instances are discriminated against for their age.

Douglas-Hall and Chau, (2007) in Pratt-Ronco (2009: 5) alluded to the point that “39% of children in the United States of America lived in low-income households; and 17% of adolescents in USA lived in poverty-stricken environments”. By 2010, from a total of 16 million young people between the ages of 15 and 24 years who were residing in Vietnam, approximately 2 million of them were classified as living in abject poverty (Vietnam’s Youth Development Strategy in Vietnam, 2010: 10). This Youth Development Strategy of 2010 in Vietnam identified unemployment as the

greatest challenge facing Vietnamese youth and ways to address this problem have been at the centre of the national fight against poverty.

In South Africa, Biyase (2012: 24) asserts that 22 million people in 2012 were classified as poor: they lived and survived on less than R160.00 per month and lived mostly in rural areas. These are rural areas designated into tribal authorities, in which the rate of poverty was equal to 73% compared to only 27% in urban formal communities. The rural people of such communities were in the “deprivation trap” (Swanepoel, 2009:7) - which identified them as “mostly poor, economically weak, isolated, powerless and vulnerable.” Some managed to escape to the cities often resulting in the densification of urban poverty.

South African poverty can be traced back to a history of unequal power relations between and among the races that previously disadvantaged black people in particular. The legacy of apartheid has left South Africa with a dent whose locus is discrimination, repression and neglect of the needs of the majority. This history of oppression undermined the dignity and self-worth of South African youth and led to the breakdown of most traditional life styles – those of industriousness, self-worth and respect, resulting in high incidences of single parenthood. Single parenthood is associated with challenges and a lack of effective parenting for the children who are growing up (Donald, Lazarus and Lolwana (2007: 237). The direct result of such apparent disorganised structures was the creation of alienated young people. Mapadimeng and Khan (2010: 184) suggested that such alienated youth had commonly been assigned a multitude of labels, most of them unfriendly and disempowering: “...aggressive or anxious”, “attention-disordered,” “affectionless”, “unmotivated,” “unreachable” and drug abusers or drop-outs.” In other instances these young people have been termed “the lost generation.”

Some of the terms assigned to these youths are overly hostile in an environment especially of “blaming the victim.” These labels are likely to have had a negative effect on the youths’ positive sense of self and hindered their chances of improving their situation. Yet, in their fight against this tide of adversity and challenges, many young people thrive despite their circumstances – they respond resiliently. Those responding resiliently choose to make the best from their given situations and circumstances – “they bounce back.”

Resilience in this study means “the capacity of individuals to navigate their way amidst challenges towards resources that sustain well-being; the capacity of the individual’s physical and social circumstances to provide resilience-promoting opportunities, and, lastly the capacity of individuals, families, and communities to negotiate culturally meaningful and sensitive ways to share resilience factors” (Ungar, 2008:17). This means that, regardless of the risks to which a young person has been exposed, with any form of support, coupled with their active involvement they are able to utilise their individual, familial and community strengths in order to protect themselves adequately. Such strengths include positive self-esteem and self-worth, good problem-solving capacities and abilities to address the difficulties facing them in a positive way.

## **1.2 PROBLEM STATEMENT**

Socio-economic challenges encountered by most young people in various communities including those in South Africa carry the potential of putting in danger the youth’s growth and development and damaging their sense of trust, safety and security. Those in rural communities are more at risk since they predominantly live under conditions of “hunger, overcrowded unhealthy accommodation, lacking recreational facilities and living contingently with high levels of violence and crime, including high rates of sexual abuse” (Helve & Holm, 2005: 104). Such challenges pose as a threat to the young people’s physical, social and emotional development. Poverty can also be strongly correlated with poorer academic performance (Normand, 2007: 1).

The main problem in this research concerns what characterises poor rural youth who respond resiliently to some of these adverse situations, compared to their peers from the same area who fail to respond resiliently in the same situations. The protective processes that contribute to the resiliently coping youth need to be explored in order to help those who remain vulnerable and are unable to cope positively in such adverse situations (Cronje, 2008:5). Research shows that serious concerns are raised about the wellbeing of young people in South Africa, and again answers are sought on the youth who manage to sustain their health and wellbeing despite the risks they face (Van Rensburg, 2011:ii).

Research on resilience has been undertaken in different areas of the world – mainly from a western perspective and within urban contexts, resulting in little evidence on how a South African rural, poverty-ridden context could influence resilience –a gap which this study aims at addressing.

### **1.3 RESEARCH QUESTIONS**

Given the research problem above, the following research questions gave direction to the investigation:

- What is the phenomenon of youth resilience, youth, and poverty in rural South Africa?
- What characterises the youth who respond resiliently in a poverty-stricken situation from those who do not?
- What is the nature of protective factors that contribute to youth resilience in the South African context?
- What are the risk factors to youth resilience in the South African context?
- What guidelines could be recommended as part of life skills theory in order to empower young people to respond resiliently in adverse situations?

### **1.4 RESEARCH AIM AND OBJECTIVES**

The overall aim of the study was to explore and gain a contextual understanding of how young people from a rural community who experience poverty and its manifestations respond to and demonstrate a resilient trajectory in the Bojanala District, Ga-Ramokoka village in particular, in the North-west province. The main aim was also to document these attributes for youth empowerment. This aim was realised through the following objectives which were set to:

- Explore the phenomenon of youth resilience, youth, and poverty
- Describe what characterises the youth who respond resiliently in poverty stricken situations from those who do not.

- Explore the nature of protective factors that mainly contributes to youth resilience in the South African context.
- Explore the risk factors to youth resilience in a rural poverty-stricken community.
- Recommend guidelines as part of life skills education in order to empower young people to respond resiliently in adverse situations.

## **1.5 ASSUMPTIONS OF THE STUDY**

The following are assumptions in this study:

- ❖ There is no significant relationship between resilience and biological traits in young people.
- ❖ There is a significant relationship between youth resilience and non-conforming to society's expectations.

## **1.6. CLARIFICATION OF CONCEPTS**

### **1.6.1 Poverty**

Ambrosino, Hefferman, Shuttlesworth and Ambrosino (2012; 171) assert that "poverty generally means that household income is inadequate as judged by a specific standard." In this study this inadequacy is measured against inadequate material and non-material resources. The term "poverty" can also be further explained from the categories that follow:

#### **1.6.1.1 Absolute poverty**

Absolute poverty measures the number of people living below a certain income threshold, or the number of households unable to afford certain basic goods and services (Ambrosino et al, 2012:171). For the purpose of this study the threshold of R700.00 per household per month (less than US \$1 per day) is the benchmark in this study.

### 1.6.1.2 Relative poverty

According to DeBeer and Swanepoel (2011: 3) relative poverty refers “to people whose basic needs are met, yet in terms of their social environment, still experience some disadvantages.” In other words, while managing to survive, some people are materially disadvantaged compared to others living in the same community or society. In this study poverty from one setting to the other is contextualised based on the dynamics of income level, educational status, and nature of employment present in the area.

### 1.6.2 Protective factors

Protective factors are defined by Everall, Altrows and Paulson (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.” Key protective factors which include resources and processes are regarded as encompassing internal, familial, and environmental aspects in this study.

### 1.6.3 Resilience

As posited by Goldstein and Brooks (2013: 17) resilience is understood as “a positive adaptation in the face of risk or adversity.” To Wyman (2003:308) “resilience reflects a diverse set of processes that alter children’s transactions with adverse life conditions to reduce negative effects and promote mastery of normative developmental tasks.” For the purpose of this study resilience means that a system fulfils its purpose when it functions normally under any type of risk, thus showing signs of resilience.

### 1.6.4 Risk factors

Risk factors are “conditions which young people are exposed to with possibilities of harm or negative outcomes to the person. These conditions are mostly multiple, and youth who have certain drawbacks, such as living with one parent, who are poor, or negatively affected by social and educational conditions, can be defined as “at risk” for less positive developmental outcomes” (Donald, Wallis & Cockburn, 2007:172). In

this study the two main types of risks singled out are: poverty and the rural condition with its absence of basic resources, under which the youth live.

### **1.6.5 Rural Community**

Rural settings are communities that are challenged by severe poverty, high levels of illiteracy and unemployment, poorly developed infrastructure, limited access to services (health, social welfare, etc.), and the looming presence of HIV and AIDS - related loss and grief, care-taking responsibilities and additional financial strain (Howley & Howley, 2010: 38). For the purpose of this study these characteristics comprise possible risk factors to youth development.

### **1.6.6 Youth**

Youth can be defined not solely according to a particular age range but as “a social status, characterised by a period of life in which a person is either partly or fully dependent on others, usually adults and members of one’s family, for material support” (Helve & Holm, 2005:4). In the South African situation and in this research study a youth is defined as a young male and female aged from 14 to 35 years. For the purpose of this study, the terms “youth” and “young people” are used interchangeably.

## **1.7 SIGNIFICANCE OF THE STUDY**

Since this research study is exploratory in nature, examining youth response to poverty is essential in that the characteristics of those who respond resiliently could be used to influence mainly theory. Resilience is mainly a western and urban construct that has been studied broadly in industrialised communities. Since there is paucity of research on the subject from a non-western and non-urban context, this study proffers a clearer understanding of challenges experienced by the youth in non-industrialised rural communities, including their coping capacities - thus contributing to the existing body of knowledge encompassing a holistic view of at-risk children generally.

## **1.8 BASIC THEORETICAL STATEMENT**

Insight into the risk profile of rural youth who are exposed to poverty makes it possible to identify gaps in service delivery in the fields of youth development and empowerment.

## **1.9 BRIEF EXPOSITION OF THE RESEARCH METHODOLOGY**

In this subsection the research methodology is briefly presented as orientation only, with a detailed discussion following in Chapter 3 of this research study. The following headings are briefly explained:

### **1.9.1 Nature of the research and research design**

The study is qualitative in nature, which deals with the meaning, not frequency of naturally occurring phenomena in the social world of the poor youth and how they respond resiliently or not (Sharan, 2009: 13). Qualitative research was mainly used to understand these young people within their habitat and from their point of view. The phenomenological research design used enabled the researcher to understand their experiences.

### **1.9.2 Demarcation of the area of study**

The demarcation of the field of study was the Ga-Ramokoka village which is situated within the Bojanala District in the North-West Province. The district includes the five local municipalities of: Kgetleng rivier, Madibeng, Moretele, Moses Kotane and Rustenburg. According to The South African LED Network, 2013: 1), the population of Bojanala as in 2013 recorded a total population of nearly 1, 281 00 and nearly 39% of the people in the area were 19 years of age or younger. The rationale for the choice of this area was informed by the fact that the district labour market has been characterised by low skills level – already posing as a risk factors for the youth being studied (The South African LED Network, 2013: 1).

### **1.9.3 Target population**

Population in this study encompassed the identification of those who, by virtue of their relationship with the research questions, would be able to provide the most relevant, comprehensive and rich information on the subject at hand (Potter, 2013:

42). The targeted population of this study was all youth residing in Ga-Ramokoka village.

#### **1.9.4 Sampling**

Sampling involved the process of selecting smaller cases from the wider population (Bloor & Wood, 2006:153). The researcher used purposive sampling to identify participants in this study. This technique is also called judgmental sampling: It is based entirely on the judgment of the researcher, in that a sample constitutes elements that contain the most attributes of the population that best serve the purpose of the study (Silverman 2000:104). In this study, the eligibility criteria for all the sampled population were the youth within the ages 14-35. Both genders qualified for inclusion. The youth earmarked for this study were also to have either been full-time learners, unemployed and also those gainfully employed. Another element required was for the youth to display either signs of resilience, with others known for not bearing such qualities.

#### **1.9.5 Sampling size**

A total of 26 participants were interviewed in all. This number was made up of 20 in-depth interviews, and 6 focus group discussants. The sample size in this study was based on data saturation which, according to Riazi (2016:82), is “data adequacy which results from a continuous collection of data that can advance the theoretical explanation until no or little new information is being obtained.”

#### **1.9.6 Data collection methods**

In-depth interview schedule and focus group discussions were used to collect data. The in-depth interviews consisted of an interviewer who entered into a one-on-one dialogue with an interviewee in order to discover some aspect of personal information on youth resilience or lack thereof (Roller & Lavrakas, 2015:50). Focus group discussions in this study were useful in order to get multiple viewpoints and responses needed on the topic at hand.

### **1.9.7 Data analysis**

Inductive content analysis is used in this study. It is the most comprehensive and methodical study of data because the focus is to find recurring patterns and themes in the raw data (Nieuwenhuis, 2013: 99)

### **1.9.8 Trustworthiness**

Trustworthiness is insured in this study and is based on three aspects of: credibility, transferability, conformability, and generalisability (De Vos, 2009: 346-347).

- **Credibility:** This study bears clear selection criteria of participants which were adhered to.
- **Transferability:** In this study the two data collection methods were used consistently in order to enhance the study's generalizability by corroborating findings.
- **Conformability:** In this study, an audit trail was followed.
- **Dependability:** Clear selection criteria of participants are stated and were followed.

### **1.9.9 Ethical considerations**

Ethical approval was obtained for the study - nr NWU –00247-14-A9 from the NWU Ethics Committee. Formal approval was also obtained from the traditional leader allowing the researcher entrance into the Ga-Ramokoka village – the demarcated area of study. Permission was also obtained from the two selected schools.

It in this study it was ensured that participants are not: harmed (both physically and psychologically); that they provide informed consent; are not deceived in any way; and that their privacy was in no way violated.

## **1.10 DIVISION OF THE RESEARCH REPORT**

### **CHAPTER 1: Background of the study**

The core of this chapter is the general orientation of the study with special emphasis on the background, problem formulation, the aim and objectives and the research questions of the study. The chapter provides an overview of the topic under study.

## **CHAPTER 2: Literature review and theoretical framework**

This chapter focuses on previous research undertaken on the topic under study; it also indicates where the researcher's topic fits in. Relevant literature is used to support the study. This chapter offers different theoretical frameworks that validate the study.

## **CHAPTER 3: Research method and procedures regarding the investigation**

This chapter provides a detailed description of the research methodology which is used to conduct this study.

## **CHAPTER 4: Data presentation, interpretation and analysis of research findings**

The chapter mainly provides data presentation, interpretation, and analysis of research findings. The results are presented in accordance with the in-depth interviews and focus group conducted, with data being analysed using themes, sub-themes and categories

**CHAPTER 5: Summary of findings, conclusions, limitations and recommendations:** A summary of research findings are presented, with conclusions drawn. Limitations and recommendations in the form of guidelines as part of life skills education in order to empower young people to respond resiliently in adverse situations are made. Conclusions of the study are also ultimately made. .

### **1.11 SUMMARY**

This chapter which is on the background of the study started with a clear introduction, followed by a brief yet succinctly stated problem statement, with understandable research questions and the research aim and objectives. Since the nature of this study is qualitative, assumptions are provided as hypotheses, with primary concepts clarified. The significance of this study - which is more theoretical over and above being informed by practice and policy, is stated, followed by a clear basic theoretical statement underpinning this study.

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## **CHAPTER 2**

### **LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

#### **2.1 INTRODUCTION**

Literature review helps the researcher to gather information on an identified research problem. It explores what others have written about similar research before, and seeks to position the researchers' contribution to an on-going debate in the field. Ridley (2012: 3) notes that literature review "provides a sound base upon which new research can be founded." This task provides an anchor for a researcher on which to attach new ideas and innovative strategies to resolve the challenges in the field (Oliver, 2012: 1). In this study, literature review is linked to the specific objectives of the study as outlined in chapter 1. Both international and local literature dealing with the theme of youth resilience was identified and interrogated. The following data bases were also utilised: Ebscohost, including the Academic Search Premier, Master File Premier, Psyc Info and Eric.

Literature in this study was reviewed under the following headings:

#### **2.2 THE PHENOMENA OF RESILIENCE, YOUTH AND POVERTY**

##### **2.2.1 The meaning of resilience**

There are multiple definitions and explanations of the term "resilience." Many of these definitions are closely related. For instance, Steyn (2006: 30) suggests that the resilience status of an adolescent is determined on the basis of various factors such as positive ability to adapt in the face of adversity and the continued striving towards self-actualisation. The author goes on to indicate that an adolescent who is resilient achieves well academically and socially i.e. the adolescent has a well-developed ability to socialise with all age groups and also has the ability to attract support from those around.

To Norsworthy (2001: 16 & 17), the concept of resilience is birthed from an observation that under traumatic or adverse situations, some people cope and develop relatively well while others fail to do so. The term resilience can also describe the characteristics of people who cope relatively well in adverse situations - their personal attributes, the quality of their family life, and their social support, all

seem to play pertinent roles. In other words, resilience is about personal qualities working in concert with external factors – which can include the family, peers and friends and influences from the wider environment. The author further goes on to explain that the term “resilience” in people describes the capacity of the person to “bounce back” after difficult or stressful experiences.

For the National Center Brief (2004: 1) the term resilience encompasses the understanding of both risk and protective factors. Risk factors can statistically be associated with an increase in health risks – for example, violence or alcohol and drug abuse, whereas protective factors can be statistically associated with a decrease in the vulnerability to health risks. Therefore resilience can be defined as the ability of individuals to remain healthy even in the presence of risk factors. The National Center Brief (2004: 2) provides some examples of risk factors divided into individual factors, peer risk factors, and family risk factors, school risk factors and community risk factors. These brief examples are amplified below:

- I. Individual risk factors can include alienation, isolation and lack of social bonding. Early initiation to tobacco, alcohol, other drug abuse, or early onset of violent behaviour constitutes individual risk factors. Academic failure and lack of commitment to school also point out to risks that can impact negatively on an individual person.
- II. Peer risk factors can encompass friends who abuse alcohol or other drugs, including who engage in violence. In other words, this is about bad company that can corrupt the individual.
- III. Family risk factors include a family history of smoking, of abusing alcohol or other drugs. A violent family essentially becomes a concomitant factor. Family management problems such as a lack of clear expectations for behaviour, failure of parents to monitor their children, and inconsistent punishment only spur individuals into lessened resilience. These family conflict factors point to lack of support and bonding.
- IV. School risk factors include harsh student management practices, such as lack of shared norms for behaviour and poorly expressed expectations for learning

and behaviour. Availability of alcohol or other drugs, or weapons on school premises are additional aspects that can hamper learning.

- V. Community risk factors include the availability of alcohol and other drugs. Community disorganisation including poverty altogether creates a disabling environment.

From another angle, protective factors serve to shield young people from the worst effects of some of the risk factors alluded to above. Some of these protective factors, according to Norsworthy (2001: 18), relate to the characteristics, assets or resources of the individual and can include:

- **Personal characteristics:** - Cognitive competence which includes a reasonable level of intelligence, skills in communication, realistic planning etc. A positive sense of self-esteem, self-confidence and self-control; an active coping style rather than a passive approach; a sense of structure and meaning in the individual's life, often informed by religious or political beliefs – all these characteristics are learned and acquired over and above being inherited.
- **Immediate social environment:** - Consistent support and guidance from parents or other care-givers; support from extended family which can also include support from friends and or teachers; an educational climate which is emotionally positive; appropriate role models which encourage constructive coping. For such support to work optimally, the individual to whom the support is shown has to be receptive and appreciative too.

The conclusion that one can then draw from the explanation of the term “resilience” is the understanding of risk factors in their totality. This means that one would not thrive resiliently in the absence of risk factors. In no way does this process presuppose passivity on the person in question, but an active involvement in the process. A person has to realise their inherent qualities, together with either potential or actual assets in their environment in the form of family members, peers, school and the community at large.

## 2.2.2 Conceptualizing the term youth

The South African National Youth Policy (2015-2020: 12) refers to the youth as those falling within the age group 14 to 35 years. This broad range takes into account mainly historical and present-day conditions relating to status in the definition of who comprise the youth in South Africa. Anecdotally though the historical age for starting school in South Africa was 7 years with 19 years as the anticipated age for completing high school education, most historically disadvantaged children from mainly rural areas were late starters. In other words, historical imbalances seem to have influenced the motivation for 35 years as the upper age limit for the youth. The fact is that the past imbalances have not yet been completely redressed and racial and geographic contingencies still have to be levelled.

From the perspective of the African Youth Charter (2006: 11), the key organisations such as the United Nations General Assembly, the Commonwealth and the World Bank have attempted to homogenise the age category of the youth to no avail. For instance, to the UN and World Bank, a youth is viewed as a person falling within the age range of 15 and 24 years. For the Commonwealth, on the other hand, a youth falls within the age bracket of 15-29 years. With some countries in the Economic Community of Western African States (ECOWAS) which include countries such as Ghana, Nigeria, Senegal and Sierra Leone, a youth has been defined as a person between the ages 15-35 years (UBI, 2007: 3).

The deduction that one can make from the aforementioned definitions of the term “youth” is that it generally refers to a period of life that is neither childhood nor adulthood. To use UBI’s (2007: 3) actual summary of the term, “it is a period somewhere in between the early period of existence, growth, or development.”

For the purpose of this study, the term youth or young people constitutes all those in the 14-35 age bracket. Concurring with Altman, Mokomane, Wight and Boyce (2012: 7) this age category was chosen based on some of the following dynamics:

- This age group of young people in the South African situation have higher unemployment rates – exposing the youth to possibilities of poverty;
- These young people are more vulnerable in their job searches, and with low job retention as employers prefer older people with more experiential

knowledge and a high level of stability. For instance the majority in this age group have 4 years towards completing high school and are presumably without any form of skills, in most cases with no means of financial support in order to access higher education. Should they secure a job, job-hopping also tends to be a popular trend;

- The Child Support Grant is about to be cut at age 18 years, leaving the majority of young beneficiaries with no form of financial support. Thus the 14-35 years age range is a stage of transition and challenges, suggesting that most of the youth need a great deal of support.

The different aspects singled out in the aforementioned category of the youth clearly shows that the term “youth” is a highly contested one, and in certain instances even highly political too. The term is, on the whole, a social construct that is informed by history, cultural values and economic factors that, given an enabling environment, can either be reconstructed or deconstructed. Young people do not constitute a homogenous category. They can be disaggregated by factors such as race, gender, social class, and geographic location, over and above just linking them to a figure. A differentiated approach therefore ought to obtain in an attempt to understand them fully (South African National Youth Policy, 2015-2020:12).

Categorising the youth means recognising that they have different needs, face various challenges based on the fact that they are from different and diverse backgrounds. According to the South African National Youth Policy (2015-2020:13) the following are some of the youth categories that are examined in this study:

#### **2.2.2.1 Young women**

South African young women face specific challenges and particular difficulties in most communities. They are more likely to be unemployed than males since they tend to have fewer occupational opportunities in an apparently patriarchal society. They experience these challenges as a result of historical gender stereotypes which often have resulted in gender imbalances.

#### **2.2.2.2 Youth heading households**

These youth (including children) are vulnerable and at risk because they are living alone since their biological mother, father or both parents have died or are unable to

take care of them due to ill health or have abandoned them. These circumstances could be the result of inability of parents to fulfil their role and responsibility of caring for and protecting their children due to illness. As a result, youth in such circumstances may be forced to assume parental responsibility not only for themselves, but also for their younger siblings and for their sick parents, thus eventually having to run households. These youth are at greater risk of abuse, exploitation and dropping out of school.

As an illustration, practically there are no reliable statistics as to the actual number of child-headed households (CHH) in South Africa. However, some of the available data suggests that about 52% of such households have been headed by young children over the age of 17 years. Thirty-six percent of these children are aged 15 to 17 years. About 11% of them are between the ages of 10 and 14 years, while 9% are said to be under the age of 10 years. These households are predominantly headed by female children. Only 13% of these children are said to have obtained a Grade 12 certificate – a situation which contributes to a high illiteracy level among young people in South Africa based mainly on the pressures of their domestic responsibilities (Law, 2009: 1-2).

### **2.2.2.3 Young people living in poverty**

On this score of people living in poverty, Statistics South Africa (2014: 29) indicates that six out of every ten (60, 2%) young people were living in poverty in 2006 (See Table 1). According to Table 1 below, levels of poverty were very high amongst the youth aged 18 to 24 years. By 2011, the poverty headcount had only fallen by 16%, which was the lowest decrease for any age cohort. As a result, the majority (50, 7%) of youth aged 18 to 24 were still living in poverty. In terms of poverty share, this cohort accounted for 15, 3% of the poor in 2011, meaning that approximately six-tenths (61, 3%) of all poor people were under the age of 25 years – a situation which can account for their vulnerability in other instances, posing as risk factors too.

**Table 1: Poverty Trends by age in South Africa between 2006 and 2011**

	Headcount ( $P_0$ )			Poverty gap ( $P_1$ )			Severity ( $P_2$ )		
	2006	2009	2011	2006	2009	2011	2006	2009	2011
<b>Total</b>	<b>57,2</b>	<b>56,8</b>	<b>45,5</b>	<b>26,7</b>	<b>27,9</b>	<b>19,6</b>	<b>15,4</b>	<b>16,7</b>	<b>10,8</b>
0-17	68,9	68,5	55,7	33,9	35,2	24,8	20,1	21,5	13,8
18-24	60,2	60,5	50,7	28,2	30,1	22,1	16,3	18,2	12,2
25-34	46,6	49,0	38,7	20,0	22,8	16,2	11,0	13,2	8,8
35-44	45,1	43,9	35,0	20,0	19,9	14,1	11,2	11,3	7,5
45-54	44,8	43,5	33,6	19,8	19,9	14,2	11,1	11,6	7,7
55-64	45,9	45,4	35,0	20,5	21,0	14,4	11,5	12,1	7,7
65+	55,6	49,1	36,2	24,4	23,4	14,9	13,3	13,6	7,9

Source: Statistics South Africa (2014: 29)

## 2.2.3 The phenomenon of poverty

In an attempt to come to grips with the meaning of “poverty”, different perspectives adopted over the years are reviewed. Davids, Theron and Maphunye (2005: 37) for instance, mention that by the end of the 20<sup>th</sup> century, the following were the prevailing approaches to poverty and development that are still referred to in the 21<sup>st</sup> century, and they are:

### 2.2.3.1 The income perspective

The income perspective links poverty to income and describes poverty in terms of lack of household and individual income. This was achieved in a number of ways, using mainly absolute measures as indicators. For instance, the threshold of R524 per household per month (less than US \$1 per day) has been broadly used in the South African situation (Ambrosino et al, 2012:171).

The income perspective has its own flaws. For example, this perspective disregards the non-income sources of support such as: knowledge, skills and resilience of the poor. It is the most common definition used by governments to determine the means test for welfare support in the form of grants, subsidies and the setting of minimum wage levels. Some of these solutions could easily lead to dependency, where the poor rely exclusively on social welfare (Davids et al., 2005:38-39). As a result of this dependency, most poor people fail to utilise their strengths in order to better their situations, thus contributing to their lack of power and growth.

### **2.2.3.2 The basic need perspective**

When the basic needs perspective on poverty was followed, the assumption was that the problems of poverty would be solved by the provision of facilities and services. It also assumed that if these services exist, all poor would have equal access to them, whereas the reality is different. Unless available services and facilities are made accessible to all, and issues of sustainability of the action are resolved, basic needs will not be met (Davids et al., 2005: 39). The bottom line is that basic needs approaches are most effective if they are designed with the active involvement and decision making of the poor people themselves.

### **2.2.3.3 The social exclusion perspective**

With the social exclusion perspective, poverty has been defined in terms of exclusion of people from benefiting from or enjoying the general prosperity of society, (Davids et al., 2005:40). To be excluded is to be deprived of opportunity or of certain conditions or rights, and this is more than simply an economic issue (Arcoverde, 2001: 3). Exploitation, domination, oppression and alienation are regarded as the main causes of exclusion (Davids et al., 2005: 40). From this perspective, poverty was defined in terms of cultural and political norms that make people unable or unwilling to participate in society (Davids et al., 2005:38 & 39; Zegeye & Maxted, 2002: 10). This form of perspective can denote, for example, institutionalised racism, sexism, geographical isolation or discrimination based on sexual orientation.

### **2.2.3.4 The sustainable livelihoods perspective**

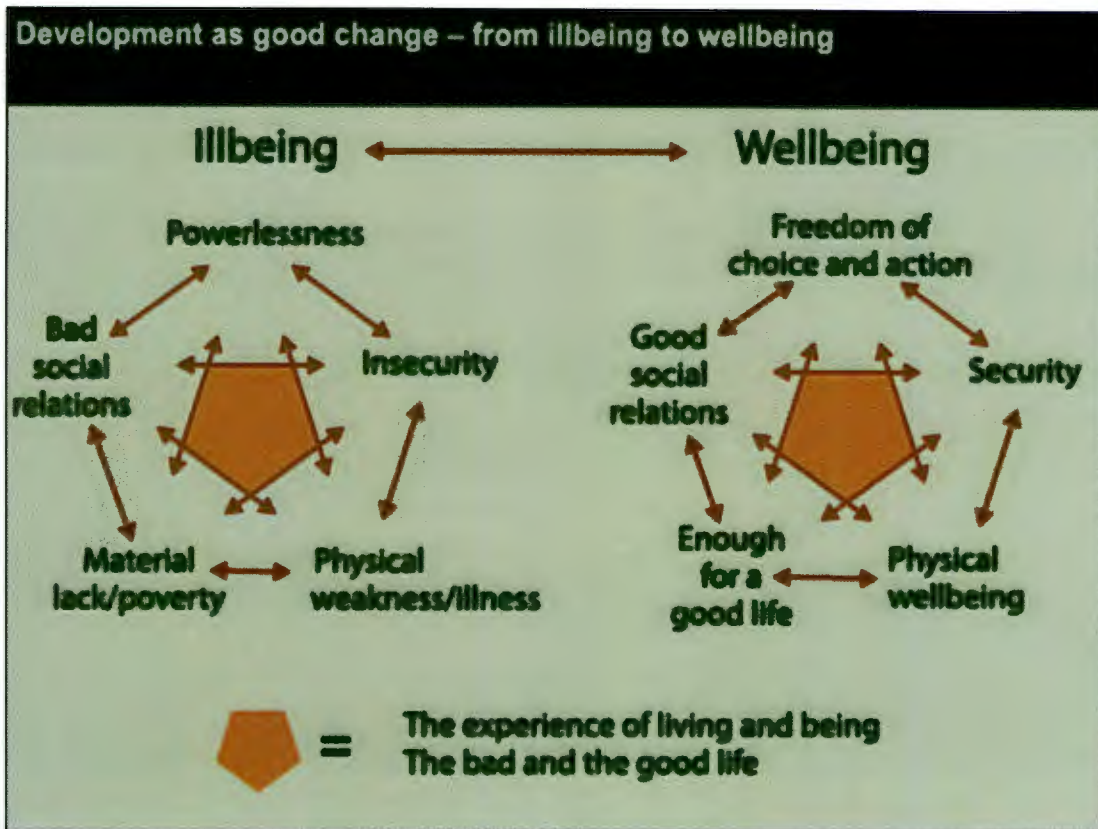
This perspective saw poverty as multi-dimensional and from the people's perspective. It focuses on assets and strengths, and the vulnerability of people in coping with hardship and maintaining the quality of life they have achieved. The emphasis has been on building people's wealth and keeping it, rather than on their poverty, and emphasises the participation of individuals and communities in defining and reducing their own poverty, (Rakodi, 2002:3; Davids et al., 2005:40). It is important for people to participate in the things that bring change in their lives in order for them to realise their importance so that they are in a position to work harder in order to sustain them. In such an approach, it is the people themselves who benefit from the engagements that improve their livelihoods.

### **2.2.3.5 The human-centred perspective on poverty**

A human-centred perspective emphasises a holistic understanding of poverty that reflects the collective and individual perceptions and experiences of the poor. It is a comprehensive view of a situation, incorporating most of the key elements of the other perspectives, but in a human-focused manner. It perceives poverty as ‘all that holds people back’ from a full human life, or the extent to which human needs to live long and healthily are unmet. It identifies the absence of or limitations on choice in meeting human needs such as access to education, upholding of human rights, and the security of political and social freedoms (Davids et al., 2005:40).

From the conceptualisations of poverty developed in this subsection, one can therefore deduce that the different angles alluded to: lack of household and individual income, inaccessibility of services and facilities, exclusion of people from decision-making processes either in terms of colour, gender, sexual orientation, etc., to lack of choices, all point to what Chambers in Ehrenpreis (2012:4) terms “ill-being” which encompass powerlessness, insecurity and physical weakness (See figure 1). A possible solution can be the shifting from ill-being to well-being with equity and with interventions designed to enhance wellbeing possible at any of the five indicated points.

Figure 1: Changing from ill-being to well being



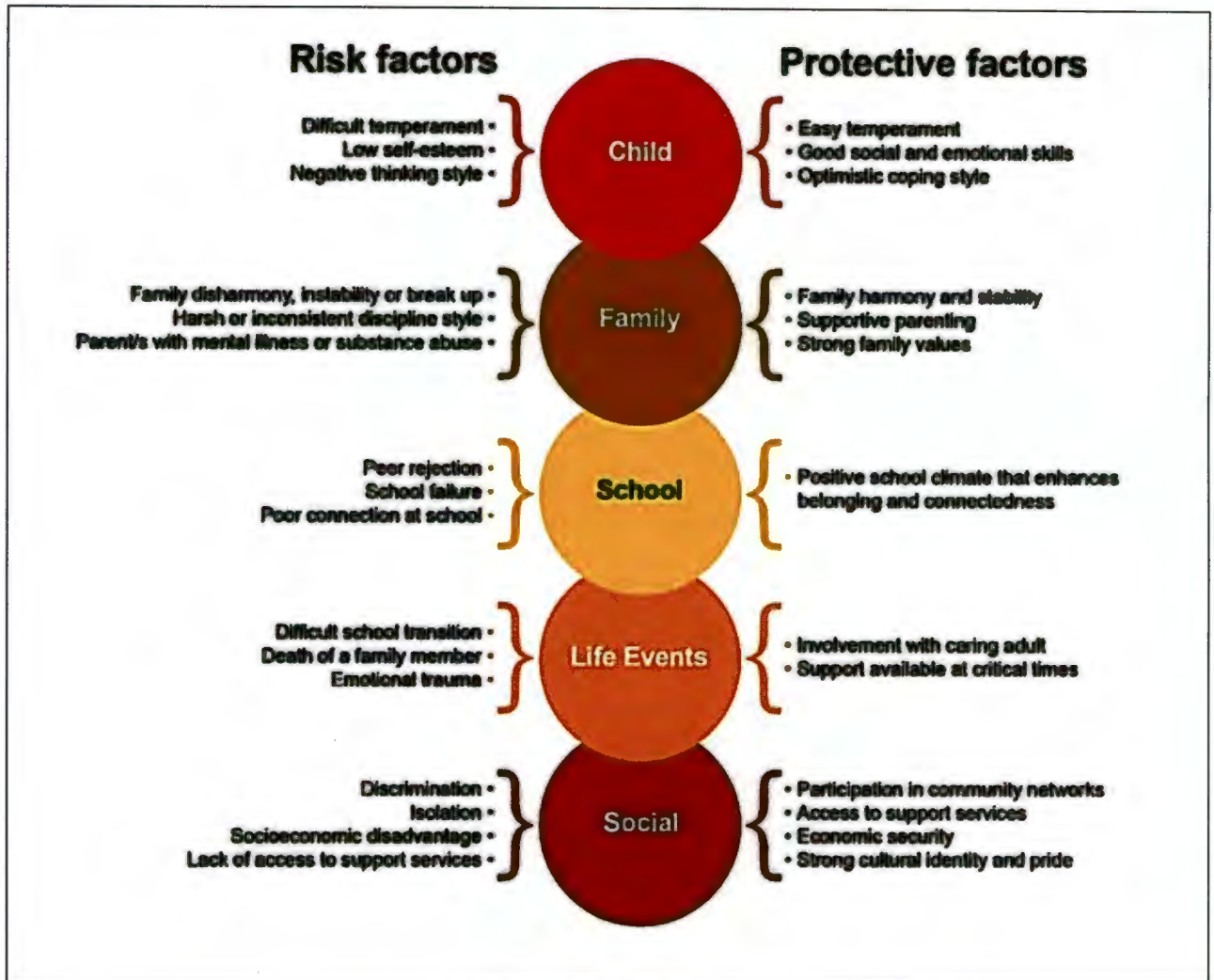
Source: Ehrenpreis (2012:4)

### 2.3 PROTECTIVE FACTORS OF RESILLIENCE

It is imperative first to differentiate between protective factors and risk factors alluded to earlier in 2.2.1. Protective factors do in one way or the other buffer risk factors and tend to reduce a young person's vulnerability. On the other hand, risk factors do not necessarily cause unhealthy behaviours or ill health, but can be associated with particular health and social conditions that are unfavourable to the development of a full person (National Center Brief, 2004: 4). Risk and protective factors can affect children at different stages of their lives. At each stage, risks can be changed through prevention. For instance in early, middle and even late childhood, risks can be prevented through family, school, and community interventions (See figure 2). Focus ought to be in helping children develop appropriate and positive behaviours. If not appropriately addressed, negative behaviours can lead to more risks such as academic failure and social difficulties, which could put children at further risk later in

their lives. The protective and risk factors depicted below can be very much interrelated and in this subsection are discussed as such.

**Figure 2: Risk and protective factors of resilience**

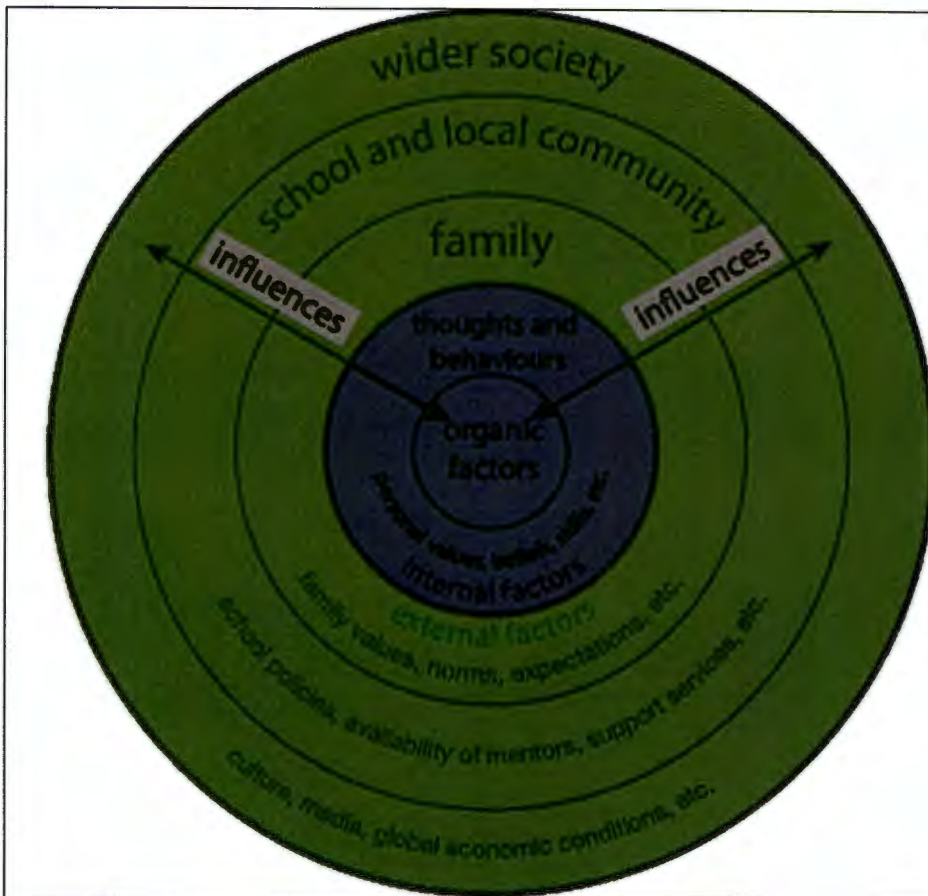


Source: <https://www.kidsmatter.edu.au/sites/default/file>



Protective factors are discussed and contextualised under individual and family factors, school and local community, including in the wider society as shown in figure 3. Through the discussion the influences of these factors on each other are demonstrated.

**Figure: 3 Multiple protective factors to resilience**



Source: <http://www.embracethefuture.au>.

### **2.3.1 Within the South African context**

#### **2.3.1.1 Individual and family factors**

Provision of social grants to the poor who are individuals and families, in the South African context has played a significant role in limiting the growth of poverty among all age groups. Table 2 provides a statistical summary of social grants beneficiaries in the 9 provinces of South Africa which are: Eastern Cape (EC), Free State (FS), Gauteng (GP), KwaZulu-Natal (KZN), Limpopo (LP), Mpumalanga (MP), North West (NW), Northern Cape (NC) and Western Cape (WC) as at 30 September 2016. Social grants refer to Old Age Grant (OAG), War Veteran's Grant (WVG), Disability Grant (DG), Grant in Aid (GIA), Child Support Grant (CSG), Foster Child Grant (FCG) and Care Dependency Grant (CDG) (Malange, 2016:1). According to Table 2 a total of 17 149 931 people benefitted from the social security grants in the entire country in 2016. As is evident from Table 2 the provinces benefitted differently based

on their different dynamics. What stands out also from this table is that CSG pay-outs took a lead in the entire country (12 021196), followed by OAG with a total pay-out to 3 247008 beneficiaries for the entire country.

Table 2: Total number of social grants by grant type and region as at 30 September 2016

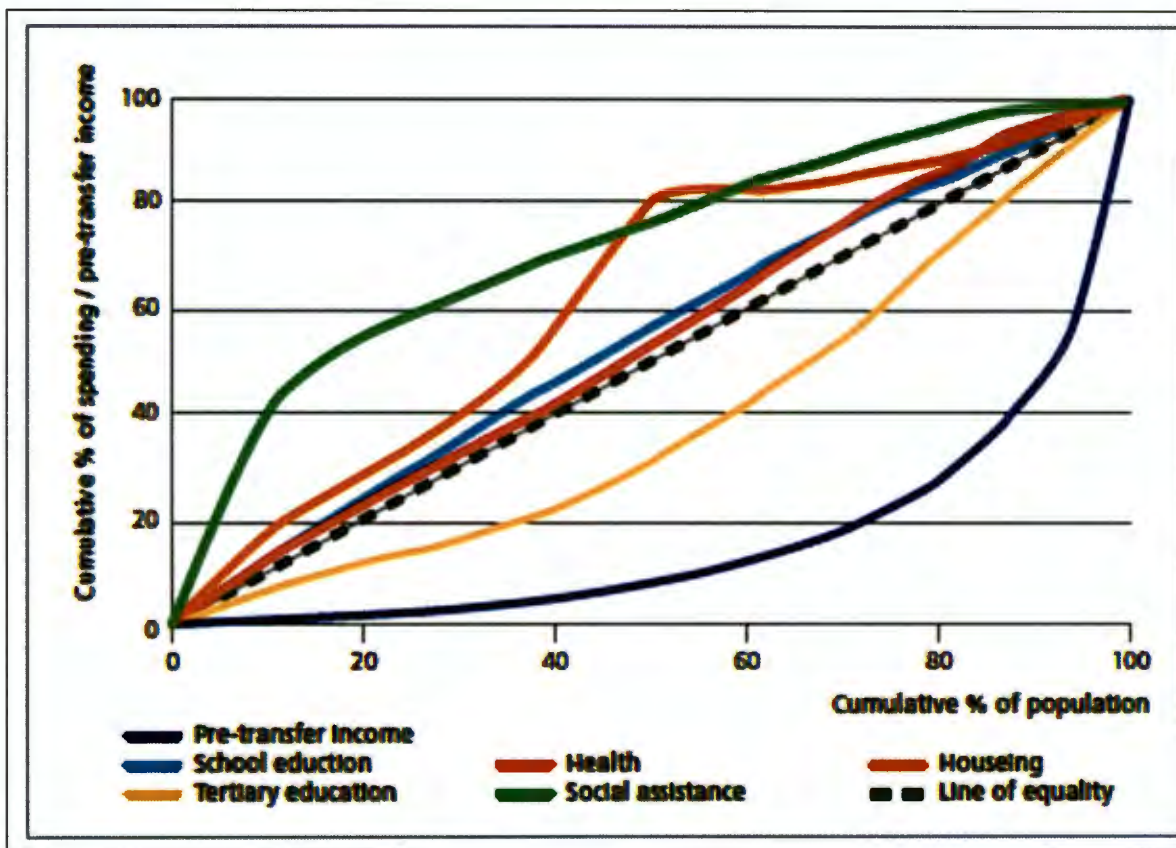
Region	Grant type							Total
	OAG	WVG	DG	GIA	CDG	FCG	CSG	
EC	543,012	34	181,395	19,795	22,213	115,101	1,875,071	2,756,621
FS	190,718	1	74,959	3,316	7,631	38,775	671,937	987,337
GP	531,514	59	114,973	4,853	18,169	57,837	1,746,650	2,474,055
KZN	655,062	28	248,946	50,117	39,932	114,028	2,813,733	3,921,846
LP	446,883	8	95,614	33,446	14,699	56,291	1,758,905	2,405,846
MP	237,236	9	77,408	8,526	10,681	36,693	1,058,858	1,429,411
NC	82,680	5	52,221	7,949	5,907	14,697	300,140	463,599
NW	244,022	3	80,554	8,961	9,922	39,050	822,557	1,205,069
WC	315,881	60	155,796	15,107	13,889	32,069	973,345	1,506,147
<b>Total</b>	<b>3,247,008</b>	<b>207</b>	<b>1,081,866</b>	<b>152,070</b>	<b>143,043</b>	<b>504,541</b>	<b>12,021,196</b>	<b>17,149,931</b>

Source: [www.sassa.gov.za](http://www.sassa.gov.za)

Figure 4 shows that, compared to other government intervention mechanisms such as education provision, housing, and improved health care, social assistance (i.e. social grants) is a benefit mostly directed towards the poor. Social grants have had a range of positive results with regard to non-monetary aspects of poverty, relating to all household members, child growth rates, school attendance, including tertiary education and adult household members being able to invest in job search activities (Hagen-Zanker *et al*, 2011: 5). With the situation of the youth who might have been the recipients of the child support grant, which is terminated at age 18 years, as part of the poor household, they stand to benefit indirectly also through their families from other grants that can include Old age grant, Disability grant, Care dependency grant, and through the Grand-in-Aid. Much as these grants are helping recipients to merely cope, for the poverty stricken this has over the years contributed to optimistic coping skills for the individuals and added to strong supportive parents – especially where members of the extended family (such as grandparents) come in to help with their share (of their OAGs).

From a survey that was undertaken in South Africa (DSD, SASSA & UNICEF, 2011: 41) concerning the use of social security on young people country-wide, many of the youth believed that their caregivers had their interests at heart and understood that the grant would be spent on what was needed at home. Where possible it would support the purchase of child-specific costs such as school items, clothes, hair and pocket money. More children than caregivers mentioned that caregivers spend the grant on debt and bills such as electricity and water; however, this was not a large amount. Again, some references were made to the fact that if the household is struggling to meet its food needs, the grant is used first of all to purchase food. Once the basic needs are met, then the children are likely to get some specific attention.

**Figure 4: Social spending through social grants benefiting the poor**



Source: Hagen-Zanker *et al* (2011)

### 2.3.1.2 School and local community factors

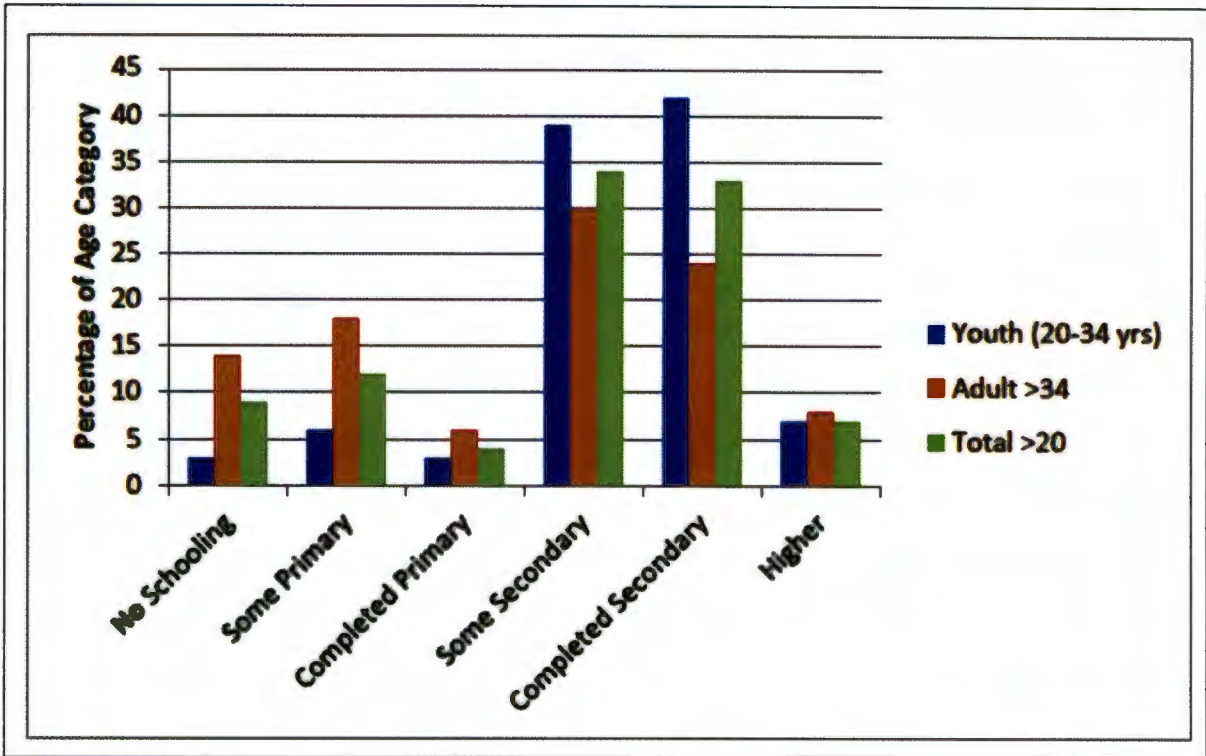
One of the incentives put in place in South African communities, in order to assist school-going learners from poverty-stricken families, has been the introduction of the

“No-fee schools” policy. About 40% of schools nationally in South Africa have implemented this policy of non-payment of fees for learners from Grade R to Grade 9. Such designated schools do not charge fees and have also been allocated larger amounts of funding per learner to make up for the fees that would have been charged (Hall & Monson, 2006: 46). Much as there are serious implementation challenges with this policy, one of its marked benefits has been an improvement in school attendance as a whole, including a positive school climate that tends to enhance belonging and connectedness.

To illustrate this fact, a study undertaken by Harrison (2013: 24) revealed that in 2011 the youth in South Africa were more educated on average than adults, with a significantly lower proportion of them having “no schooling” or with a primary school education. The young people are also more likely to have completed secondary school. However, adults over the age of 34 years are more likely to have acquired a higher education than the youth - reflecting the more years they have had to progress to the tertiary level (See figure 5). It was further revealed that the motivation for the furtherance of education was related to foundations laid earlier on in primary education presumably based on the incentives provided of not paying for school fees.

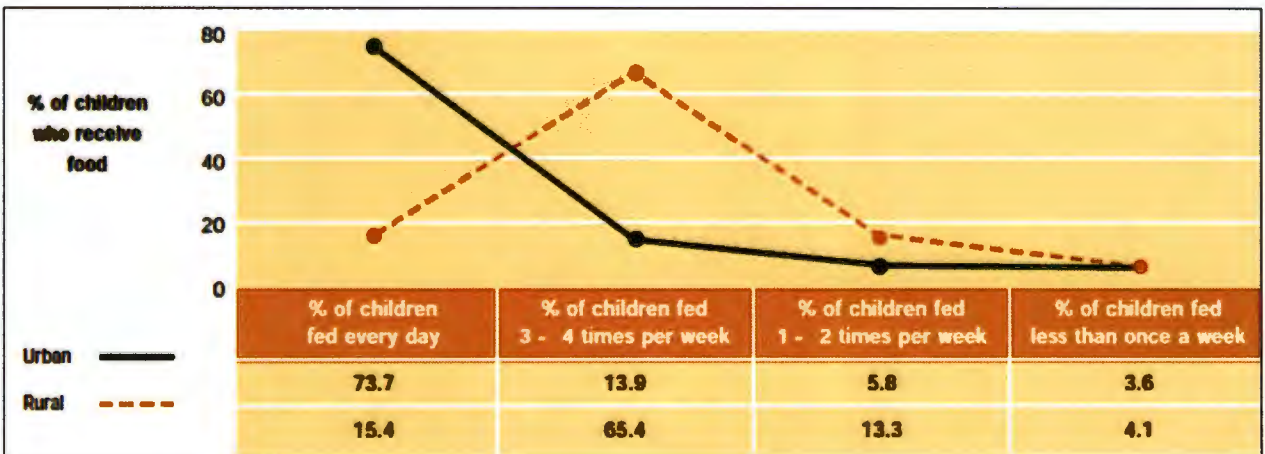
Also, in designated South African schools feeding happens to be a part of the integrated food security strategy that was introduced in 2002. This project involved the joint efforts of the Departments of Health, Social Development, Land Affairs and Agriculture. Although this “National School Nutrition Programme” provides only a small amount of food to selected children, it has been established that it helps to relieve child hunger and also does relieve some of the poor caregivers from the burden of being unable to provide enough food for their children (Hall & Monson, 2006: 49) – See figure 6.

Figure 5: Distribution of the highest level of education among the South African youth (2011).



Source: Harrison (2013: 24)

Figure 6: Children who receive food at designated schools in South Africa



Source: Hall & Monson (2006: 49)

As depicted in Figure 6, much as the feeding scheme benefits children from both rural and urban areas, about 74% of those learners from urban areas are said to have been fed every day – showing an unequal distribution of resources based on

an urban-rural divide. On the contrary about 65% of those in the rural areas were said to have been fed 3-4 times per week. Also, Table 3 shows the registered number of schools in the Bojanala district (the demarcated area of study) on the feeding programme as in 2008, the situation presumably has changed positively in 2017.

**Table 3: Registered number of schools in the Bojanala district on the feeding programme as in 2008**

Type of educational institution	Number
Primary	337
Intermediate/Middle Schools (Grade 5-7)	10
Combined	05
<b>Total</b>	<b>362</b>

Source: BPDM (2009/2010)

Table 3 above shows that about 337 primary schools in the area of study have experienced the benefits of school-feeding programmes. Much as emphasis on the feeding schemes at designated schools is for those in primary and middle schools only and not including most of the youth, pressure can be removed from families especially pertaining to their younger children – a situation which enables the families to feed their youth during the day.

### **2.3.1.3 Societal factors**

The following are some of the policy frameworks that in the South African context and that by themselves can contribute to an enabling environment for youth development. Their mere presence serves as protective factors for the South African youth, especially when adequately implemented, and these are:

#### **❖ The Constitution of the Republic of South Africa, Act No. 108 of 1996**

The Constitution of the Republic of South Africa, which is rightfully the supreme law of the country, entrenches specific rights, responsibilities and an ethos that everyone in the country must uphold. Chapter 2 deals with the Bill of Rights and clearly

stipulates the rights that need to be respected pertaining to young people. These are:

The right to equality, The right to human dignity, The right to life, The right to family or parental care, The right to education, The right to work, The right to freedom and security of the person, The right to own property, The right to freedom of religion, belief, and opinion, The right to live in a safe environment, The right to citizenship, The right to freedom of expression.

These rights are not to be abused, nor are they to be regarded as forms of entitlements. For these rights to be beneficial to the youth there is a need for the said rights to be coupled with responsibilities (See annexure 1).

#### ❖ **National Youth Development Policy Framework (NYDPF) 2002–2007**

The NYDPF provides the context for the South African Government's youth action, advocating for an integrated, holistic youth development strategy. This policy framework emphasises the values of equity, diversity and redress, responsiveness to the needs of young people and calls for a type of orientation that is sustainable, participatory, inclusive, gender sensitive, accessible and transparent.

#### ❖ **National Youth Policy (NYP) 2015–2020**

The goal of the NYP 2015–2020 is to enhance the capabilities of young people by addressing their needs, promoting positive outcomes, and providing coordinated services, opportunities, choices, relationships and support necessary for the development of all young people, particularly those outside the social, political and economic mainstream.

#### ❖ **National Youth Development Agency (NYDA), Act No. 54 of 2008**

This Act particularly mandates the NYDA to develop an Integrated Youth Development Strategy for South Africa and initiate, design, coordinate, evaluate and monitor all programmes aimed at integrating the youth into the economy and society in general. The Act further attempts to promote a uniform approach by all organs of state, the private sector and non-governmental organisations to matters relating to or involving youth development.

### ❖ **Broad-Based- Black Economic Empowerment (BBBE) Act 53 of 2003**

This Act mandates all spheres of government and private sectors to promote and enhance the achievement of the constitutional right to equality, increase broad-based and effective participation of black people in the economy so as to promote increased employment and more equitable income distribution among others.

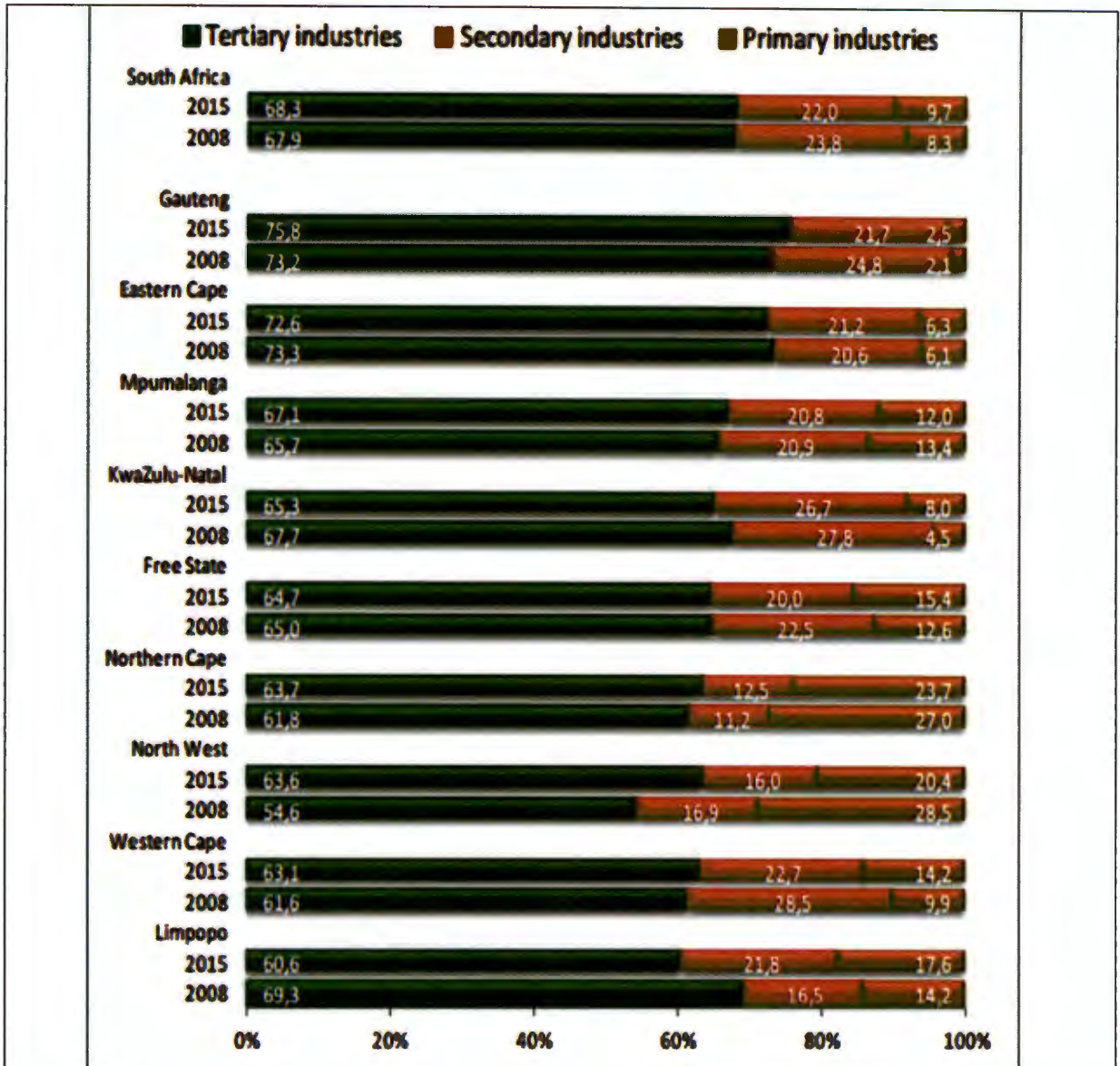
### ❖ **The White Paper for Social Welfare (1997)**

This document emphasises the needs and challenges of the youth as well as the specific interventions to be used to ensure the development of young people in South Africa. It is one of the first policy documents that articulated clearly the need to professionalize youth services in an effort to build capacity for those responsible for providing youth development work.

Through the policy frameworks discussed above, it is clear that emphasis among others is placed on values that are to be adhered to by service providers when rendering holistic services to the youth. Also, the need is stipulated for the professionalization of youth service and the promotion of increased employment for them. Figure 7 provides an illustration on work promotion for the youth in South Africa accruing from some of these policies.

As depicted in Figure 7, the tertiary industry accounts for the largest share of total employment in every province. Over the period 2008–2015, that industry's share declined in some provinces including in the North West province by 9%. In contrast, employment shares in the secondary industry declined too in seven provinces including in the North West province, and generally by larger amounts than occurred in the tertiary industry. On a positive note, a closer look at Figure 7 shows that the local youth in the North West province benefitted somewhat from the primary industries - dominant in the area which includes agriculture and mining. Employment shares were higher in these sectors for the youth compared to other seven provinces. With a decline in shares of up to 8% in these sectors, it still remains the second highest amongst the nine provinces.

Figure 7: Provincial employment shares by industry among youth (15–34 years), 2008 and 2015



Source: Statistics South Africa (2015: 21).



**Key:** **Primary industries:** Agriculture & Mining; **Secondary industries:** Manufacturing; Utilities & Construction; **Tertiary industries:** Trade; Transport; Finance; Community and social services & Private households.

### 2.3.2 South African provincial research findings

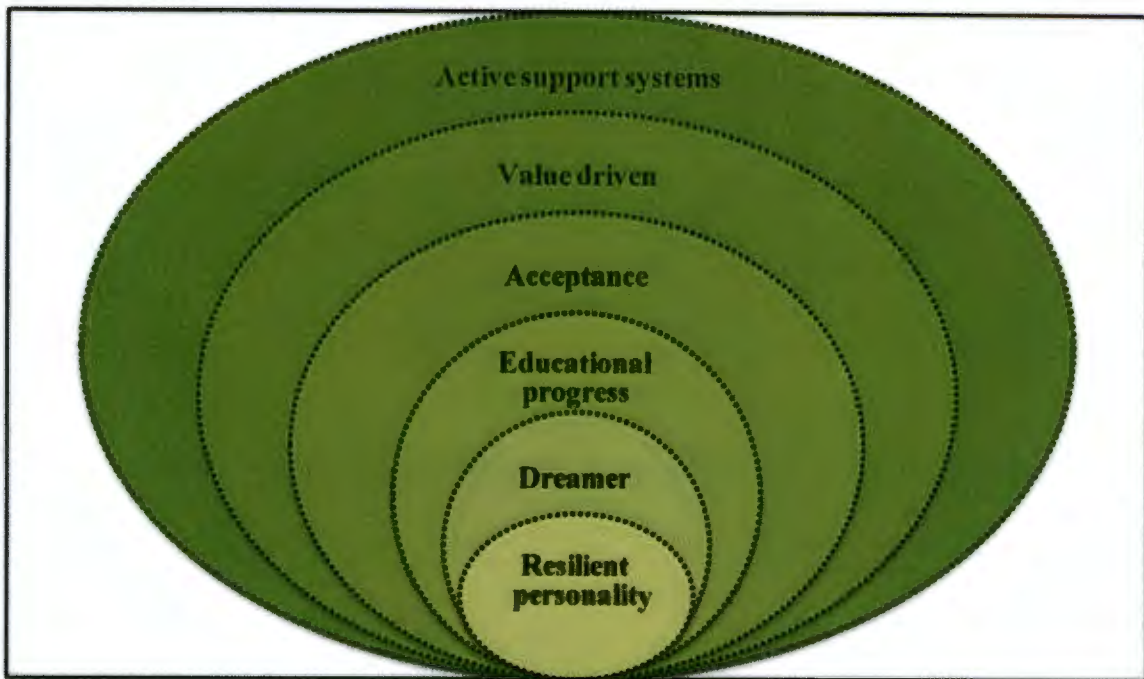
From a study undertaken in the Free State province of South Africa by Theron, Strydom & L'Etang (2011: 20 & 22), various community support structures in terms

of welfare organizations, non-governmental organizations (NGOs), non-profit organisations (NPOs), community-based organizations (CBOs), faith-based organisations (FBO) etc. have all been identified to serve as protective factors for young people in a poverty-stricken community. Some of the functions executed by these organisations ranged from: cultural awareness, computer literacy, leadership development, promotion of literacy and awareness on substance abuse programmes. That study also provided an overview of extended family support, school support, women's groups and church-based support and social development through sports programmes.

Another South African study by Theron, Theron and Malindi (2013: 64) involving Black youth who speak Sesotho language from an impoverished area in the Free State province showed how resilience resonates with traditional Afrocentric philosophies. According to that study, for a person to be described as resilient, the local Black youth would exhibit and demonstrate the following aspects:

- A resilient personality- showed signs of flexibility, determination and assertiveness. These factors were seen to be encouraged by peers, family, social services and community members.
- A dreamer – The youth who were studied were found to be focussed on the future and were goal-directed and dreamed of how they envisaged their future to be.
- Educational progress – the resilient youth were those making progress at school, were those attending school regularly, and also interacted with teachers and peers.
- Acceptance of current challenges – participants are said to have acknowledged the presence of challenges and sought ways of freeing themselves.
- Value-driven - having learnt to think and behave in culturally appropriate ways.
- Active support systems – included support systems operating in their lives, including immediate and extended family (particularly grandmothers), peers, social support services, and an instructive community (Theron, *et al*, 2013: 73; 74 & 75) – See figure 8

**Figure 8: The core concepts of Black youth resilience**



Source: Theron *et al*, 2013

What stands out from the two studies undertaken in impoverished communities in South Africa is the fact that support systems from existing community structures, extended families and the school structures impact upon individuals positively, and contribute to their resilience. Value-driven behaviour also set apart the young people from such areas.

### **2.3.3 Research findings from other settings**

Jain, Buka, Subramanian and Molnar (2012: 123) in their study identified support from family, friends, or other adults, having positive peers, neighbourhood control, cohesion and time spent in structured activities as protective factors that may prevent the effects of risk and eventually build emotional resilience. Peers and communities may become more important as a child passes through adolescence. Family support also carries the potential to protect against the effects of any form of adversity by which schools, families and community together do exert an influence.

Similarly Saewyc, Wang, Chittenden and Murphy and The Mc-Creary Centre Society (2006: 19) in their study found that family and school connectedness were two of the most strongly protective factors for youth who were abused and youth with

challenging home lives. Having friends with positive attitudes about risky behaviours was also highly protective. Feeling safe at school and having a supportive adult in the family to talk to were equally among the most important protective factors identified.

## **2.4 RISK FACTORS TO RESILIENCE**

The socio-political context, in which many black South African youth are growing up, is not conducive to their development. In other words, the poverty they encounter engenders adversity and stress. Most South African youth from various communities – rural communities in particular - are also facing considerable challenges such as violence and crime within their communities because of poverty (Normand 2007: 1). Similarly, Reich, Zautra and Hall (2010: ix) found that poverty is a source of adversity, powerlessness, stress and limited opportunities for personal, social and economic advancement. The risk factors are discussed under the following headings:

### **2.4.1 Individual and family factors**

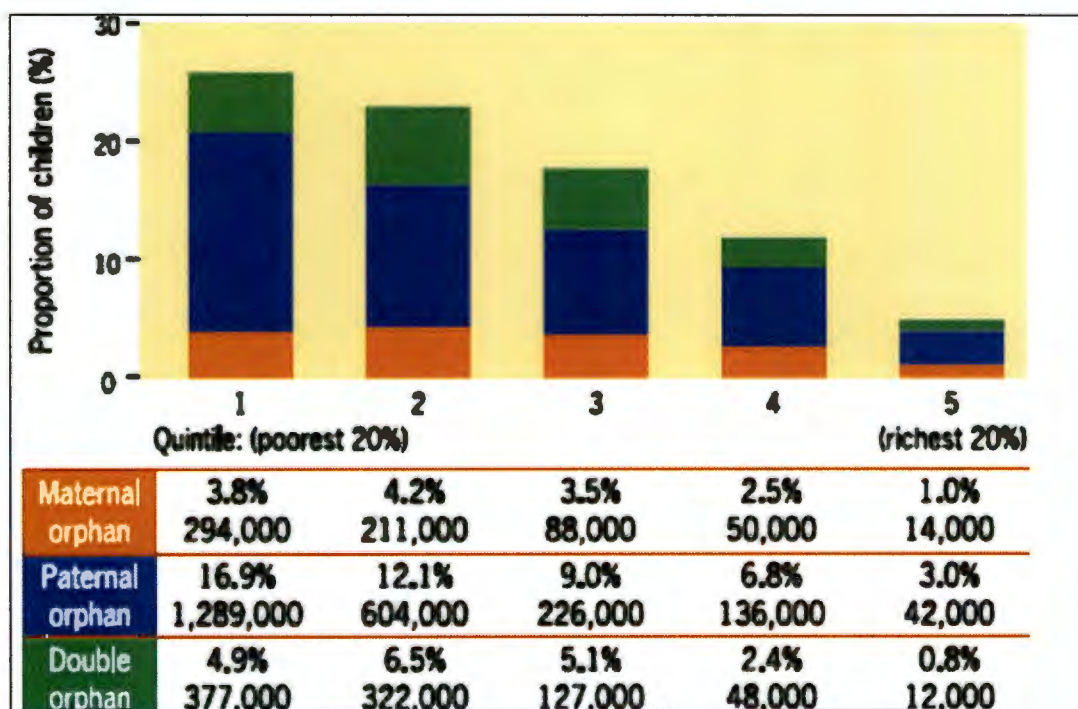
The pandemic of HIV and AIDS is singled as one of the risk factors negatively affecting both individuals and families globally and in South Africa. As an illustration, in 2015 there were 19 million people living with HIV in Eastern and Southern African region. Women accounted for more than half the total number of people living with HIV in the same region. By 2015, this region recorded an estimated 960 000 new HIV infections, with about 470 000 people dying of AIDS-related causes (UNAIDS Fact Sheet, 2016: 2). In the South African context, Statistics South Africa (2013: 4) revealed that the total number of HIV prevalence increased from an estimated 4 million in 2002 to 5.26 million by 2013. For the period 2013, an estimated 10% of the entire population was HIV positive.

One of the impacts of HIV and AIDS related deaths in South Africa has been the increase of orphans (Magezi, 2007: 4). Orphans include children without a living biological mother, father or both parents, and these constituted an equivalent to 21% of all children in South Africa. The total number of orphans has increased substantially, with a total of 845,000 recorded in 2010, an increase of 28% since 2002 (Meintjies & Hall, 2013: 83). In most cases in such households the older

children (the youth) would be expected to take over the parental role of heading the family, resulting in them dropping out of school. They drop out of school because of unmanageable parental responsibilities. The onset of becoming an orphan is also associated with the onset of poverty (see Figure 9).

As shown in Figure 9 about a quarter of children in the poorest 20% of households are orphans, compared with the richest 20% where total orphaning rates are around 5%. Correlating this orphaning with the education status of the population older than 20 years, the outcomes show their disempowered status. For instance, in the Bojanala district in 2009, the district labour market was characterised by low skills levels. As much as 15.1% of the population older than 20 years had not received any form of schooling, with a further 19.7% having some form of primary education. These figures imply that nearly 35% of young people in the district in 2009 were regarded as functionally illiterate (BPDM, 2009/2010: 8), and therefore unable to market for jobs.

**Figure 9: Orphans in South Africa by income quintile, 2010**



Source: Meinjies and Hall (2013: 84)

#### **2.4.2 School and local community**

Normand (2007) has confirmed that crime and violence are the main risks for young people in a poverty-stricken community. The youth do not feel safe in their communities, and do not feel protected on their streets, and schools – with the main manifestation as stress for young people. The World Health Organization defines violence as “the intentional use of physical force or power, threatened or actual, against an individual, group or community, that either results in or has a high likelihood of injury, death, psychological harm, mal-development or deprivation” (Dahlberg & Krug, 2002:4). From this definition, it is clear that in any form of violence perpetrated against another there is an unequal power relation. This means that, more often than not, the perpetrator has more power over the victim.

A research undertaken by Burton & Leaschut (2013: 20) at different South African secondary schools in all the provinces on school violence revealed that violence in schools was common and related to what obtains directly in all province settings. For instance assault was most common in the North West (9.6%), the Western Cape (9.2%), and KwaZulu-Natal (8.2%). In the case of sexual assaults, the Northern Cape had the highest levels of reported cases (11.2%), followed by the Free State (9.2%) and the Western Cape (9.2%). The highest rates of robbery were reflected in the Western Cape (8.8%), the Free State (7.2%) and Mpumalanga (6%) provinces. Although property-related crimes, particularly theft, were frequently reported across all provinces - rates were highest in Mpumalanga (64.1%), the Eastern Cape (55.9%) and the Free State (52%). The provincial incidence of crime to a large extent had some bearing on the same levels of violence in schools. The research further revealed that the impact of such violent behaviour on school attendance and performance was also significant. Close to 17.4% of young people reported missing school once or twice as a result of the violent incident, while 4.5% of learners had missed school a few times – presumably because of physical injuries resulting from the violence or even psychological harm. In addition, more than 13% of the victims reported that their marks dropped drastically, while 4.6% reported that their marks dropped a few times after the violence.

In a study undertaken by Van Rensburg (2011) it was also revealed bullying with weapons and high levels of vandalism have been situations learners faced on a daily

basis, which made it difficult for learners to come to school, thus explaining the high drop-out rates. Obviously, such high drop-out rates lead to poor connections at school. Not only can young people be victims of crime but also perpetrators.

### **2.4.3 Societal factors**

De Beer and Swanepoel (2011:7) highlighted that unemployment is both a cause and a result of poverty. Using South Africa's official definition of youth (young people aged 15-34 years) the unemployment rate was given as 34.4% in December 2010 among the South African youth. Long term unemployment does, to a large extent, lead to alienation, increased risk behaviour and violence which threatens stability in the lives of a young person (Hofmeyr, 2012:6)

As reflected in Table 4, in all provinces the unemployment rate among youth was high, considering also the impact of the global recession which affected all in society. In 2009 the provincial unemployment rate among youth increased in seven provinces including in the North West. In 2010 the rate among youth rose again in six of the nine provinces – to over 40, 0% in provinces such as Eastern Cape (40, 3%), Free State (40, 5%) and Mpumalanga (41, 1%). The following year also saw an increase in youth unemployment rates in six of the nine provinces. The biggest increase in youth unemployment for the North West was in 2012 and recorded at 41, 1%, with a slight decrease of 1.4% in 2015 in that province. The result can lead to socio-economic disadvantages and lack of access to support services.

Implications that one can draw from this scenario of the presented risk factors are that risk factors are varied and interrelated. The effects of HIV and Aids related deaths of most parents resulted in some young people having to take over parental roles prematurely which is burdening in itself. Community and school violence does further dampen young learners' motivation levels. The high unemployment rates further subject the youth to a life of poverty and hopelessness. Young people can either be motivated to work very hard in trying to deal with the adverse effects from the presented risk factors. In other instances, they can be totally consumed by these. The fact of the matter is that resilience can be embedded right in the midst of risk factors.

**Table 4: Provincial unemployment rate among youth (15–34 years), 2008–2015**

	2008	2009	2010	2011	2012	2013	2014	2015
	<b>Per cent</b>							
<b>Western Cape</b>	25,9	27,4	27,6	32,1	31,6	33,2	31,0	29,9
<b>Eastern Cape</b>	37,6	39,2	40,3	37,0	38,1	39,8	40,7	41,0
<b>Northern Cape</b>	33,8	38,4	39,3	41,5	36,2	40,4	42,4	45,1
<b>Free State</b>	34,9	36,1	40,5	39,7	44,4	43,4	48,2	39,4
<b>KwaZulu-Natal</b>	30,5	32,1	27,1	29,7	29,8	30,5	30,5	33,4
<b>North West</b>	30,9	38,2	37,3	38,2	41,1	38,0	38,4	39,7
<b>Gauteng</b>	32,4	31,6	39,1	39,3	36,9	37,7	36,4	39,8
<b>Mpumalanga</b>	32,9	36,0	41,1	42,9	42,5	40,5	42,8	38,8
<b>Limpopo</b>	43,5	40,5	39,2	28,3	31,2	29,5	28,6	30,4
<b>South Africa</b>	32,7	33,7	35,7	36,1	35,8	36,2	36,1	36,9

Source: Statistics South Africa (2015:

## 2.5 THEORETICAL FRAMEWORK

The strength-based perspective and the ecosystem practice perspective are used in this study as theoretical perspectives. The rationale for using the strength-based perspective is the need to identify the youth's strengths that can provide mechanisms on how to solve problems and life situation, over and above being fixated on their vices and weaknesses. Agreeing also with the point made by Resiliency Initiatives (2011: 2) the strength perspective holds a firm belief that all youth have innate strengths, resources and the ability to recover from adversity, and that this perspective replaces an emphasis on pathology, vulnerabilities and deficits.

With the ecosystems practice perspective the interrelatedness of people with their environment system (family, school, and community) is emphasised. In the case of this study, in order to understand the development of a young person, it is imperative to not only concentrate on one's immediate environment, but equally focus on the interaction of the larger environment which encompasses other systems (Paquette & Ryan, 2001: 1).

### 2.5.1 Strength-based perspective

According to Zastrow and Kirst-Ashman (2013: 12) strengths perspective focuses on client resources, capabilities, knowledge, abilities, motivations, experience and other positive qualities that can be used to address problems and pursue positive changes – over and above people’s weaknesses and pathology (see Table 5):

**Table 5: Strength-based and deficit-based concepts: A comparison**

<b>Strength-Based Concepts</b>	<b>Deficit-Based Concepts</b>
<b>At-Potential</b>	<b>At-Risk</b>
<b>Strengths</b>	<b>Problems</b>
<b>Engage</b>	<b>Intervene</b>
<b>Persistent</b>	<b>Resistant</b>
<b>Understand</b>	<b>Diagnose</b>
<b>Opportunity</b>	<b>Crisis</b>
<b>Celebrate (i.e. successes)</b>	<b>Punish (i.e. non-compliance)</b>
<b>Time-in</b>	<b>Time-out</b>
<b>Adapt to</b>	<b>Reform</b>
<b>Empower</b>	<b>Control</b>
<b>Process-focused</b>	<b>Behaviour-focused</b>
<b>Dynamic</b>	<b>Static</b>
<b>Movement</b>	<b>Epidemic</b>
<b>Unique</b>	<b>Deviant</b>
<b>Avoids imposition</b>	<b>Dominant knowledge</b>
<b>Validates people’s experience</b>	<b>Diagnoses based on norms</b>
<b>People’s context is primary</b>	<b>Professional’s context is primary</b>
<b>Identifies and builds on strengths</b>	<b>Minimizes people’s strengths</b>
<b>Client-centred</b>	<b>Mandate-focused</b>
<b>Professionals adapt to clients</b>	<b>Clients expected to adapt</b>
<b>Meet clients in their environment</b>	<b>Clients always go to professionals</b>
<b>Flexible</b>	<b>Rigid</b>
<b>Focus on potential</b>	<b>Focus on problems</b>
<b>People are inherently social/good</b>	<b>People are inherently selfish/bad</b>
<b>People do the best they can</b>	<b>People do as little as possible</b>
<b>Support</b>	<b>Fix</b>
<b>Client-determined</b>	<b>Expert oriented</b>
<b>Inclusive</b>	<b>Exclusive</b>

Source: Resiliency Initiatives, 2016: 16

Saleebey (2006: 16-19), one of the fore-runners of the strength perspective, highlights five principles that guide the strengths perspective:

**a) Every individual, group, family and community has strengths. The strengths perspective is about discovering such resources**

In social work it is imperative to know that each individual has strengths and it is imperative to help people tap on those strengths. Young people want to know that one believes in them and that they can surmount adversity and begin the climb toward transformation and growth. Even the youth within poor communities need someone who believes in them in order to motivate them towards resilience and to succeed in life.

**b) Trauma and abuse, illness and struggle may be injurious, but they may also be the sources of challenge and opportunity**

Young people who have been victimised are seen as potentially active and developing individuals who, through their traumas, can learn skills and develop personal attributes that could assist them in coping with future struggles. There is dignity to be drawn in having prevailed over obstacles.

**c) Connect with people's hopes and dreams**

This principle means a high regard is to be held of young people and to form alliances with their visions, hopes, and values. When workers connect with clients' hopes and dreams, clients are apt to have greater faith in themselves and then put forth the kinds of efforts that can make their hopes and dreams become self-fulfilling prophecies.

**d) Social workers best serve clients by collaborating with them**

A worker is more effective when seen as a collaborator with a young person than when seen as an expert or professional. A collaborative stance can address vulnerability in others, addressing aspects of paternalism, victim-blaming, and pre-emption of people's views. In essence, collaboration promotes teamwork.

## **e) Every environment is full of resources**

In every environment (no matter how harsh), there are individuals, groups, associations and institutions that have something to give and something that others may desperately need. The strengths perspective seeks to identify these resources and make them available to benefit individuals, families and groups in a community.

### **2.5.2 Ecosystems practice perspective**

Gitterman and Germain (2008: 2) highlight that ecological thinking proposed by Bronfenbrenner in 1979, focuses on the reciprocity people have with their environment. A resilient response of a young poverty-stricken person, for instance, reflects outcomes of complex person-environment transactions and not simply attributes of a person in isolation of their environment. On the other hand, a “system is a whole unit and that the parts of a system are interrelated and interdependent. Thus a change in one system brings a change in others” (Poulin, 2005: 27). In order to understand the dynamic interaction and transactions, the whole system should be considered. The brief discussion of the ecosystems practice perspective is elaborated below and is divided into the ecological theory and systems theory:

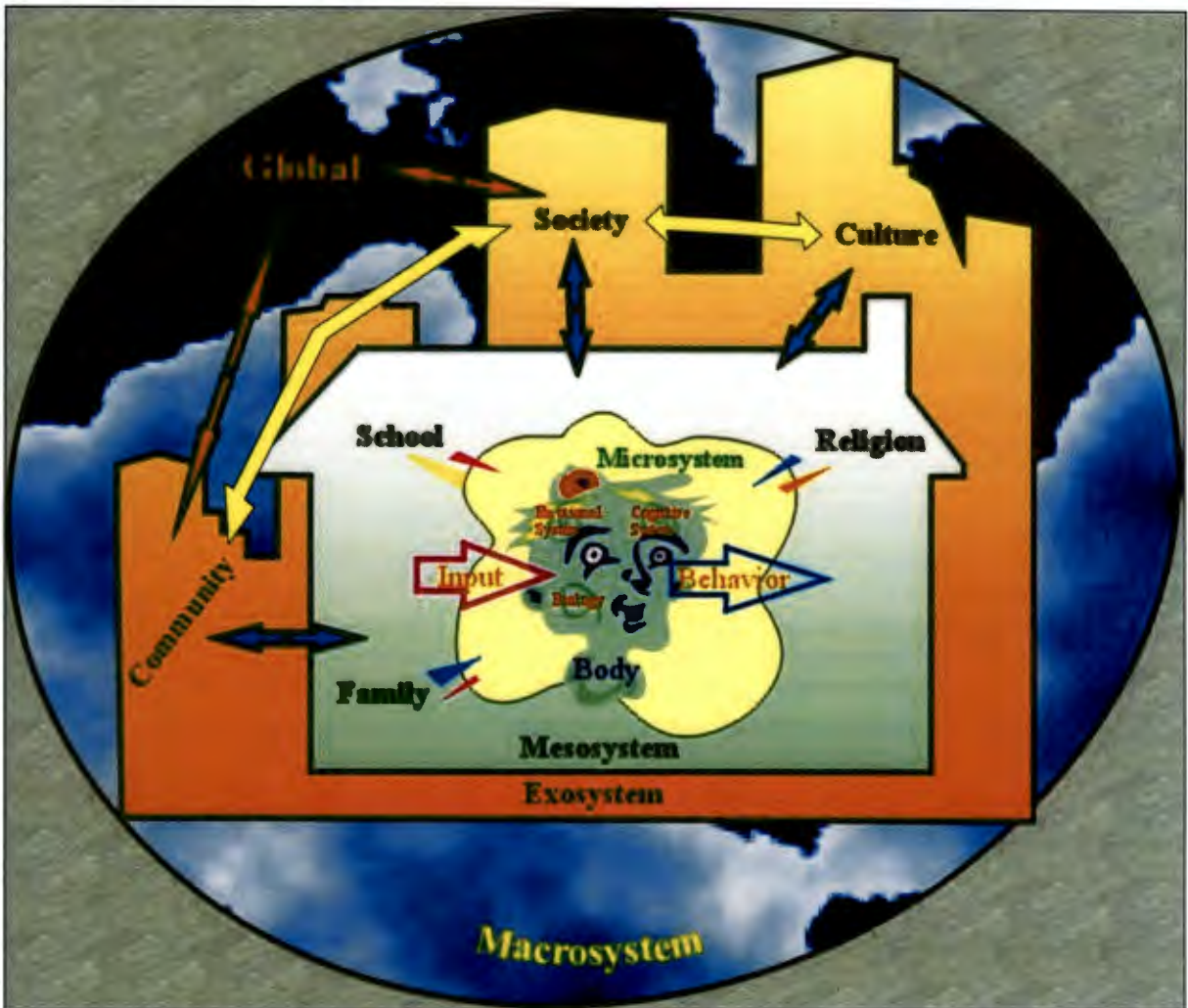
#### **2.5.2.1 Ecological theory**

The ecological approach emphasises the reciprocity people have with their environment, which is person in environment (PIE). The different environments, according to Paquette and Ryan (2001: 1), can encompass the microsystem, mesosystem, exosystem, macrosystem, and chronosystem (see Figure 10).

Brief explanations of these environmental systems are provided according to Paquette & Ryan (2001: 2-3) below:

- I. The microsystem:** Some of the structures in this level may include intrapersonal aspects of a person in question (attitudes, personality, behaviour), and also interpersonal relations with the family, school, and people in one’s neighbourhood. At this level, relationships may be transactional – both away from the young person and towards him/her. Bronfenbrenner termed these “bi-directional influences” (Paquette & Ryan, 2001: 2).

Figure 10: Bronfenbrenner's Ecological Systems practice perspective



Source: Paquette, & Ryan, 2001.

- II. **The mesosystem:** Examples of this layer can include structures of influence on the person such as the school, the church, peers and people from one's neighbourhood.
- III. **The exosystem:** In this level the person does not function directly. Structures present do impact on the youth for example, and can include the influence of cultural factors. In a particular community, cultural values might expect a young person from the age of 21 years to be having a child already as a way of proving his/her man/womanhood. The contradiction might be the inability of such cultural beliefs to spell out how these children would be taken care of.

- IV. **Macrosystem:** This outermost level can include political influences such as laws and policies. Within this level the influence of the “rights culture” entrenched in the South African situation can be looked into as a way of influencing the behaviour of young people.
- V. **The chronosystem:** This system may encompass the dimension of time/age such as either physiological change that occurs with aging. As a young person grows, one might behave differently towards situations based on some of the bodily and or cognitive changes.

De Beer & Swanepoel (2011: 11-13) further identifies different environments in which these youth can be understood from another angle which entails the following:

- a) **Social environment** - it is where interaction between different groups and institutions occur. This environment consists of institutions such as the family, friendship clubs and interest groups. The family is considered to be the immediate support system or failure thereof. Newman and Blackburn (2002: 4) in this regard state emphatically that a supportive family is the most powerful resilience promoting factor. Also, a supportive family relation can buffer children against other environmental stresses. The author further goes on to state how provision of support - morally and financially - may endow a child with additional confidence she/he might need of in order to conquer other environmental pressures to grow and develop appropriately.
- b) **Psychological environment** - it entails behaviours and attitudes of people towards others and situations. For example, in the case of this study, the youth from a disorganised family situation if not adequately supported (provided with love and care) can develop low-self-esteem, which can influence a person’s intrinsic motivation level.
- c) **Political environment** - This type of environment can also be about gaining access or not to resources in order to satisfy needs, and also about awareness of services presented by governments. In the case of this study, the youth in South Africa grow up within a human rights culture – awareness of this can be very empowering.

d) **Cultural environment** - this environment consists of beliefs, values and mores of the society, making up what can be termed as the tradition of the people. Culture creates taboos and provides a framework according to which people act and react to daily life. This is where people adhere to their traditional commitments, which might either entrench good behaviour in them – that of respecting others or having to follow out-dated cultural behaviours that are rigid and disempowering.

e) **Economic environment** - the economic environment is very important in community development and the management of scarce resources. The economic context refers to rate of employment, presence and activity of commerce and industry, and the presence and scope of informal economic activity. In rural and urban areas where the poor live, the infrastructure is most often either not developed or badly maintained. This is true with regard to the demarcation of the field of study where there is poor infrastructure (which includes schools without libraries or an absence of clinics in the community) that makes it hard for most of young people in such an area to be fully economically independent.

The following are some of the more relevant concepts of the ecological theory that are briefly explained below:

#### ❖ **Adaptation**

According to Zastrow and Kirst-Ashman (2013: 28) adaptation refers to the capacity to adjust to one's environmental conditions. This implies change on the part of the young person to adapt to environmental factors. Lack of adaptation to changes can sometimes account for challenges in the lives of young people.

#### ❖ **Competence**

Promoting competence through life experiences is another adaptive strategy of the ecological approach. Social workers who use the ecological approach are also interested in how problems of living relate to issues in human environments. (Greene, 2010: 276). For, example people are competent when they are able to adapt to their environment and have the resources that help them maximise their potential. Even the youth can be competent if they can access the resources that enhance their capabilities to be competent in their lives.

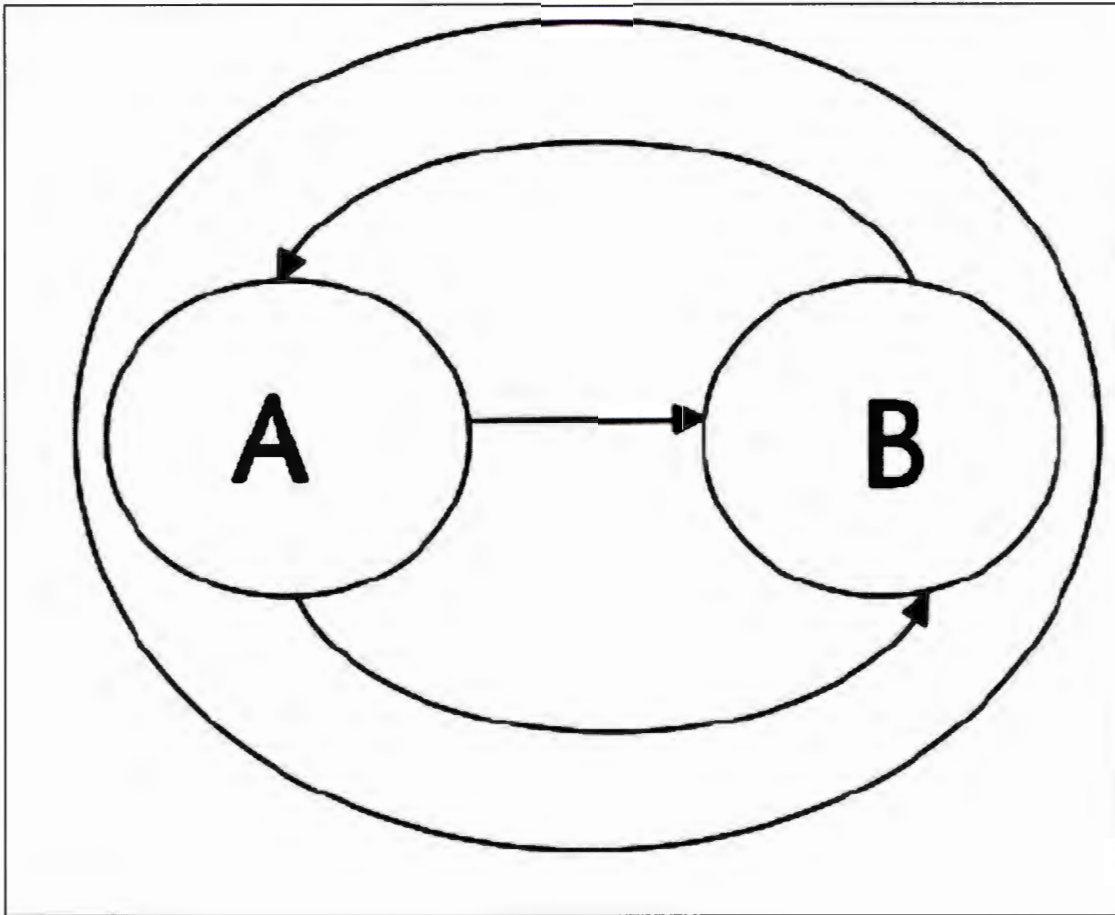
### 2.5.2.2 Systems theory

A system can be defined as “complex elements or components directly or indirectly related in a causal network, such that each component is related at least to some others in a more or less stable way within a particular period of time” (Teater, 2010: 19). From this definition, it is clear that systems have components that are related to each other. For one to understand the youth holistically, it is imperative to understand them as parts of systems that are interrelated. To fully comprehend these systems, an explanation of the basic assumptions upon which they are based is provided according to Teater (2010: 21-22) below:

- i. The whole system is greater than the sum of its parts – meaning that a system is to be viewed as consisting of related elements. An individual, , in this case a youth, is a biological, psychological, spiritual and social being, who has to be understood as a whole being bearing those components.
- ii. The parts of a system are interconnected and interdependent – Any form of movement in one part of the system will cause a change in other parts of the system. For example within a family as a system, any form of support and encouragement that a young person gets can in a way contribute in producing a confident, assertive, and a resilient young person who progresses well at school. The same can apply to the effects of HIV and AIDS which have accounted for many deaths in the families, resulting in many children being orphaned. This form of change or movement does bring about changes in other parts of the system (see Figure 11).

As shown in Figure 11, A ought to be viewed in relation to the actions and behaviour of the other subsystem in person B. A’s behaviour towards B stands to influence B’s behaviour towards A and vice versa.

**Figure 11: Interconnection and interdependence of systems**



- iii. All systems have boundaries – which tend to set each system apart from the other. The boundaries can either be physical and psychological within which ground rules governing each family are set. These can also entail different expected behaviours. Some families are more permeable than others. Permeability in this case depends on whether a system is open or closed. An open system is more permeable and therefore more inclined to change and develop – this can mean being open as a family to the rights of youth as entrenched in Chapter 2 of the Bill of Rights in the South African context. On the other hand, a closed system is less permeable and often resistant to outside influence – in this case it can be based on some rigid cultural practices that are resistant to any type of formal education.
- iv. All systems need to maintain a form of homeostasis or keep a steady state – This can be accomplished when a system maintains some form of internal balance when trying to reach its goals. Imbalance can result also in an attempt of systems to reach their set goals (Teater, 2010: 21-22).

### **2.5.3 Implications for practice**

The two theoretical perspectives above clearly provide a holistic view within which the youth is understood. The strength based perspective moves from a position of power. Every youth in the case of this study has innate strengths, capacities, capabilities and abilities according to this theoretical perspective. A support network either familial or within the community is needed to develop the latent strengths. With locating the youth within the ecosystems perspective, elements of interaction, interrelatedness, transaction and interdependence with systems and environment becomes a key aspect. Practically, a dysfunction in one environmental system can have dire consequences in others. For instance, a breakdown in a young person's immediate family may have negative consequences on how she/he may react in a school setting for instance. Bronfenbrenner believes that even if a teacher has identified some deficiencies in this learner in particular, the teacher may not be in a position to adequately carry out the caring and rearing roles. For the educational community to try a primary role could be tantamount to helping South African society continue its denial of the real issue. Effective intervention will therefore be informed by a comprehensive study of these environments and systems.

### **2.6 SUMMARY**

In this chapter, literature was extensively reviewed and touched on aspects such as the phenomena of resilience, youth and poverty as a way of laying groundwork to the central concepts of this research study. Protective and risk factors were singled out, discussed and contextualised within the South African setting. Two theoretical frameworks – the strength-based perspective and ecosystems practice perspective underpinning this study are highlighted, and provide a framework from whence the youth in question are viewed and understood. This chapter concludes with the practical application of these theoretical perspectives.

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## CHAPTER 3

### RESEARCH METHOD AND PROCEDURES REGARDING THE INVESTIGATION

#### 3.1 INTRODUCTION

This chapter provides an overview of the research methodology used in this study. Research methodology is defined by Khothari (2013; 8) as a “way to systematically solve a research problem”. Thus, it may be understood as a scientific way of executing a research task and the logic behind the methods used. As such, it is about methods and procedures followed in an orderly manner, such as the ones briefly explained below.

#### 3.2 RESEARCH PARADIGM

Qualitative research was used to obtain the views of selected participants on the resilient attributes that enable young people to thrive irrespective of their background. According to Alston and Bowles (2003: 54), qualitative research is about finding the meanings that people ascribe to their experiences. In further explaining this paradigm Kumar (2014: 30) noted its attributes which are that:

- ❖ It is embedded in the philosophy of empiricism;
- ❖ It follows an open, flexible and unstructured approach to enquiry;
- ❖ It aims to explore diversity rather than quantity;
- ❖ It emphasises the description and narration of feelings, perceptions and experiences rather than their measurement;
- ❖ It communicates findings in a descriptive and narrative rather than analytical manner, placing less emphasis on generalisations.”

Qualitative research was selected in this study over quantitative research for the following attributes it bears:

- Qualitative research attempts to understand the phenomenon in its entirety rather than focusing on specific concepts (which are complex and broad) – in this study a small sample was selected and concentration was placed more on the depth of the information provided.

- It has no preconceived ideas and stresses the importance of people's interpretations of events and circumstances, rather than the researcher's interpretation – participants in this study narrated from their experiences and from their own personal points of views and habitat, which were confirmed with existing literature.
- It analyses narrative information in an organised, but intuitive fashion –for instance, the orderly way used was a case study.
- It involves sustained interaction with the people being studied in their own language, and on their own turf – the research was conducted in the indigenous language of the participants Setswana. Their habitat were selected schools, place of work and from their community of domicile (Brink, Van der Walt & Van Rensburg, 2012: 11).

### **3.3 NATURE OF THE RESEARCH**

Since no form of practical intervention took place in this study, its nature was basic research contributing to human knowledge and understanding a particular phenomenon (Bless, Higson-Smith, & Kagee.2006:44). In the case of the present study the phenomenon being studied was the resilience or lack thereof amongst young people from a rural setting which is poverty-stricken. Basic research was also about gathering facts and information about the subject matter under investigation, which would enable existing theories and practices to be interrogated with recommendations provided in order to contribute to the existing body of knowledge.

### **3.4 DEMARCATION OF THE FIELD OF STUDY**

Bojanala Platinum District Municipality (BPDM) – the demarcated area within which this study was undertaken - is one and the largest of the four district municipalities within North West Province (See figure 12). The District is located in the north-eastern side of the North West province.

Figure 12: map of the North West province

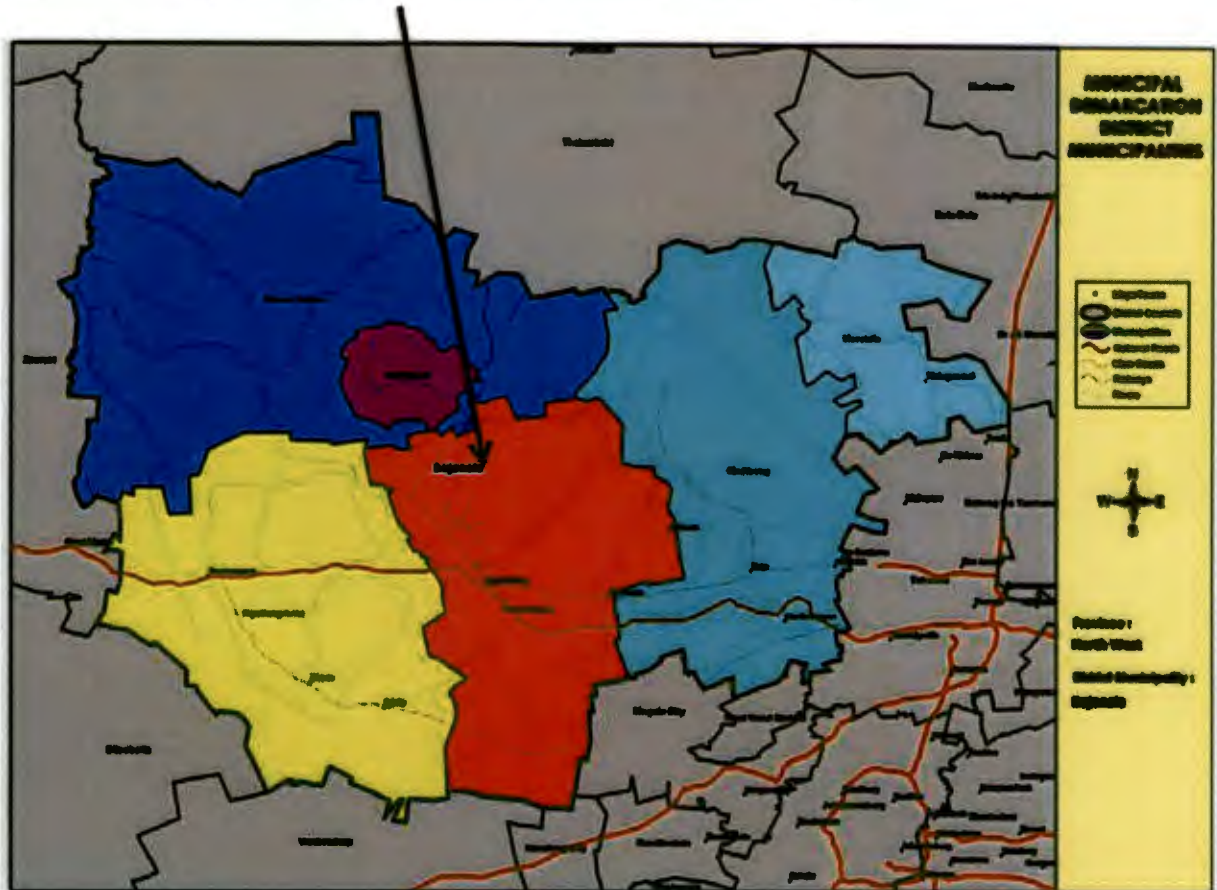


Source: <https://www.google.co.za/search?hl>

It shares boundaries with municipalities in other provinces such as Waterberg District Municipality to the north, West Rand District Municipality to the south-east, City of Tshwane Metropolitan Municipality to the east, Dr Kenneth Kaunda District Municipality to the south and Ngaka Modiri Molema District Municipality to the west (BPDM, 2009/2010: 5).

BPDM is a category C municipality situated in the north-eastern part of North West province. The District Municipality includes five Category B municipalities of Kgetleng Rivier, Madibeng, Moretele, Moses Kotane and Rustenburg (BPDM, 2009/2010: 6) – See Figure 13. The demarcation of the field of study is Ga-Ramokoka village which is situated within the Moses Kotane municipality.

**Figure 13: Map of Bojanala Platinum District Municipality**



Source: BPDM (2009/2010)

According to the South African LED Network, 2013: 1), the population of Bojanala as in 2013 was about 1, 281 000 and nearly 39% of the people were 19 years of age or younger. This implies that a significant number of young people entered the labour market over the next few years and were seeking employment opportunities. The rationale for the choice of this area was that the district labour market was characterised by low skills levels. As much as 15.1% of the population older than 20 years by 2013 had not received any form of schooling and a further 19.7% only had primary education. These figures show that nearly 35% of the total population could be regarded as functionally illiterate (The South African LED Network, 2013: 1). Also, much as discouragement (in terms of unemployment) among young people has been revealed as a problem in every province, the North West province within which the Bojanala municipality is located, recorded one in every ten unemployed youth of working age who gave up looking for work and remained unemployed in 2015 (Statistics South Africa, 2015: 10) – See Table 6.

**Table 6: Proportion of working-age youth (15–34 years) that is discouraged by province, 2008–2015**

	2008	2009	2010	2011	2012	2013	2014	2015
	<b>Per cent</b>							
<b>Western Cape</b>	1,8	0,7	1,9	0,7	1,1	1,2	0,8	1,2
<b>Eastern Cape</b>	7,1	7,5	10,3	10,4	11,6	12,2	12,2	12,4
<b>Northern Cape</b>	5,8	3,9	7,9	6,9	5,6	3,5	7,5	6,6
<b>Free State</b>	3,3	5,2	6,6	5,2	4,0	4,6	4,0	5,2
<b>KwaZulu-Natal</b>	3,3	5,1	9,5	10,4	10,0	9,7	10,6	10,2
<b>North West</b>	9,0	6,3	7,7	10,4	14,7	11,6	12,0	12,0
<b>Gauteng</b>	3,8	2,3	3,7	4,8	4,1	4,7	4,2	3,3
<b>Mpumalanga</b>	5,3	5,3	8,1	10,7	12,7	11,5	8,5	8,8
<b>Limpopo</b>	4,3	7,6	8,6	13,4	13,7	13,8	12,1	12,0
<b>South Africa</b>	4,4	4,6	6,9	8,1	8,4	8,3	7,9	7,8

Source: Statistics South Africa (2015)

The main question is: within such a disabling and stress inducing environment of poverty, illiteracy, and unemployment in the province and demarcated district and municipality for the youth, how many thrive resiliently?

### **3.5 RESEARCH DESIGN**

Case study forms part of the research design in this study for its capacity to answer the questions “why” and “how”. One can also not manipulate the behaviour of those involved in the study (Baxter & Jack, 2008: 545). Hancock (2008: 6) further asserts that the value of case study relates to its in-depth analysis of an issue. A single case with embedded units was used and this entailed the interviewing of single cases (the selected youth), divided into sub-units within a larger sphere (listening to the stories of young people at different schools, young people who have dropped-out of school, and those already formally employed). The case study used was targeted to explore and describe those situations of resilience among the youth in the area selected for the case study (Baxter & Jack, 2008: 548). The rationale for using exploratory research was to gather as much information as possible about a specific

aspect of resilience as a factor in youth response to poverty. This information formed a basis on which future research is understood, (Dahlberg & McCaig, 2010, 20).

### **3.6 TARGET POPULATION**

Target population is a complete group of objects or elements relevant to the research project that possesses information the research project is designed to collect (Stevens, Wrenn, Sherwood & Ruddick, 2006: 166). It refers to the individuals in the universe who possess specific and relevant characteristics for a research project (Strydom, 2011: 198). The target population in this study comprised of all the youth residing in Ga –Ramokoka village in the Bojanala district, North West province.

### **3.7 SAMPLING**

According to Daniel (2012:1) sampling may be defined as “the selection of a subset of a population for inclusion in the study. If done properly, it can save money, time and effort, while providing valid, reliable and useful results”. Bless, Higson-Smith & Kagee (2006: 98-99) noted sampling to be “a practical way of collecting data on a small scale when the population is infinite or extremely large, thus making a study of all elements impossible”. The deduction is therefore that good sampling is about a well-defined subset of the population with similar population characteristics. In the current study the large sizes of the selected youth from the demarcated area of study scientifically pointed to the need for a small portion of the population to be studied and therefore sampled.

#### **3.7.1 Nature of Sampling**

Qualitative research is generally based on non-probability approach which refers to “the case where the probability of including each element of the population in a sample is unknown”. (David & Sutton, 2011: 100). In this study, purposive sampling was employed based on the fact that “a researcher’s ‘knowledge about the population can be used to hand pick sample members” (Polit & Becker, 2008: 343). In other words, in purposive sampling the participants were selected according to preselected criteria – related to particular research questions, and based on the judgment of the researcher that they might be particularly knowledgeable about issues under study.

### 3.7.2 Sampling criteria

Since advisory panels are popularly used in some international and some South African resilience studies, the approach as used by Theron et al (2013: 67) was adopted in this study. An advisory panel was first set-up in order to help in locating young people with and without signs of resilience from 2 selected high schools, from a selected employment place and from within the local community (targeting young people who were unemployed). The rationale for a panel was that typically, panelists are local people in a particular community who bear deep knowledge of the local youth; they have often first-hand experience on what these young people might have encountered and overcome. The selection criteria of advisory panelists encompassed:

- Adults (2 life skills teachers from the selected schools, together with 2 community leaders) living in the demarcated area and have lived there for more than 10 years.
- Being knowledgeable about the youth in the said area, from having closely interacted with them (lived experience).
- Being willing to participate in the study for the duration of the study.
- Being willing to adhere to the strict code of ethics governing research.

In this study 4 community members in all comprised a panel – they were made up of 2 teachers, and 2 community member/leaders selected solely to help in selecting eligible research participants. Participants were located from the only 2 existing high schools, and from within the community. The sampled youth were within the ages 14-35. Both genders qualified for inclusion. The youth earmarked for this study were also to have either been full-time learners, unemployed and also those gainfully employed so that a near comprehensive picture was to be drawn from the different categories selected – for after all, the youth do not constitute a homogeneous category as already pointed out in chapter 2. Another element required was for the youth to display either signs of resilience, with others known for not bearing such qualities – to ascertain from them their protective factors and risk factors too.

For the purpose of this study “resilience” as conceptualised by Theron, Theron and Malindi (2013) was adapted and used. Resilient youth were identified as those:

- ✓ Who faced/or are facing severe hardships (brought about by poverty and its manifestations) that caused some form of challenge/risk in the functioning of their lives. Yet, amidst all these being able to accept or accepted (acknowledging and being realistic of) the challenges confronted with.
- ✓ Displaying a resilient personality (solution-focused with determination), having the capacity to dream (being goal-directed and full of hope), about his/her future.
- ✓ With educational progress (regular school (regular at work) attendance, active interaction with teachers, peers and or colleagues one can learn from including any form of academic improvement and or progress).
- ✓ With value-driven behaviour (respectful) – all of which are encouraged by active support systems (either from immediate and extended family, peers, and community support-systems such as: teachers, older community leader or spiritual leaders, etc.).

### **3.7.3 Sampling size**

Sample size was determined on the basis of theoretical saturation which is “the point in data collection when new data no longer bring additional insights to the research questions” (Mack, Woodsong, MacQueen, Guest and Namey, 2005: 5). The 2 high schools selected in the demarcated area provided a combined enrolment of 354 learners in 2015. The Bafokeng mining industry is the biggest employing agency in the area of study – this is the sector from whence the employed youth were working though selected from their community of domicile. Unemployed youth were targeted from the community as well. A total number of 26 young people were finally purposefully selected, divided into 10 learners from 1 high school, 5 were those employed from the mining sector, with the remaining 5 who were unemployed – all these 20 youth comprised in-depth interviews. From the second sampled high school 6 learners became finally selected and were included in 1 focus group discussion.

## **3.8 METHODS OF DATA COLLECTION**

### **3.8.1 Mode of interviewing**

Interviewing was used as a mode of data collection. De Vos *et al.*, (2011: 128) state that “interviewing is a purposeful conversation between the researcher and the participants, aimed at gathering information on a particular topic or phenomenon”. Semi-structured individual interviews were conducted as they allowed the researcher and participants much more flexibility within a particular structure. Furthermore, this type of interview allows for the probing and clarification of answers.

According to Galletta (2013: 24) a key benefit of the semi-structured interview “is its attention to lived experience while also addressing theoretically driven variables. It allows for the engagement of the participant with the segments of the interview, each progressively more structured”. In other words, semi structured interviews involves the use of some pre-formulated questions, but there is no strict adherence to them. New questions emerged during the conversation, and as such, some element of flexibility and improvisation was encouraged. On the other hand, with this type of interviewing there is some consistency across interviews that are ensured, given the fact that the interviewer usually starts with a similar set of questions each time (Myers, 2009: 125).

In this study also, the interviewing techniques used where motivated mainly by the desire to learn as much as possible from the interviewees. Questions posed were asked in a neutral manner to avoid leading the participants. The following skills as provided in Cournoyer (2016: 142-143) became particularly useful.

#### **3.8.1.1 Listening skill**

“Listening involves the use of sensory capacities to receive and register the message expressed verbally and nonverbally. This skill include hearing or receiving other’s words, speech, and language; observing their nonverbal gestures and positions; encouraging them to express themselves fully, and remembering what they communicate” (Cournoyer, 2016: 142). During interviewing the researcher listened carefully to what the participants were saying. This involved listening to what they verbally articulated and to gestures that they made. To make sure that interviewees

were understood “nods” where applicable were made by the researcher, and where appropriate more clarification was provided.

### **3.8.1.2 Questioning skill**

This skill was employed by the researcher in order to find out the participants views, perceptions, experiences and feelings by asking the participants questions that were in line with the research topic to gather more facts and information. On this aspect as indicated by Cournoyer (2016: 142) “questions serve the purpose of eliciting facts, ideas, and feelings concerning the person, the issue, the situation, and potential means or process for resolution”.

### **3.8.1.3 Probing**

Cournoyer (2016: 142) advised that probing questions be used to gain a deeper appreciation or to identify strategies – that advice was clearly taken. The researcher also used this skill in order to get the deeper understanding and meaning of what was communicated by the participants.

### **3.8.1.4 Clarification**

The researcher at times was able to seek clarification in instances where such was needed, in order to understand better and to generate more complete and comprehensible information about the topic at hand.

On top of using the skills alluded to above, some of the aspects that the researcher avoided in line with the suggestion provided by Bricki (2007: 15) while interviewing were:

- Avoiding competing distractions such as children crying and ringing cell phones – by asking that only the selected participants be present and that all cell phones be switched off;
- Asking interviewees embarrassing and or awkward questions entailing for instance to very personal issues;
- Asking leading questions. These are questions for instance that may suggest a specific answer. For example instead of asking: “how do you cope in such a

poverty-stricken situation”? Instead the question asked was: As a family what are your means of support”?

- Jumping too quickly from one subject to another;
- Having more than one idea per question - to ensure focus;
- Teaching, for example giving the interviewees moral advice;
- Counselling, for example summarising responses too early;
- Presenting one’s own perspective, thus potentially biasing the interview;
- Remaining at a superficial level, for instance by asking questions too rapidly whilst interviewees are still digesting the question;
- Interruption from outside (such as people intruding) by securing a private place where the interviews were conducted at

### **3.8.2 Modes of data collection**

In this study, data was collected through individual in-depth interviews, and through one focus group discussion.

#### **3.8.2.1 Individual in-depth interviews**

According to Krueger & Casey (2015: 3) individual in-depth interviews are a means through which a researcher attempts to get a deep insight into the whole story as told by individual participants in order to become an active part of the research process. Within this mode of data collection, the researcher comes to understand the participants’ experience from their own point of view (Aral, Douglas & Lipshutz; (2007:449). This mode of data collection was used for its following advantages as given by Baker and Charrat; (2008: 255), including Stacks (2011:174):

- Its findings are rich, often fascinating, and provided the researcher with “felt shared experience “of participants - such as the selected youth articulating their main stressors and protective factors.

- In-depth interviews also offered the researcher the possibility of learning something which included some survival skills used by some participants adversely affected within their families
- It allowed the interviewer to get an understanding of not only the problem being researched but also the person being interviewed – in this case understanding the youth from the rural community which is poverty-stricken
- It allowed for introspection on the part of the interviewee based on the type of question posed, the order of those questions, and the type of answers elicited.

The main question posed to in-depth interviewees was: " What is your relationship like/or has always been with your parents and or family - in terms of your most positive experiences at home, Including what you feel you miss/missed from your relationship with your parents at home that is/has negatively affecting/affected your life? Thereafter the following questions emerged:

- What are some of the most important things about your schooling that influences/d you positively; Whether there has been any school staff member who contributes/d to your academic and personal life; What extracurricular activities, if any do/did you participate/participated in that is helping/helped influence your academic and personal success; and what makes/made you unhappy at school?

What messages, if any, did you hear about education while growing up in your community; and whether there is or was any community member who is contributing or contributed to your academic and including your personal success? (See annexures 2, 3, 4 & 5)

### **3.8.2.2 Focus group**

Focus group interviews produce wider range and more depth responses. It is "a means for better understanding how people in a group situation feel or think about an issue, product or service" (De Vos *et al*, 2011: 312). In this study 1 focus group comprised of 6 learners was conducted and was selected for some of its advantages as highlighted by Mark *et al* (2005: 52):

- Focus groups can be effective for capturing information about social norms and the variety of opinions within people in a group setting.

- Its richness can emerge from the group dynamic and from the differences of group members. Participants can however influence each through their presence and their reactions to what other people say.
- Focus groups can contribute also to providing well-grounded data on social and cultural norms, the pervasiveness of these norms within the community, and people's opinions about their own values.

The main question posed to focus group discussants was: "What do you need in order to grow up well in your village?" Thereafter the following questions emerged:

- What are some of the serious social problems that affect people in your community?
- How does the community handle crime or bad things that happen within it?
- What do you do when you face difficulties in your personal life?
- How do you cope with poverty?
- Has culture been of any benefit in your community and personal life? (See annexures 6 & 7).

### **3.9 TRUSTWORTHINESS**

According to Shenton (2004: 63) the trustworthiness in qualitative research is often questioned by positivists, based on the fact that the concepts of reliability and validity are not referred to and not addressed in the same way for the naturalistic context of qualitative research. Anney (2014: 275) highlights Guba's (1981) four trustworthiness concerns that any researcher needs to address and they are:

- How confidence is established in the research findings acquired, or how it will be known if the findings presented are genuine? (Truth value concern)
- How is applicability of the findings determined in relation to inquiry in other settings or with other participants? (Applicability concern).
- How will it be ascertained whether the findings would be repeated consistently with similar participants in the same context? (Consistency concern)

- How can it be known whether the findings come solely from participants and that the research was not influenced by the bias, or personal interests of the researchers? (Neutrality)

Table 7 below shows how the criteria used for assessing trustworthiness in this study was determined

**Table 7: Criteria used for assessing trustworthiness on the current research**

Question asked	Issue and qualitative criteria	Action taken in this current study
Has this study set out to measure that which was set out?	<b>Truth value – Credibility</b> How findings relate to reality	<b>Method-</b> Different data collection modes which enhanced the quality of data obtained were used and included in-depth interviews and a focus group discussion.  <b>Range of participants:</b> Participants were diverse youth (learners, the employed and those unemployed, and involving both genders).  <b>Site:</b> Participants were from different schools, from an employment setting, and from the community
How applicable are the results attained to other situations?	<b>Applicability</b> <b>Transferability</b> Generalisability of findings	– a. The area of study is Ga-Ramokoka village, in the Bojanala district – North West province b. Four members of the panel (Advisory committee) were involved in the selection of participants c. The researcher was the sole collector of data d. The data collection sessions lasted for approximately 55 minutes per session
Would similar	<b>Consistency</b>	– I. Exploratory type of design is

<p>findings be attained if this research study would be replicated in the same context with the same participants used?</p>	<p><b>Dependability</b> Reliability of research findings</p>	<p>used with a case study of :learners, the unemployed and the employed youth</p> <p>II. A non-probability and purposive sampling is used</p> <p>III. Semi-structured interviews were used</p> <p>IV. Selection criteria of participants were based on: Age, gender, setting, and geographical distribution</p> <p>V. Data was first collected from the in-depth interviewees and thereafter from the focus group.</p>
<p>To what extent are the findings affected /influenced by personal biases?</p>	<p><b>Neutrality</b> – <b>Conformability</b> How research bias was limited</p>	<p>1) The area of study was not conveniently selected but based on a scientific need</p> <p>2) Theoretical audit trail followed which encompassed:</p> <ul style="list-style-type: none"> <li>- First presenting the proposal to the Faculty Higher Degrees Committee for approval</li> <li>- NWU Ethics Committee approved the project –NWU-00246-14-A9 (Ethics approval number)</li> <li>- Entrance to enter the community was sought from the traditional leader and provided</li> <li>- -Gate keepers of the two schools provided permission for entrance</li> </ul>

		<p>- Consent forms for participation in the research were elicited from the parents/guardians of the under-aged youth (17 years and below), and from the selected young people themselves. The youth who had legal powers to sign and agree to participate also voluntarily signed the consent forms.</p> <p>- A sample of a transcript is provided to show how data was recorded-</p>
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### 3.10 DATA ANALYSIS

The qualitative data was analysed once all the data was collected. The analysis that was used is inductive content analysis, which is the most comprehensive and methodical study of data because the focus is to find recurring patterns and themes in the raw data. Thereafter the data is interpreted by identifying patterns, trends and explanations, the conclusions from which can be tested through more data collection (Nieuwenhuis, 2013: 99; Alston and Bowles, 2003:207).

As far as this study is concerned, the data was categorised according to the themes emerging from the interviews. Furthermore, the research was analysed by interpreting what the participants said during the interviews. Some of the responses were paraphrased and also presented verbatim to emphasise the participants' opinions.

Creswell's (2014: 189) steps were practically followed in analysing the data, and these steps entailed:

- **Step 1:** Organise and prepare the data for analysis

The filed notes gathered were first transcribed into text before it could be analysed.

➤ **Step 2:** Read through all the data

The researcher read through all the data available and arranged for analysis in order to get the general sense of the information and to reflect on its overall meaning. This process involved checking the general idea of the participants and the meaning they attached to the phenomena under study.

➤ **Step 3:** Begin detailed analysis with a coding process.

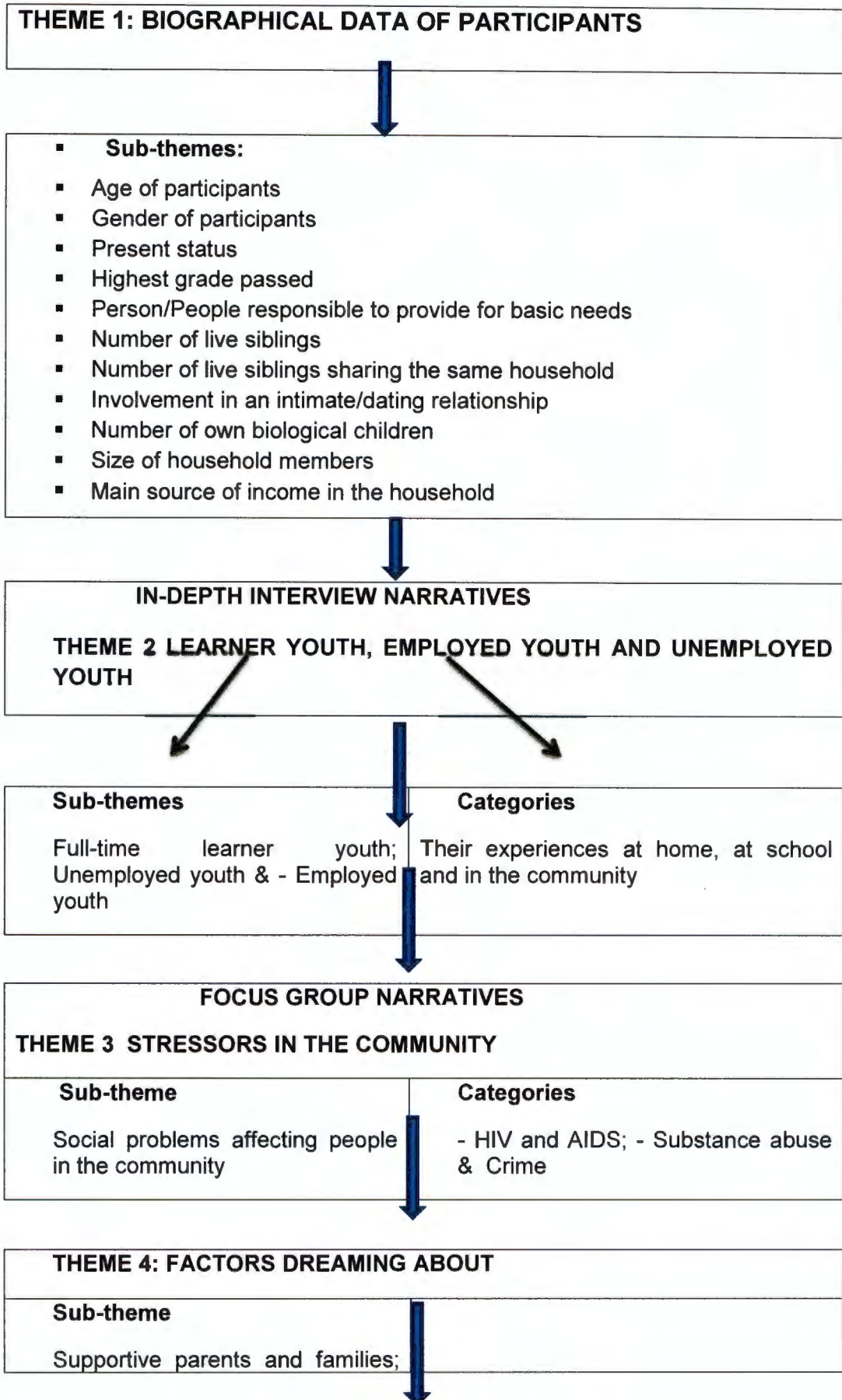
The information gathered from the beginning of the study was arranged according to identified segments before bringing meaning to information. Data segmented was then labeled with a term often based in the actual language of the participants. Codes were developed utilising categorising narrative data which is preset and emergent categories. With emergent category codes were developed on the basis of the emerging information collected from the participants and with preset data categories these were developed in advance utilising among others concepts that the researcher wants to know and topics in the literature review.

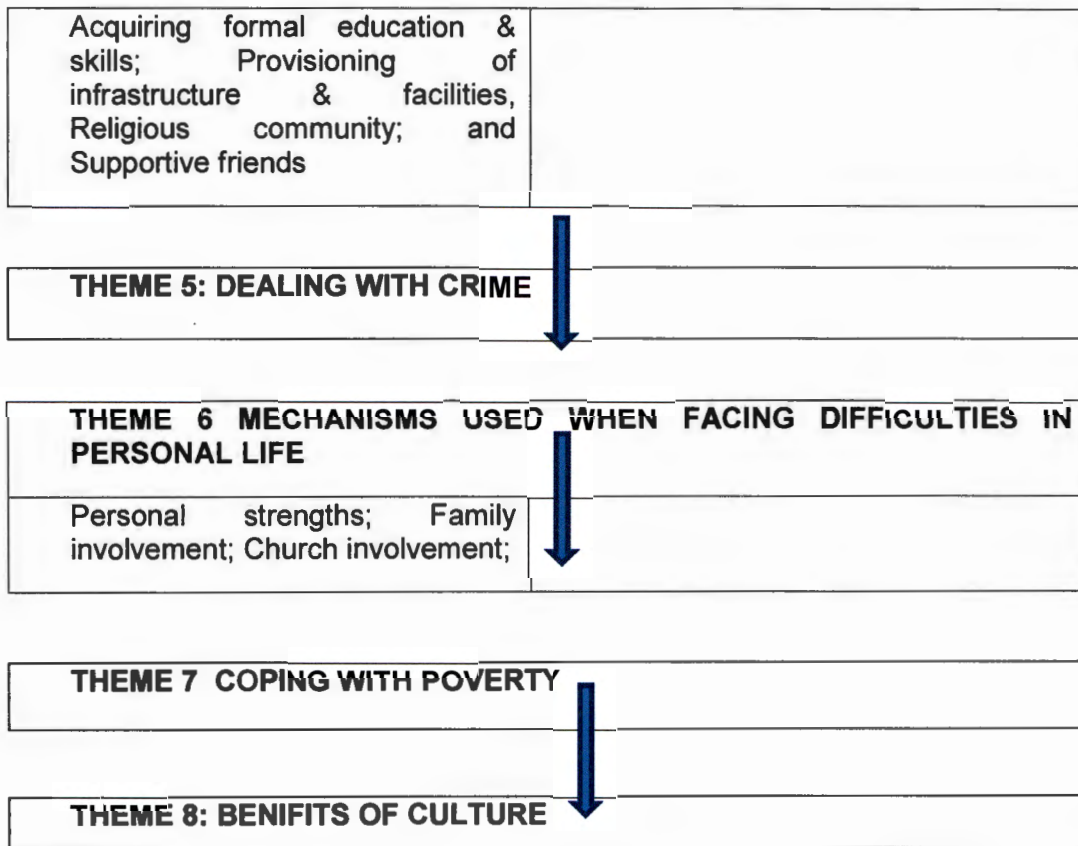
➤ **Step 4:** Use the coding process to generate a description of the setting or people as well as categories.

Coding process was used to develop a number of themes, sub-themes and categories which at the end appeared as major findings and used to create headings in the findings section of the study (See table 8): .

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**TABLE 8: HOW THEMES EMERGED, WITH SUB-THEMES AND CATEGORIES**





- **Step 5:** Advance how description and themes will be represented in the qualitative narrative.

For the purpose of this study narrative passages were used to convey the findings of the analysis.

- **Step 6:** Making an interpretation or meaning of the data.

This included lessons learned and presented in the form of the researcher's personal interpretation of the data. It also involved the meanings derived from the comparison of the findings with information gathered from the literature or theoretical frameworks. The researcher also checked whether the findings of the study confirmed or were divergent from the assumptions stated in chapter 1 (Creswell, 2014:189).

### 3.11 PROCEDURES FOLLOWED IN THIS RESEARCH STUDY

#### 3.11.1 How the research process unfolded and participants recruited

- a) The drafted proposal was first presented before members of the Social Work programme, who offered their professional advice in terms of topic and research methodology. The topic approved was: **Youth response to poverty in the Bojanala district – North West University.**
- b) Thereafter, presentation was with the Faculty Higher degrees where changes were suggested to the topic, and the finally approved topic was: **Resilience as a factor in youth response to poverty in Ga-Ramokoka village, North West province:**
- c) The approved research proposal was submitted to the North-West University (NWU) Ethics Committee for ethics approval, which was granted: NWU-00246-14-A9. All declarations including permission to use a tape recorder were incorporated and signed for, with the official appointment of the research supervisor for this project. An undertaking to adhere to all ethics governing research with humans was also made.
- d) With the ethics clearance letter, entrance to enter the Ga-Ramoka village was then sought with the traditional leaders (See annexures 9 & 10). Approval was granted after explaining the purpose of the study and undertaking to adhere to research ethics
- e) With the help of some traditional leaders in the community, a panel was set-up to help with the selection of participants for this study - See 3.7.2 for the criteria used in selecting advisory panellists.
- f) A letter asking for permission from an employing organisation was written. The permission was granted (See annexures 9 & 11)
- g) A letter seeking permission was written to the managers of the two selected schools (See annexure 7), followed by a visit where explanations regarding the research were provided. Permission was granted from both schools (See annexures 9, 12 & 13)
- h) Before contacting the earmarked youth permission was first sought from the parents (See annexure 14) who after an explanation spelling out the purpose of this research study was provided, gave permission by voluntarily signing the consent agreement forms. The selected learners with the help of 2 teachers (members of the advisory committee) were briefed on what the research was all about, and ultimately voluntarily signing the consent forms (See annexure 15).

- i) The employed and unemployed youth who were selected from the community where also briefed on the reasons for the research study, with them ultimately giving permission to participate voluntarily by signing the consent forms (See annexure 15).

### **3.11.2 Transcription and field notes**

Data from the in-depth interviews and focus group was tape recorded after getting permission from both the gate keepers and the participants to use the tape recorder. Transcripts of the recordings were made (See annexure 16 & 17). Also, notes were hand written in field note books. These notes were later expanded into more complete narratives, and paraphrased paragraphs (See Chapter 4).

### **3.11.3 Sequence in conducting the interviews**

The sequence followed in carrying out the research was the interviewing first of in-depth interviews based on the larger numbers (20) of interviewees, followed by the focus group discussants. The main purpose for this sequence was to ultimately link all the information from the two data collection methods.

### **3.11.4 Role of the researcher in this study**

The researcher, with the help of an appointed advisory panel, selected the youth for inclusion in this study based on the criteria already determined. All the selected people for the study were then interviewed by the researcher alone. The researcher was also the one recording the interview process. The main reasons for being the only collector of data were that clearance was granted for a sole researcher and also the sample size of 26 participants made data collection manageable. The process allowed the researcher to share first hand in the experiences and behaviours expressed by participants during their moments of answering questions.

### **3.11.5 Language used in imparting information to the selected participants**

All interviews and focus group discussions were conducted in the Setswana language known to the participants (the home language of participants), to ensure easy communication between the researcher and the participants. Questions from the interview schedules and focus group discussions were first written in English (See annexures 2, 4 & 6) then translated from English into Setswana (See

annexures 3, 5 & 7) with the final responses translated back from Setswana to English.

### **3.12 ETHICAL CONSIDERATIONS**

Ethical approval was obtained for the study - nr NWU –00247-14-A9 (See Annexure 6). Formal approval was also obtained from the traditional leader allowing the researcher entrance into the Ga-Ramokoka village – the demarcated area of study. Approval was also obtained from the two selected schools (See annexures 8 & 9).

Ethical issues are always part of the research project, especially where humans are the focus of the project. Strydom (2011: 115) highlights the ethical considerations as important when conducting research and they are: avoidance of harm, Informed consent, Deception of subjects' and/or respondents, violation of privacy\anonymity\confidentiality and actions and competence of researcher. In this study the following ethical considerations as provided by Strydom (2011: 115-117) were adhered to:

#### **3.12.1 Informed consent**

According to Bricki (2007: 5) people who participate in a research study ought to rightfully do so without being coerced or unfairly pressurised. This means they should be well-informed about the objectives and purpose of the study beforehand. While written consent may in some situations instil fear in some people verbal consent can precede written consent. In this research study, the researcher did provide information regarding the objectives of the research to the participants beforehand. Thereafter, participants were given an option to withdraw from the study should they so wish, and those in agreement with objectives of the study signed a consent form (See annexure 15). Parents of the learners earmarked to be included in the investigation were asked to complete a consent form after they agreed verbally to the intensions of the study, after being furnished with clear information. The involvement of parents before their under-aged youth were consulted was in line with respecting a legal mandate (See annexure 14).

### **3.12.2 Avoidance of harm**

Ethically social research ought not to bring harm to participants. 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: 112). The participants in this study were not exposed to any physical and or psychological harm connected to this study. In an unforeseeable situation where emotional reaction could have occurred in the form of a traumatic experience being evoked, social work and psychological form of intervention was made available.

### **3.12.3 Violation of privacy**

In any form of relationship, it is imperative to protect the identity of the person from whom one gathers information from. Bricki (2007: 5) warns that the identity of the participants must be protected in a research study especially. Personal details of people ought not to be left lying around in notebooks or un-protected computer files.

In this research study, the participants were assured that that their identity and any information that they disclose were to be protected from being associated with individual participants. In order to accomplish this promise pseudonyms were used. The acquired information was also secured, and no way linked to individual people interviewed.

## **3.13 SUMMARY**

This chapter provided the research method and procedures regarding the investigation used in this study. The qualitative research paradigm is spelled out, with an explanation of the type of exploratory research design used. The setting of the setting of the study together with the targeted population are highlighted and described, together with a brief on the sampling strategy adopted. The two methods used of collecting data and the rationale for usage is indicated. Trustworthiness and how this was met is explained, with a concluding discussion on data analysis, procedures followed in this research study, together with a brief note on the ethical considerations adhered to throughout.

## CHAPTER 4

### DATA PRESENTATION, INTERPRETATION AND ANALYSIS OF RESEARCH FINDINGS

#### 4.1 INTRODUCTION

This chapter presents, interprets and analysed the data which was collected through semi-structured individual in-depth interviews and a focus group from 26 participants. This process unfolded against the initial aim of the study as stated in Chapter 1, which was to gain a contextual understanding of how young people from a rural community who experience poverty and its manifestations respond and demonstrate a resilient trajectory in the Bojanala District, Ga-Ramokoka village, North West province. To realise this aim a qualitative research paradigm was used, with an exploratory research design embedded within a case study. As already indicated in Chapter 3 of this research study, single cases of the youth embedded in units of employed, unemployed youth together with those registered as full-time learners were selected and interviewed. The aim of this study was realised through the following objectives which were previously stated in Chapter 1, and were:

- To explore the phenomenon of youth resilience, youth, and poverty
- To describe what characterises the youth who respond resiliently in poverty stricken situations from those who do not.
- To explore the nature of protective factors that mainly contributes to youth resilience in the South African context.
- To explore the risk factors to youth resilience in a rural poverty-stricken community.
- To recommend guidelines as part of life skills education in order to empower young people to respond resiliently in adverse situations.

Data was analysed using inductive content analysis. Inductive content analysis focused upon finding recurring themes from the raw data. Four themes with related sub-themes and categories emerged from this analysis (See chapter 3).

The analyses of the data were directed at addressing the stated aim and objectives and are presented in the form of biographical data of the participants. In addressing the issues of confidentiality and respect, pseudonyms were used for all participants. The key words for each category of participants are: **LY = Learner Youth, EY = Employed Youth**, with **UY = Unemployed Youth**. Following the presentation of the demographic data of the participants, the predetermined themes, and sub-themes from the processes of data collection and analysis are presented in the form of narratives and confirmed by literature (See Tables 9 & 10).

## **4.2 BIOGRAPHICAL DATA OF PARTICIPANTS**

The biographical data of in-depth interviewees and focus group discussants are briefly presented and discussed under the following sub-themes: age of participants, gender of participants, present status, highest grade passed, person responsible to provide for basic needs, number of live siblings, number of live siblings sharing the same household, involvement in an intimate relationship, number of own biological children, size of household members, main source of income.

### **4.2.1 Age distribution of participants**

The importance of age to the study was to provide an analytical understanding of the physical, cognitive and socio-emotional developmental needs of the youth participating in this study. Table 11 below shows the age distribution of the youth who participated in this study.

Table 11: Age distribution of participants

<b>Age</b>	<b>Frequency</b>
14-18	13
19-23	5
24-28	2
29-33	4
34-35	2

**Table 9: A summary of the biographical data of in-depth interviewees**

Participant	Age	Gender	Occupation	Education	Dependency	Siblings	Siblings lived with	Dating	Own Children	Rooms at home	Number of households	Source of income
LY 1	16	Female	Full-time scholar	Grade 11	Mother	None	None	No	No	4	3	Parent
LY 2	19	Male	Full-time scholar	Grade 11	Grandparents	1	None	No	No	2	5	Grant
LY 3	18	Female	Full-time scholar	Grade 11	Both parents	1	1	Yes	No	4	5	Parent
LY 4	18	Female	Full-time scholar	Grade 11	Both parents	None	None	Yes	No	8	3	Parent
LY 5	18	Male	Full-time scholar	Grade 11	Uncle	1	None	No	No	5	2	Uncle
LY 6	17	Male	Full-time scholar	Grade 11	Mother	3	3	No	No	4	6	Grant
LY 7	18	Female	Full-time scholar	Grade 10	Uncle	None	None	No	No	3	6	Uncle
LY 8	19	Male	Full-time scholar	Grade 9	Mother	4	None	No	No	2	1	Grant
LY 9	18	Male	Full-time scholar	Grade 9	Mother	None	None	Yes	No	6	6	Parent
LY 10	17	Male	Full-time scholar	Grade 10	Brother	2	2	Yes	No	6	3	Grant
EY 1	34	Female	Full time employed	Grade 12	Independent	4	None	Yes	Yes	7	3	Own
EY 2	35	Male	Full time employed	Grade 12	Independent	4	2	Yes	Yes	8	8	Own
EY 3	29	Male	Full time employed	Grade 12	Independent	3	1	Yes	Yes	7	5	Own
EY 4	31	Female	Full time employed	Grade 12	Independent	1	None	Yes	Yes	5	6	Own
EY 5	30	Male	Full time employed	Grade 12	Independent	4	4	Yes	Yes	6	7	Own
UY 1	21	Female	Unemployed	Grade 12	Mother	4	4	No	No	2	5	Grant
UY 2	26	Male	Unemployed	Grade 10	Mother	0	0	No	No	4	2	Relatives
UY 3	23	Male	Unemployed	Grade 10	Father	None	None	No	No	4	2	Grant
UY 4	31	Male	Unemployed	Grade 11	Father	1	1	Yes	Yes	4	8	Parent
UY 5	26	Male	Unemployed	Grade 11	Mother	None	None	No	No	4	2	Parent

**Table 10: Summary of the biographical data of the focus group**

FGM 1	19	Male	Full-time scholar	Grade 10	Mother	1	1	Yes	No	5	5	Grant
FGM 2	14	Female	Full-time scholar	Grade 8	Sister	2	2	No	No	5	4	Grant
FCM 3	15	Male	Full-time scholar	Grade 8	Both parents	1	1	No	No	10	9	Parent
FGM 4	17	Male	Full-time scholar	Grade 10	Both parents	3	None	Yes	No	6	3	Grant
FGM 5	17	Male	Full-time scholar	Grade 10	Both parents	3	2	No	No	6	6	Grant
FGM 6	15	Female	Full-time scholar	Grade 8	Sister	4	4	No	No	4	6	Parent

NWU  
LIBRARY

Table 11 shows that a substantial number of young people (18 out of 26) are within the 14-23 years age bracket – meaning that the participants were mainly adolescents and young adults. Based on the psychosocial theory of Erik Erikson (Zastrow & Kirst-Ashman, 2013: 304), adolescence is a period during which a young person explores who they are and also attempt to establish their identity. It is a transitional period from childhood to adulthood. As would be expected, integrating different expected roles may be a challenge for some. Erikson terms this expectation a “role identity crises” – which if not properly understood and managed by others (parents/caregivers) and by the youth in question, may lead to more identity problems.

#### 4.2.2 Gender of participants

Gender as a variable was included in this study based on the explanations of youth provided earlier on in Chapter 2. From the provided explanations, young people by their very nature do not constitute a homogeneous category. It is clearly stated in 2.2.2.1 that one of the categories employed in understanding them is through gender differentials. For that reason gender analysis which is “the systematic gathering and examination of information on gender differences and social relations in order to identify, and understand inequities based on gender” (Reeves & Baden, 2000: 6) became imperative. As depicted from Table 12 below, a total of 9 female youth participated in this study in addition to 17 male youth.

Table 12: Gender of participants

Gender	Frequency
Female	9
Male	17

The uneven numbers depicted in Table 10 can point out to the fact that most South African women of all ages face specific challenges and differences in gender as pointed in 2.2.2.1. Such discrimination is based on gender division of labour, of opportunities and of resources. On this score, Reeves and Baden (2000: 4) provides a brief scenario of what obtains in most traditional communities that culturally

determined gender ideologies still define rights and responsibilities and what is 'appropriate' behaviour for women and men. In this instance young women are expected to leave school for the sole purpose of caring and rearing their younger siblings. Such cultures also influence access to and control over resources (school), and participation in decision-making. These gender ideologies often reinforce unequal power relations and the idea of women's inferiority.

#### 4.2.3 Educational level of participants

According to the 14<sup>th</sup> Amendment Act of 2008 of the Constitution of South Africa (Act 108 of 1996) every person has "the right to a basic education, including adult education, and to further education, which the state through reasonable measures, must make progressively available and accessible." In order to realise this, the National Department of Education through the South African Schools Act of 1996 has made educational attendance compulsory for all children aged seven to 15 (or the completion of Grade 9). This type of compulsory education places the responsibility on parents and caregivers to send their children to school and keep them in school. The policy enacted also places such responsibility on the state to ensure that schools are made accessible and affordable for all children (Hall & Monson, 2006: 45). Table 13 depicts the highest grade that the participants have passed.

Table 13: Highest grade passed

Education	Frequency
Grade 8	3
Grade 9	2
Grade 10	7
Grade 11	8
Grade 12	6

Table 13 clearly demonstrates that a total of 23 (out of 26) participants have passed grades 9, 10, 11, 12 – meeting and even going beyond the basic requirements as set out by the South African School Act of 1996. The picture has possibilities of changing more positively with the retention of the present learners (20) in school. Johnson and Mappin, (2005: 122) have confirmed the solid connection between

formal education and effective job search, including high performance – thus endorsing the importance of formal education as a means of imbuing learners with sound environmental knowledge and achieving behavioural change.

#### **4.2.4 Person responsible for the provision of basic needs**

The 14<sup>th</sup> Amendment Act of 2008 of the Consitions of South Africa (Act 108 of 1996) states the rights that every youth has, and they are:

“The right to a name and a nationality from birth, to family care or parental care, or to appropriate alternative care when removed from the family environment; to basic nutrition, shelter, basic health care and social services; to be protected from maltreatment, neglect, abuse or degradation, to be protected from exploitative labour practices, not permitted to perform work that is inappropriate for their ages, or place at risk their well-being, education, physical or mental health or spiritual, moral or social development”.

Table 14 below demonstrates that 9 participants are dependent solely on their single mothers, as opposed to 4 who said they rely for the provision of their needs on both their parents. With the exception of 5 independent youth in this study all the remaining 8 indicated relying on their extended families. The information provided points to absence of fathers in the lives of participants. On this score, Jackson (2008: 19) highlights that father absence negatively affects a variety of domains including psychological maladjustment, academic underachievement, anti-social behaviour and a difficulty in establishing and continuing intimate relationships particularly in adulthood. However, the author made it categorically clear that these effects do not apply to all the children as some are able to rise above their situations.

Table 14: Person responsible for the provision of basic needs

<b>Responsible person</b>	<b>Frequency</b>
Mother	9
Independent	5
Both parents	4
Sister	2
Uncle	2
Father	2
Grand parents	1
Brother	1

#### 4.2.5 Number of live siblings

Table 15 depicts the number of live siblings in the households of the research participants.

Table 15 Number of live siblings

<b>Live siblings</b>	<b>Frequency</b>
4	6
3	4
2	2
1	7
None	7

As shown in Table 15, a total of 7 participants indicated not to be having siblings alive, followed numerically by another 7 who only had one sibling alive. This scenario can point either to infant mortality rate or to a high death rate among young people in the area of study. Some of the possibilities are lack of care and the absence of health facilities or even non-use of such facilities in the area of study. The probabilities of the effects of the HIV and AIDS epidemic cannot also be ruled out either.

#### 4.2.6 Involvement in an intimate relationship

Table 16 below, shows that only 12 (of the 26) participants indicated that they were involved in a romantic relationship. Fulltime learners took a lead (6 from 12 of those dating), followed by 5 from those employed, with only 1 from the unemployed youth. Karney, Beckett, Collins and Shaw (2007: 04) in their study revealed that by the time most young people reach the age of 18 years, more than 80% of adolescents have experienced their first romantic relationship. Although these relationships tend to be shorter than the relationships of adults and involve relatively low levels of interdependence adolescents' experiences in romantic relationships nevertheless have the potential of life-altering consequences for their emotional health, social, and academic competence and self-esteem.

As further explained by Erikson these young adults are in most cases characterised by a quest for intimacy. This can also include engagement in sexual relationships prematurely. It can also be about sharing with and giving to another person. Erikson alerts us to the possibility of feelings of isolation with devastating consequences for those who do not get intimacy during these stages (Zastrow & Kirst-Ashman, 2013: 304).

Table 16 Involvement in an intimate/dating relationship

Dating relationship	Frequencies
Full time scholar	6
Full time employed	5
Unemployed	1

None of the learners had bore a child of their own from these relationships, which can point to the practicing of safer sex, or even non-indulgence in sexual activities.

#### 4.2.7 Size of households

On average the number of household members was big (with about 10 members), especially considering the sizes of houses most were staying in which ranged from 2 to 4 bedroomed houses. In other situations, members together with their families were sharing the same yard but not staying in the same household. The household

members were extended family members. The situation that emerged from acquired data, point to some level of overcrowding within such households. It has been revealed in the works of researchers such as Ingstad and Whyte (1995: 1) that overcrowding can lead to an increase in violence and crime, and the breakdown of family relations, often affecting women and children most severely, with an increase in sexual assaults as a result of lack of privacy and proper facilities. The report by Gray (2001: 34) considered cultural factors in relation to crowding, including tolerance of crowding and the cultural use and meaning of space. In that study, the effects of socio-economic differences were also examined, as are the relationships between crowding, household size and composition and affordability issues. The report concluded by suggesting further research specific to overcrowding based on its complexities, especially across different cultures.

#### **4.2.8 Main source of income of families**

The youth were asked to state the main source of income for their families, which ranged from parents being the sole providers (mothers in particular), to social security in the form of social grants (See Table 17)

Table 17: Main source of income

<b>Income</b>	<b>Number</b>
Parents	8
Social grants	10
Own	5
Uncle	2
Relative	1

From Table 17, a significant 8 participants indicated relying on their parents who are mainly employed as unskilled workers – meaning that the money they make is meagre. For the 10 who are dependent on social security, the Child Support Grants (CSG) is the one accessed by the youth who are less than 18 years. For this reason Kabeer (2008: 110) notes that the CSG has been a key component in the efforts of the post-apartheid government to reverse the racialist social policies it inherited. The grant is currently R360.00 per child and stops when the child turns 18 years of age.

Furthermore, the right to social security is entrenched as one of the socio-economic rights provisions contained in Section 27 (1) (c) of the Constitution of South Africa (Act 108 of 1996). Everyone has the right to have access to “Social security, including if they are unable to support themselves and their dependents.” Using the income perspective as explained in 2.2.3.1, with an income of less than R600.00 per household, such families are termed poor.

### **4.3 IN-DEPTH INTERVIEW NARRATIVES WITH THE LEARNER YOUTH, UNEMPLOYED YOUTH AND THE EMPLOYED YOUTH**

#### **4.3.1 Full time youth learners**

##### **4.3.1.1 Experiences at home**

Most participants (7 out of 10) indicated not having a relationship at all with their biological fathers who they have never seen in their lives. Participants (**LY 1, 4, 5, 6, 7, 8, 9 &10**) indicated that despite their fathers being absent they have supportive mothers in their lives who provide them with love and care. Yet others (**LY 2 &3**) indicated that even though they have mothers in their lives they do not have a very close relationship since some of them work far away from home and come home once a month – thus missing on their warmth. With others (**LY 1.2.3. 4**) they indicated that much as their mothers are supportive, it is not always easy to open up to their mothers about manly things and instead try to relate on that level with other males from their extended families. They indicated missing a male figure that ought to respond to some of their male-related needs.

**LY 1** *“I would like to spend time with my real father and miss his love. At the same time I also wish to have a relationship with my present stepfather - and for him to stop being SO OO OO negative towards me”*

**LY 2** *“Yes it is very difficult to grow up without a father. I miss that father and child bond and talking to him about the things I don’t feel talking to a mother or woman about”.*

**LY 4** *“I do miss the love and support from my parents. I don’t know my father and miss that fatherly love. I become stressed at times missing my mother too”.*

Despite the absent fathers, all the participants (LY) expressed a lot of appreciation for their mothers, including other family members who do their best under the given situations.

**LY 6** *“My mother gives me a lot of support – emotionally and materially. She shows interest in my life as a whole and also in my school work.”*

**LY 4** *“In the absence of my mother who is working in Johannesburg I do stay with family members who give me love that I never had. They treat me like their own daughter and provide care and support for me. Therefore, irrespective of all the negative things in my life at least these are the positive influences I get.”*

**LY 5** *“My grandmother takes good take care of me. She motivates me to do well at school and also assist me financially.”*

**LY 1** *“The support and encouragement of my brothers impact me positively. It is the indication of love and care for me and my future, no matter the circumstances I am in”.*

Only two in-depth interview participants expressed negative views about their family environment:

**LY 2** *“Nothing is positive in my environment, my mother left me and moved in with his boyfriend and my father has remarried and his new wife doesn’t like me as a result fail to maintain and support me. I am on my own and I feel hopeless and worthless most of the time”.*

It is evident that there is an absent-father construct in most families which does impact negatively on the upbringing of participants, especially in instances where they are unable to relate positively with other male figures in their lives such as teachers. They also miss the financial support from their biological parents. Single motherhood featured strongly in this respect. Despite the gaps in some mother-child relationships, on the whole, there are feelings of support in terms of emotional, material, and academic aspects. In very small instances where relationships are strained with their mothers, it is evident that members of the extended family filled that void with love and care.

On this score, Booth and Crouter (2016: 323) indicates that a positive parent-child relationship has the potential to provide many important resources for children, especially if it appears when a parent provides appropriate levels of support and control. This means that even if one parent is physically and psychologically absent from their children's lives, the support and nurture of one parent can help the child to thrive and succeed in life irrespective of the challenges they might be facing.

#### **4.3.1.2 Experiences at school**

All the participants (**LY**) highlighted that being at school makes them very happy because it affords them the opportunity to learn. They said that chances of changing their situation from being poverty-stricken to possibilities of being independent are high. Teachers were mentioned as supportive and encouraging in helping the learners to work hard and focus on their studies. Few of the in-depth interview participants (2 from 10) indicated positive influence of friends in the school environment as motivating them to pursue their dreams.

**LY 2** *"Five of my teachers are residents of Ga-Ramokoka village and as a result they know exactly what challenges we face at homes and always are sympathetic to our situations."*

**LY 3** *"Sometimes we do not have all the needed books, they do provide some stationery for us."*

**LY 4** *"I like what the life orientation teaches us on, which is about addressing practical situations in one's life, such as ... on how to deal with conflict and manage it in a very positive way. Not only does she indicate that we will become better people, but also better workers too. The cherry on-top is when they invite former learners to come and share their positive stories that we learn from."*

Some of the participants (**LY 6, 8, 9, 10**) indicated that male teachers have particularly influenced them as people who have contributed to their personal and academic life. They pointed out that they are able to disclose their personal problems to the teachers who, on the whole, offer them support and encouragement never to give up. Also the teachers, both male and female, appear to be interested in their academic and personal lives as they would intervene and provide advice and guidance when they detect that there are serious personal problems.

Extracurricular activities were highlighted as significant in influencing academic and personal success especially because there is an absence of recreational facilities in the area of study. The participants (**LY 1, 3 6 & 10**) expressed their views on different extracurricular activities that have influenced them positively:

**LY 1** *"I play indoor sport such as scrabble as it helps me to focus. I also participate in Life Orientation activities just to receive marks. I enjoy soccer and help me forget about other things like my painful situation".*

**LY 3** *"I like scrabble and poetry classes as they help me to have academic and personal success. Scrabble helps with grammar. Poetry helps build my self-confidence. It also helps convince myself that I can do anything and the fear that I have of voicing my opinion disappears".*

**LY 6** *"I play chess at school and it helps me to keep focused in my studies and personally".*

**LY 10** *"I am part of the Sanlam Project and we attend classes every Saturday and holidays. The project is about teaching to improve learners academically and it has helped me a lot since I have improved my grades for the better".*

Some of the participants (**LY 9, 14 &16**) indicated unhappy situations at school such as bullying, teachers who become impatient with learners, struggling academically and judgmental attitudes from other learners. They mentioned that some of the treatment they encounter is hurtful and degrading.

The implication is that participants have been exposed to a positive side of schooling. There is a positive relationship with the teachers which impacts positively on their learning. Very few indicated friends as playing an important role of motivating and encouraging them regarding school work. Their active involvement in extramural activities appears to bring out their creative side, which also helps in keeping them focussed on important things at school. Some participants (**LY**) however voiced their dissatisfaction regarding the discrimination and stigma attached to poverty as they are labelled and judged by other learners, especially because of not carrying around expensive devices such as modern cell phones. Bullying was also mentioned as a turn-off.

#### **4.3.1.3 Experiences in the community**

All the participants (LY) indicated that they have heard positive messages about education while growing up in the community and they alluded to messages such as:

**LY 4** *“Education is the key to a better life. Through education you can change your background from poverty to leading a well-off life”.*

**LY 10** *“Education will open closed doors in life”.*

Six of the participants (1, 3, 5, 6, 8, & 9) openly indicated having been constantly influenced by young people who are residents in their communities and have made it, either academically or regarding employment opportunities.

**LY 1** *“Two of the ladies who are working as social workers in our community are originally from this community. I look up to them and one day would like to see myself working as a social worker too.”*

**LY 3** *“One of the gentleman who always offers us math classes during our school holidays is a BSc student at the North-West University, I look up to him.”*

Some participants (**LY 4, 5, 8**) also mentioned different organisations that are contributing to their academic, personal and spiritual growth. These are different church ministries and managers representing the main employing organisation, Bafokeng Platinum Mines.

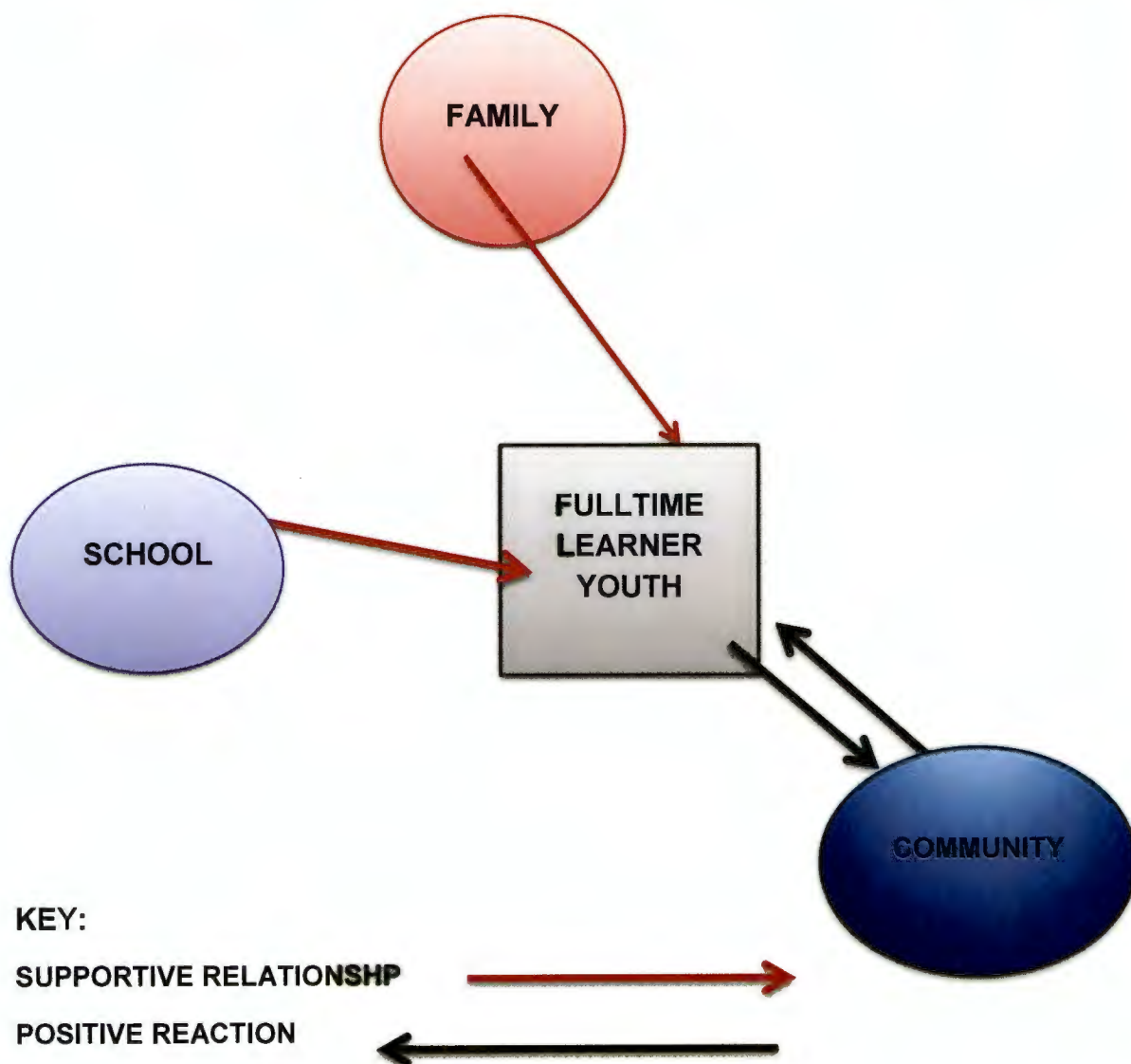
**LY 4** *“The pastors always offer their prayers, especially towards exam times. They also offer constantly to counsel those with serious behavioural problems.”*

**LY 5** *“Some employees from the Bafokeng Platinum mines during our open days at school do come and provide us with information on different career paths that one can follow in mining.”*

The conclusion is that there are positive messages from the community as a whole about the importance of education. Modelling good behaviour from residents who are seen as successful either through studying at institutions of higher learning, or gainfully employed and conducting their lives resonated well as motivating factors. Above all the church is much visible and provides the necessary spiritual support that contributes towards moulding behaviour and character.

From this subsection it is evident protective factors for youthful learners exist within four broad categories: individual influences – where learners motivate themselves irrespective of their situations, family influences, school influences which include supportive teachers, extra-mural activities, and from community at large – within which the values of education are instilled, with positive role models and the church as very supportive. The LY also impact upon their communities positively (See Figure 14):

**Figure 14: Graphical presentation depicting the relations of full time learners with family, school and community influences**



## 4.3.2 Unemployed youth

### 4.3.2.1 Experiences at home

In response to the question: What is your relationship like/or has always been with your parents and or family?

All the participants (**UY**) indicated to have been raised by their single mothers in the absence of their biological fathers. Three of the participants (**UY 1, 4 & 5**) indicated not having a healthy relationship with their mothers and this does affect relations with other family members.

**UY 1** *"I did have a good relationship with my biological mother before she passed away. My mother was supportive towards me both financially and emotionally. We were able to talk about anything and [sh] always gave me guidance. My father then married another woman who seem not be to having a liking to me. Since my father has now moved out of their common house my relationship with my step-mother is now worse. Within my family I do not have anybody close that I can share with very personal things, I have resorted to friends and alcohol these days."*

**UY 4** *"I have a relationship with my mother though it is dependent on her moods. If she is in a good mood she is able to offer support and during her bad days we hardly communicate – that is very frustrating."*

**UY 5** *"My mother and I though we don't always see eye when she is under the influence of alcohol. I personally do not know my father. He passed away during my early teens and we did not have a relationship with him either".*

Two of the participants (**UY 2 & 3**) had both parents that were supportive. They indicated that they had good relationships with both parents but unfortunately each has lost a parent – the mother and the father from the other side.

None of the participants had anything positive to say about their experiences at home based on their apparent disorganised family backgrounds.

**UY 2** *"I have practically no one to support me emotionally and financially. Right now I am struggling to find a job. I am even discouraged because I feel like the whole world is against me".*

**UY 3:** *“There is nothing positive about my experiences at home. We struggle with my little sisters to put food on the table. We rely mainly on their CSGs. I also dropped out of school and looking for a job of which it is difficult to find”.*

It can be concluded that all participants had feelings of being unsupported in terms of their emotional and personal lives. This seems to have resulted in de-motivation to continue with schooling and lowered their self-esteem and self-belief.

#### **4.3.2.2 Experiences at school**

All the participants were able to indicate with ease the importance of education. They alluded to the fact that staying in school and hard work are significant since they give one an opportunity to realise one’s dreams for an ultimately better life.

**UY 1** *“Much as I enjoyed school I was always in conflict with my teachers because I used to skip school a lot. Sometimes I used to stay away for the whole week simply because I did not feel like attending. Due to lack of support and guidance from home I ended up interacting with friends who were not attending school, until I ultimately dropped out.”*

**UY 3** *“Yes education does provide a person with opportunities to study and become a better person in future. I wanted to be [a] doctor because I was very good in Science, but failed to complete my studies since I had very personal challenges at home. Nobody cared whether I attended school or not. I felt very much demotivated and ended up dropping from school”.*

Participants noted that even though they did not get far, teachers on the whole were very sympathetic and supportive towards them. As one participant indicated below:

**UY 5:** *“My teachers made efforts in encouraging me to study hard and to never give up in life. Unfortunately I didn’t pass my grade 12 and could not upgrade due to financial problems”.*

All participants highlighted the importance of extracurricular activities in their lives. The following are some of their views:

**UY 2:** *“Afternoon studies helped me to keep focus and limit my time of being in the streets. Soccer was one sport that I very much enjoyed.”*

**UY 1** *"I was playing netball and was a very good defender. I dropped out of school because I got pregnant."*

Three participants (3, 4, & 5) expressed their dissatisfaction regarding some incidences at school that accounted for their unhappiness, and these were bullying and violence at school. Participants said that they ended up joining gangs for protection.

In conclusion much as the participants knew the value of education, yet family insecurity and lack of support from their parents seem to have negatively affected their schooling. All of the participants ended up dropping out of school without grade 12 certificates.

#### **4.3.2.3 Experiences in the community**

Educational messages in the community were highlighted as being positive. Most people, it was indicated, were talking about the importance of getting a better education in order to succeed in life. The message, however, seems to have changed especially with the situation viewed by young people as hopeless.

**UY 3** *"Much as we are aware that education can open up opportunities in one's life, the situation these days is different. I know a lot of young people in this community with grade 12 certificates plus sometimes a diploma who cannot get jobs. As young people in this community we are losing interest in education."*

**UY 4** *"Look at me... I have been searching for a job ever since and I am not even called for an interview."*

**UY 2** *"As young people we believe that education to work should be coupled with bribery and corruption to tell the truth."*

Three participants indicated that based on their family backgrounds there were community members who played a very important part in their lives. Below are some of the responses:

**UY 1:** *"There was a community elder who always helped me with food to eat and a listening ear about the problems I encounter at home such as conflicts between my*

*father and the poverty I experience. She also encouraged me not to quit school, unfortunately she passed on”.*

**UY 5:** *“There was a social worker in the community who always motivated young people to take school seriously and always to persevere irrespective of their background. Furthermore, she would tell us about different organisations that offer bursaries and scholarships and also information about student loans that are available to further our studies. I tried all those with no success altogether”.*

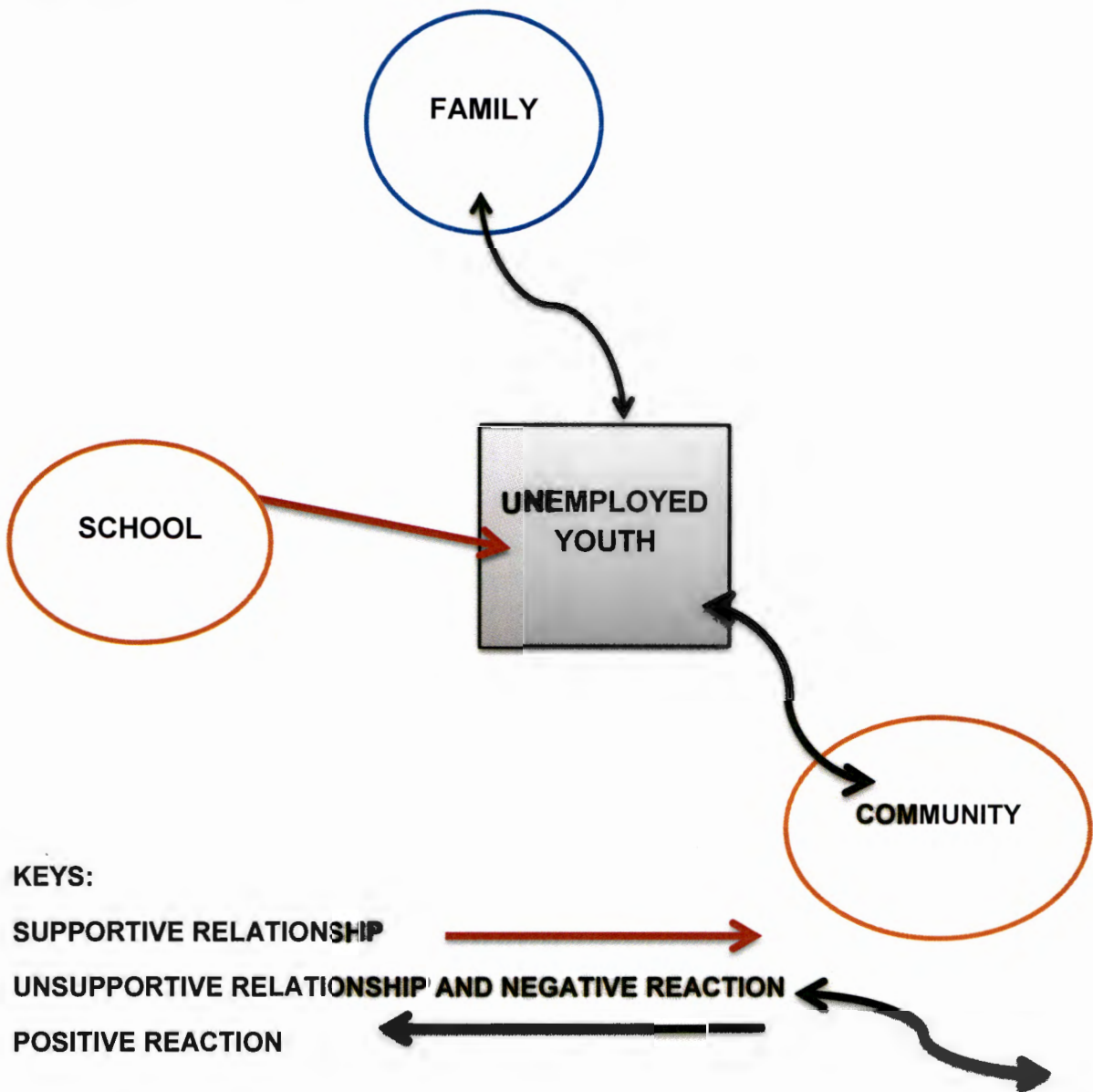
**UY 4:** *“The main problem making communication with the outside world difficult in our community is lack of services such as reliable and regular postal services. We do not even have an internet cafe in our community. So, you can have ideas on how to better yourself with the environment not being supportive.”*

Participants (**UY 1, 2 & 5**) also lamented the absence of facilities in the community that can influence them positively such as libraries, youth clubs, sports ground. The only organisations are churches that are also not appealing to the needs of young people.

It can be concluded that the unemployed youth have heard and are aware about the importance of education. However, they failed to connect this knowledge based on their real picture of unemployment when they do have some education which they feel qualifies them as employable. Poverty and absence of resources in the community contributed towards young people not seeing the value of education. Feelings of insecurity emanating from unstable family backgrounds appeared to have negatively impacted upon the young people’s schooling and viewpoints pertaining education. The negative peer influence appears to have taken centre-stage in their lives, with absence of resources in the community further fuelling hopelessness and discouragement (See Figure 15).

NWU  
LIBRARY

**Figure 15: Graphic presentation depicting the relations of unemployed youth with family, school and community influences**



### 4.3.3 Full time employed youth

#### 4.3.3.1 Experiences at home

Three of the participants (EY 3, 4, & 5) indicated that they had a good relationship with their parent (mother) while growing up. They highlighted that the support, guidance and motivation from their mothers were pivotal in their upbringing irrespective of the absence of a father. They were able to focus on their studies and

stay away from negative influences. The following are some of the views expressed by the participants:

**EY 3** *"I grew up being supported by my mother. She supported me through my schooling years. I always listened to her since she was always there for me and able to communicate well. I grew up knowing my father who work on the mines but don't have any relationship with him. We just interact as we meet but don't have that father and son relationship".*

**EY 3:** *"The relationship with my mother was good because she was the one providing financial and emotional support for the family and always there for me and my siblings. Communication between us was effective when I had problems I would always be free to approach her and when I needed something she would provide me with that if she could. I just found out about my father now that I am 29 years old and I don't have a relationship with him. If he allows me, I would want to have a relationship with him for the sake of my children should I one day have".*

**EY 4:** *"We have a close family relation with all my siblings and mother. She instilled in us earlier on in life the importance of family unity irrespective of being poverty-stricken. Our [mother] always encouraged and motivated me and my siblings to attend school and work hard to achieve great things in life. Financially my late father was the one providing for all of our needs. He was working on the mines, and his death benefits saw me completing my high school education. All the sacrifices that members of my family made for me in particular I decided not to take for granted and I resolved to make good use of, moreover because I am the elder one at home."*

Only two of the participants (**EY 1 & 3**) indicated that their experiences at home were not always positive while growing up compared to the current situation. They expressed some of their experiences as follows:

**EY 1** *"I grew up in a big family where there were conflicts regarding food and household chores. It was difficult for us to cooperate with each other because some of the children were favoured over others. Growing up in that type of situation fuelled me [to] develop an ambition and work very hard. I also had the support of my aunt that I was named after."*

**EY 3** *“I had negative experiences with my father most of the time especially when he was drunk. He would cause fights at home and there would be no peace between him and my mother. These fights were affecting us as children, as we would be stressed out and scared. From those bad experiences I made a decision not to ever drink alcohol in my life.”*

The participants stated that they had not been prepared by their fathers for manhood. They articulated their feelings as follows:

**EY 2** *“I missed having a father figure in my life, being able to talk to him about the issues that affect me as man. I also miss the love and that feeling of having a father in my life. I have two kids, and feel sorry that they will never experience the love of a caring grandfather.”*

**EY 3:** *“I missed to have talked about relationship issues with my father - issues about cultural expectations of manhood. I dearly miss from a person who experienced these. Reading about these is not enough in my opinion.”*

**EY 4:** *“I wish I had learnt on how boys are to be disciplined [sic]. I have always envied other boys who were communicating with their fathers about anything.”*

The absence or lack of involvement by a father at home was a recurrent issue raised by all participants. What is evident is that the mothers, together with the cooperation from siblings, eased the tension. What stood out from the employed youth is learning from their problems and becoming better people from apparently unrelenting and awful situations. Unlike the other youth dealt with earlier on, this group offered forgiveness as an element that featured strongly in their vision of the future.

#### **4.3.3.2 Experiences at school**

The importance of schooling was highlighted by all the participants (**EY 1-5**). Staying in school and hard work, attending classes regularly and always completing assignments and home work in time gave them the opportunity to pursue their dreams and get better jobs. Most of them highlighted that they had dreams of one day building houses for their parents and taking care of their siblings one day – dreams that are getting presently fulfilled.

**EY 2** *“I was a class monitor because not only did I work hard [but] I made sure that I stay away from trouble as well.”*

**EY 3** *“With me, I was good in geography, my teacher would always encourage me to pursue that field on the mines.”*

**EY 4** *“I joined one of the local charismatic churches very early in my life and the guidance I received from one of the church elders was to use opportunities availed to me maximally. I took that advice seriously and worked very hard at school. The recognition I received from my teachers and fellow learners encouraged me to work even harder. That motivation instilled during my school days made me four years later to take advantage of learnerships given to me on the mine. Today I am a qualified miner with a diploma in mining, and on [way] my up.”*

Furthermore, the in-depth interview participants (**EY**) emphasised the help of a teacher or teachers in contributing to their academic and personal life. They indicated that the encouragement and motivation of the teachers made them never to give up on life and their studies irrespective of their poverty stricken background. The following are some of the responses given:

**EY 1:** *“My class teacher always motivated me to keep focus on my studies and to be disciplined when coming to life and school in order to better my life. Even though I only enrolled for a course in electrical engineering after completing my matric several years ago I still believe that I will achieve my goals”.*

**EY 3:** *“There was a teacher whom I shared most of my problems with. I remember him telling me about his difficult background before he became a teacher but that did not stop him from becoming a teacher. Furthermore, he said to me it matter[s] not where [you] come from in life, but where you are heading to in life – those words got engraved in my head and heart.”*

**EY 1** *“After having a child I went back to school and my class teacher was as supportive towards me as she always encouraged me to look forward and not to dwell on the past. She always reminded me that it was not the end of the world to have a child at such an early age but the most important thing was to persevere and focus on the future. Even today she still encourages me to achieve more”.*

The participants highlighted that getting involved in extracurricular activities was one of the strategies that helped them to keep busy and stay away from trouble. They indicated that participating in sports and debating groups helped them in staying away from bad influences.

**EY 1** *“Not only was I playing netball I also was the captain of team for two years.”*

**EY 2** *“I literally introduced the debating group at our school after visiting another school in our area and experiencing it first-hand.”*

**EY 3** *“With me I was involved in organising talent searches during my school days. Not only did we have fun but I acquired leadership abilities through such activities.”*

The employed youth expressed concerns about some situations that made them unhappy at school. The following views were expressed:

**EY 2:** *“There were teachers who took advantage of learners from very poor backgrounds who could sometimes not afford bare necessities such as school uniforms. They would ridicule them, and hurting them with their comments – that would make me very very very very unhappy”.*

**EY 4:** *“Lack of resources such as libraries and laboratories was a disadvantage at our school since we would not practically engage in real experiments.”*

In conclusion, the education that the participants were exposed to engaged the learners and they took opportunities granted to them very seriously. Not only was the value of education known, but the participants became actively involved in actualising their dreams. Education for these participants was connected with good behaviour that nurtured more support from their educators. The participants also participated in extramural activities not only as participants but led the process. What set them apart from other youth in this study is empathy that was shown to other fellow learners who got a raw deal both from some teachers and from other learners too.

#### **4.3.3.3 Experiences in the community**

The participants (EY) indicated that the messages that they heard when growing up were mainly about getting a job in order to have money as a way of addressing the

poverty in their midst. Only two participants noted that they used to hear positive messages about education in the community. Some of the responses expressed were the following:

**EY 1:** *“In the community they only talked about the importance of getting a job and making money and didn’t talk about the benefits of education generally, because of the level of poverty in the community”.*

**EY 2:** *“During our times the messages were that women should get education but not to stay for a long time at school. They had to go out get married and start families culturally.”*

**EY 3:** *“There were no educational messages in the community because most of the formally trained people would move out of the community. As a result of their absence most people could not see the direct benefits of education on a practical level.”*

Only two participants expressed different messages from their following responses:

**EY 4:** *“I heard messages such as ‘Education is the key to success’. It is the truth since when you are not educated you will not go anywhere and when you want a decent job you need to have relevant qualifications for that”.*

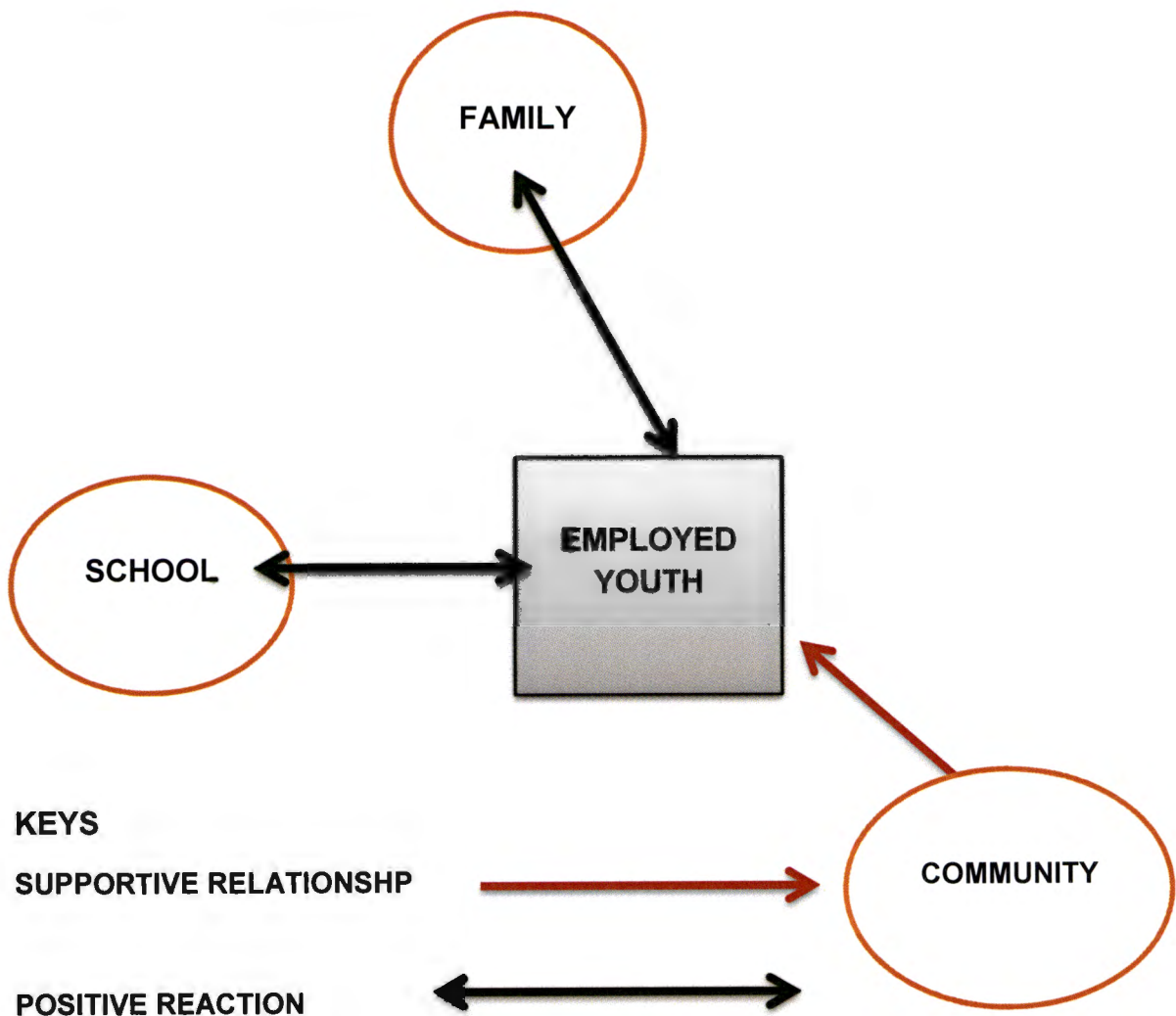
**EY 5:** *“Positive messages such as, ‘Thuto ke lesedi’ (Education provides light) were emphasised in the community. Without education as a community we would be doomed.”*

All the participants indicated that the moral and financial support they received were mainly from the different church ministries present in the community. They were taught to be respectful and disciplined as well as to fear God. The pastors always encouraged them to be persistent for them to succeed and to study hard in order to pass and further their studies. One of them emphasised the importance of a religious institution by expressing the following view:

**EY 2** *“For me personally, the church has taught me discipline in whatever I do and persistence to never give up in life.”*

It is evident that protective factors with regard to the employed youth in this study existed within five broad categories as well, which were: individual influences, family influences, academic influences, involvement in extramural activities, and the church influences in the community. The difference noted from the LY is that the EY were more interactive. Apparently, interaction became a mutual forum for motivation and goal-setting (See figure 16):

**Figure 16: Graphic presentation depicting the relations of employed youth with family, school and community influences**



## FOCUS GROUP DISCUSSIONS

### 4.4 STRESSORS (SOCIAL PROBLEMS) THAT AFFECT PEOPLE IN THE COMMUNITY

This segment presents the responses to the question “What are some of the serious social problems that affect people in your community?”

#### 4.4.1 HIV and AIDS

HIV and AIDS was a prominent feature and highlighted as a serious problem experienced by both young and old in that community. All participants pointed to the great numbers of young people buried almost every month because of this pandemic.

**FGM 3** *“In the village there is still a culture of sleeping around. It is very common for a young man to date 7 women at a time, who all know each other. I suspect that in such relationships safe sex is also not practiced.”*

**FGM 1** *“Many young people in the community don’t want to get tested and know their status, irrespective [of] their apparently careless sexual behaviours.”*

**FGM 2** *“In my community there are young people who are still in denial of their status. Some do not adhere maximally to their treatment (ARVs). They couple their treatment with herbs they get from traditional healers who seem not to be having a clue of the dangers of that.”*

**FGM 4** *“Some young women go out with older men who buy them expensive gifts in exchange of sleeping with them without using any form of protection.”*

#### 4.4.2 Substance abuse

Participants also pointed out to the high level of drug and alcohol abuse in the community that together expose the health and lives of young people to danger. They indicated that alcohol is used irresponsibly within the community by both the young and old. They responded in the following manner:

**FGM 2** *“There are lot of taverns than churches in the village and I think that is why most youth abuse alcohol - there is no other place to keep them busy.”*

**FGM 4** *“Not only is alcohol easily available; it is affordable too. For example, if you cannot afford the price of ciders or wine you can buy what they call concoctions that are very dangerous to people’s lives.”*

**FGM 1** *“Nyaope, which is a mixture of dangerous chemicals such as ARVs, and other dangerous things, is also common in our community.”*

**FGM 3** *“Some people even say they drink alcohol due to the hardships they encounter in their lives in order to forget about their stressful situations for a while. But that does not really solve anything at all; instead it makes matters worse”.*

#### **4.4.3 Crime**

Crime was indicated as being rife in the community. People are said to be fearful generally about their assets and lives. The participants pointed to house-breaking as the main crime, followed by sexual assault especially against young women.

It can be concluded that lack of safety in the community of study featured as a stressor that the youth had to deal with on a daily basis.

### **4.5 DREAMING ABOUT THE FUTURE**

#### **4.5.1 Supportive parents and families**

All the participants (**FGMs**) placed the need for parents, including a supportive family, as their first priority. They made reference to their present situations of growing up in a homes where fathers are absent, with mothers who are in most cases not physically present because they have to be out making a living. Coupled with present and supportive parents, 4 of the participants (**FGMs 2, 3, 4 & 5**) also noted the important role of siblings.

**FGM 2** *“Supportive parents are needed in order to grow up well. Parents who give guidance and support academically and personally are important in the upbringing of their children... at least I had a support [sic] of my mother before she passed away.”*

**FGM3** *“Parents or a parent who is able to help their children when they are struggling and are able to give support and guidance are needed to help children grow up well. But unfortunately I lost them at an early age and that support they gave me was no longer there and that made things difficult for me.”*

**FGM 4** *“A high expectation from your family members can push you to excel in whatever you do.”*

**FGM 5** *“With me there are so many challenges I sometimes battle with alone, especially when I cannot afford to buy a school item, and seeing other children buying it with ease. I would them imagine whether the situation would have been different if my big brother would have been alive.”*

Closely following a supportive family life with nurturing parents and siblings, the participants' discussions revealed a lot about their various daily struggles. In response to these adversities, many of the youth dreamt of a situation where their families provide with ease towards their basic needs such as food, clothing and decent accommodation. They echoed sentiments such as:

**FGM 3** *“Coming home to a plate of a warm cooked meal is an ideal that I wish can be realised. Yes, we are provided with food but sometimes only once a day. As a result one is always tired.”*

**FGM 1** *“With me I would be able to study well if we had electricity and my own bedroom to study in without disturbances.”*

**FGM 2** *“I struggle a lot just to afford to buy things like calculators, extra books and sometimes an additional pair of shoes.”*

#### **4.5.2 Acquiring formal education and skills**

The importance of school was highlighted by all the participants. The value of completing school and working hard were significant to all the participants. They all agreed that education provides a solid foundation for a bright future.

*“Education is the greatest gift that no one can take away from you. It imparts valuable knowledge that could help you with the career you want and ultimately get a better job that will help you change your background for the better” (FGM 5)*

**FGM 3** *“I have seen people from very poor backgrounds changing because of having gone to school and passing their grade 12.”*

### **4.5.3 Provisioning of infrastructure and facilities**

Participants also made reference to facilities and resources that are essential for their social functioning. They expressed their views in the following manner:

**FGM 1** *“Resources such as libraries are needed in the village in order for the youth to have time to read and do research to enhance their knowledge and to improve their grades at school”.*

**FGM 3** *“It is important to have recreational facilities such as community halls specifically for the youth where we can hold meetings to discuss things of common interest. A place such as that can also enable us to form different organisational groups, cultural groups etc. Also, the place can be used for indoor games. This will help limit problems of crimes and gangsterism.”*

**FGM 5** *“Soccer and netball fields can also be introduced. We have nowhere to play in the village except for the poorly constructed ones at school.”*

### **4.5.4 Religious (Faith-based) community**

Surprisingly, in the fifth place the participants indicated the significance of religion (faith) in their lives. They spoke of how religion can instil discipline good morals offer support and guidance and teach them to stay away from bad things. They emphasised that knowing that God is always there for them no matter how bad the situation is provides a sense of hope that they are not alone but there is a higher power looking at them. One of the participants noted that

**FGM 2** *“The fear of God is the beginning of wisdom.”*

### **4.5.5 Supportive friends**

In the very last place participants identified the value of friendship from their peers as equally valuable. They indicated that positive friends play a supportive role which is encouraging too. Hereunder are some of their responses:

**FGM 3** *“There are different kinds of friend which are those who wish to see you succeed and those who do not, therefore it is important to choose your friends very carefully.”*

**FGM 1** *“It is important to have friends that guide you to keep focus in order to achieve great things by staying in school and refraining from negative influence. I have few of those where I am able to talk to them about anything and advise me when I have some difficulties.”*

**FGM 2** *“I believe that no human being is an island. We need friends who speak our language and reason at our level.”*

Only one participant highlighted that he does not believe in having friends as most of them are up to no good and he expressed his views thus:

**FGM 5** *“I don’t believe in friends since [the] majority of them are backstabbers and are jealous”.*

It can be concluded that participants in that focus group articulated various aspects that they required in order to grow up well in their village. Cooperative and loving parents, including supportive family members that include siblings featured very strongly as a need. This need was followed by satisfaction of basic (material) needs, the importance of formal education and the provision of recreational facilities for their communities. Reference was also placed on the importance of religion (faith) with the last need being the value of friends.

#### **4.6 DEALING WITH CRIME**

This segment presents the views of the research participants to the question: “How does the community handle crime or bad things that happen in the community”? Participants indicated that there is nothing much that has been done unless they catch criminals red handed – in that case they utilise mob justice since there is poor involvement of the police with regard to criminals being apprehended.

**FGM 2** *“Sometimes the culprits are known but it is dangerous to point them out because we suspect that they bribe the police.”*

**FGM 4** *“The community did try to form neighbourhood watch committees which did not last. Most of the members were very old people who could not keep pace with the criminals.”*

**FGM 5** *“The traditional leaders do try and address these problems during community meetings without any success.”*

**FGM 3** *“There have been talks on using whistles when there are criminal activities going on or suspected in the village. I only hope that these might work” (FGM 3).*

It can be concluded that an absence of responsive intervention measures to crime accounts for hopelessness and despair among young people in the community of study.

## **4.7 MECHANISMS USED WHEN FACING DIFFICULTIES IN PERSONAL LIFE**

### **4.7.1 Personal strengths**

In seeking to understand the mechanisms used to deal with challenging situations, the researcher asked the following question: “What do you do when you face difficulties in your personal life”?

All 5 **FGM** participants emphasised the importance of introspection as a starting point. They alluded to the fact that it is imperative as a person to handle one’s own problems first before sharing this with others. It promotes self-efficacy and reduces extreme dependency on others. The stated aspects do point to being independently motivated, strong-minded and strong willed.

### **4.7.2 Family involvement**

Family involvement took second place in instances where participants (**FGMs**) viewed parents in a positive way and as an initial support structure. Much as this is always not the case, their involvement can ease the burden. Hereunder are some of the responses highlighted:

**FGM 3** *“I personally believe in the saying that blood is thicker than water. Meaning that my family will always come in very strong for me.”*

**FGM 5** *“With me east, west, home is best. My family’s support cannot be taken over by any other structure, be it friends or even teachers at school.”*

### **4.7.3 Church involvement**

In the third place believing in God was central for all participants (**FGMs**), because all suggested that certain things such as poverty are inexplicable. The participants made reference to the mystery of faith and hope that the church fortifies in them.

## **4.8 COPING WITH POVERTY**

In response to the question: “How do you cope with poverty? 4 of the participants (**FGM 1, 2, 4 & 5**) made reference to I grants – CSG to be precise. Reference was also made to the help that they get from the Department of Education which introduced the “No-fee schools.”

**FGM 2** *“As a grant recipient myself the money might not be enough but at least it is helping us to cope, especially with buying the basics such as food and some school items.”*

**FGM 4** *“Our parents do not pay school fees at the school I am attending. The only thing that we are expected to buy is school uniform. That has relieved the burden from my family a lot.”*

## **4.9 BENEFITS OF CULTURE**

There were mixed feelings from the participants (**FGMs**) regarding the benefits of culture. Two of the participants (**FGM 2, & 6**) had problems with some rigid practices of culture, including emphasis put on ancestral worship. With other participants (**FGM 1, 3, 4, & 5**) the benefits of culture were emphasised as respect and sharing with others.

## **4.10 DISCUSSION OF FINDINGS**

The discussion here is based on the findings from the interviews that were conducted with three categories of youth, i.e. the learner youth, the unemployed youth and the employed youth. The techniques used to elicit data were through the in-depth interviews and focus group discussions.

The participants were mainly within the stages of adolescence and young adulthood. These are transitional periods from childhood to adulthood. This means that they were neither children nor adults – a situation pointing to role identity crises. They

were predominantly male, suggesting either the occurrence of teenage pregnancy/motherhood or the entrenching of cultural practices where the girl children are expected to attend to family responsibilities such as the rearing and caring of their siblings in the absence of working mothers. The participants were functionally literate and aware of the value of formal education. Single motherhood featured strongly in this study, a point which aggravated poverty where the mothers were sole providers for their families.

It emerged from this study that participants lost their siblings to death. Infant mortality could be blamed on the apparent lack of quality health facilities. Alternatively, the ravaging of HIV and AIDS especially among the youth can also be a cause for this high morbidity. This finding is consistent with the results of a study by #End Adolescent AIDS (2015) which found that HIV & AIDS is the leading cause of death among adolescents in Africa and the second most common cause of death among adolescents and young people globally. In 2013 for instance, about 120 000 adolescents died of AIDS-related illnesses. That study further found that about 2.1 million adolescents who were living with HIV in 2013 were the result of mother-to-child transmission, and many did not know their status. These young people entered early adolescence with limited opportunities for early detection or referral to treatment programmes, and they have been falling ill and dying. Of the total number of adolescents living with HIV globally in 2013, 83% resided in sub-Saharan Africa which included South Africa.

Households in this study comprised of  $\pm$  10 members per household. These were members of the nuclear family together with extended family members. Such reported crowding can pose serious problems of lack of privacy, in certain instances even leading to family dissonance. On this score an earlier study undertaken by Peterson (2013) in the Mitchell's Plain suburb of Cape Town, South Africa found that overcrowding was in actual fact linked to poverty due to family members not being able to afford homes of their own and choosing to live together in order to save money for life essentials. This often resulted in more than one family sharing a two or three bedroomed home. In other instances Informal constructions would then be erected on the land of the very property to accommodate more residents, often resulting in unhygienic crowded conditions.

The study findings further revealed that much as the youth in this study were involved in dating relationships none of them had either mothered or fathered a child. This could suggest the practicing of safer sex – an element of responsibility on its own, and the focusing on some set goals. A study on resilience by Nosworthy (2001) attest to such apparent element of control as a demonstration of a sense of structure and meaning in the individual's life, often informed by religious, political or even cultural beliefs.

The main source of support for most participants in this study was social security – CSG in particular. Nowhere was it indicated that it does alleviate poverty but instead helped members to cope, precariously though. Hagen-Zanker (2011) interpreted social assistance as contributing to optimistic coping skills for the individuals and added to strong supportive parents and family members (such as grandparents) who would contribute also of their OAGs. The presence of a collective (Mosavel, 2013) was evident. This collective (a protective factor) is the capacity in African culture to express compassion, reciprocity, dignity, harmony and humanity in the interests of building and maintaining community with justice and mutual caring termed *Ubuntu* (Nussbaum, 2003).

From the discussion relating to the biographical data of the participants it can be concluded that the identified risk factors for the youth in the demarcated area of study related to role confusion, gender division of opportunities, father absence, high death rate of siblings, overcrowding in households and poverty.

Protective factors with regard to the youth learners and the employed learners in this study were found to exist within five broad categories which are: individual influences, family influences, school influences, extra mural activities influences and community influences. With individual influences the participants displayed their internal strengths consistent with the strength-based perspective (Saleeby, 2006) as reviewed in Chapter 2. Irrespective of growing up without the involvement of their biological fathers, these young people seem to have navigated through that trauma resiliently. They appeared to have developed skills that have assisted them to cope. On this score previous research (Peterson, 2013) confirms that while one's personality make-up could present as a risk factor, it does and can too act as a protective factor. That research findings suggest that the influence of personality

traits bears the most significance in terms of protective factors. Being independently motivated, strong-minded, strong-willed and in tune with one's weaknesses can act as a shield against negative influences such as peer pressure

Regarding family influences, interconnection and interdependence of family members is evident. This finding is consistent with the systems theory (Teater, 2010) as reviewed in Chapter 2. The support and encouragement from the parents and from other family members contributed to producing confident, assertive and resilient young people. About influences from the school, the findings indicated the supportive nature of the teachers which resulted in regular attendance, completion of homework and other assignments. Consistent with the views of Leoschut and Burton (2009), regarding education as a significant protective factor against offending. That study found that Grade 12 learners were nearly six times more likely to be resilient to engaging in crime than those in lower grades. In addition to having completed Grade 12, learners' attitude toward their schooling was also found to be a significant resilience factor in youth offending. Regarding schooling as personally important, wanting to obtain good marks at school and wanting to go to university after high school were found to significantly predict membership in the non-offending category. Youth who show an interest in their schooling by working hard to obtain good marks were 31 times more likely to abstain from engaging in criminal behaviour than those who did not show an interest in their schooling.

In terms of the youth's participation in extracurricular activities, it was clear that not only did the EY do their expected school work responsibly but they also performed leadership roles such as captaining a netball team, having pioneered the introduction of the debating group and also organising a talent search group. This category of young people also dreamt of one day reaching their goals and being in charge of their lives. It is against this finding that Wilson (2009) suggests that the benefits of participating in extracurricular activities include having better grades, attaining higher standardised test scores and higher educational attainment, attending school more regularly, and having a higher self-concept. A previous study by Massoni (2011) equally confirms the protective nature of the extracurricular activities. The first effect mentioned that extracurricular activities have on education is behaviour. Students that participate in extracurricular activities have reduced behaviour problems. In sports, they show discipline in drills, practices, and routines. When students perform

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these things correctly they are rewarded for their good behaviour and they take pride in their accomplishments. Because of the pride they achieve, they gain better self-respect, self-esteem, and self-confidence in return. Secondly extracurricular activities do increase a student's connection to school by raising their self-esteem, and positive social natures. Lastly, by participating in extracurricular activities students learn lessons in leadership, teamwork, organization, analytical thinking, problem solving, time management, learning to juggle many tasks at once and it allows them to discover their talents.

On community influences, it was clear that religion (the church in particular) played a pivotal role in influencing the participants. Messages of hope seem to have instilled perseverance and reliance on a "Higher Being". This finding is a direct application of the ecological theory (Paquette & Ryan, 2001), as reviewed in Chapter 2, under the mesosystem, which indicates adaptation of these young to their environment. This reliance on a 'higher being' is consistent with situations characterized by lack of resources, facilities and other organisations.

The findings on protective factors are similar to those from a South African study by Theron et al (2013) as indicated in the literature reviewed in chapter 2. According to that study, for one to be described as resilient, the local Black youth exhibits a resilient personality, being a dreamer, concerned about educational progress, acceptance of current challenges and active support systems.

The study further revealed stressors present in the community as identified by the participants. By order of severity these ranged from HIV and AIDS, substance abuse, and Crime. These findings are corroborated by Magezi (2007) and Meintjies and Hall (2013) under literature review in Chapter 2. It was revealed from those studies that the impact of HIV and AIDS-related deaths in South Africa has resulted in the increase of orphans. In such households the children take over the parental role of heading the family, resulting often in their dropping out of school.

From this study it also emerged that the participants were dreaming of their ideal and envisaged community. The dreams ranged from more supportive family systems that included the involvement of both parents in the upbringing of children; acquiring formal education and skills; provisioning of infrastructure and facilities in the

community; more reliance on God and very supportive friends. All these aspects ought to be entrenched within respect – a benefit of culture. Strikingly related and perhaps significant to the findings of Mosavel, Ahmed, Ports and Simon (2015) is the extent to which the youth in that study dreamt of a transformed community free of risk. These findings perhaps reflect an acknowledgement of the magnitude of the risk, the systemic and societal influences on community structures, and the desire to exercise control over these forces. Participants' discussions of the future in that study were filled with references to various daily struggles endemic to their community, including high rates of poverty and unemployment, drug use, poor education, overcrowded housing, lack of recreational facilities and violence and crime. In response to these adversities, many of the youth's dreams of the future are said to have focused on fundamentals such as food, housing and security and the involvement of both parents in the upbringing of their children.

It is clear from the findings that structures for dealing with crime in the demarcated area of study are absent or not effective, with the community sometimes taking the law into their hands. Violence exposure has also been found in a study by Leoschut and Burton (2009) to heighten youths' susceptibility to criminal victimisation – a known risk factor for offending. Thus, reducing the levels of violence that young people are exposed to in their families and communities will diminish their vulnerability to victimisation, and in this way increase their resilience to crime as well.

The study also revealed that participants, together with their families, relied more on social security (CSG in particular) as a way of coping with poverty. It is evident that the absence of structures and reliance on social security entrenched poverty in the demarcated area from both an income and basic need perspective as indicated in literature reviewed (Ambrosino et al, 2012; Davids et al, 2005). A very serious gap identified from the findings was also too much reliance on government hand-outs – in the form of social assistance, to the absence of a culture of self-help and that of entrepreneurship. Coupled with that, is also lack of knowledge regarding relevant legislation and policies pertaining to youth development.

#### **4.11 SUMMARY**

In this chapter data were presented and interpreted. Thereafter, the research findings were analysed. Eight predetermined themes, with related sub-themes and

categories, were identified from the data. Narratives then emerged from these themes and were followed by a discussion of findings which were confirmed by literature reviewed.

## CHAPTER 5

### SUMMARY OF FINDINGS, CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

#### 5.1 INTRODUCTION

The overall aim of the study was to explore and gain a contextual understanding of how young people from a rural community who experience poverty and its manifestations respond and demonstrate a resilient trajectory in the Bojanala District, Ga-Ramokoka village in particular, in the North West province. The main aim was to also document these attributes for youth empowerment. In this chapter findings are presented against the objectives of the study, with conclusions drawn. Limitations and delimitations are presented against the strengths of this study and recommendations for further research are made.

#### 5.2 DISCUSSION OF FINDINGS RELATED TO THE OBJECTIVES OF THE STUDY

##### 5.2.1 The phenomenon of youth resilience, youth and poverty

Literature reviewed showed clearly that resilience is defined by different authors differently. However, a point of commonality was adaptation in the face of adversity, with the young person striving continuously towards self-actualisation (Stein, 2006). Two of the factors that single out a resilient youth from a non-resilient one would be both academic and social achievement i.e. having a well-vested interest in education and the ability to socialise with all age groups and also being able to attract support from those around them. It can be concluded that resilience is not an isolated process but is about personal qualities working in concert with external factors – which can include the family, peers and friends together with influences from the wider environment. In no way can the term be understood without reference to both risk and protective factors. This essentially means that resilience is about remaining healthy even in the presence of risk factors (The National Center Brief (2004).

Literature reviewed also showed that the term “youth” is not as innocent as commonly portrayed in general readings. This means that this non innocent term has to be understood in all its variegations. It connotes a period in the life of a young person that is neither childhood nor adulthood - a period somewhere in between the

early period of existence, growth, or development (UBI, 2007). In this study the term youth constituted all those in the 14-35 years age bracket. This age bracket was selected based of some of the points listed below:

- Youth have higher unemployment rates in the South African context – predisposing them to possibilities of poverty;
- Youth are more vulnerable in their job search and have low job retentions as employers prefer older people with more experiential knowledge and a high level of stability;
- The CSG is about to be cut at age 18 years, leaving the majority of them with no form of steady support, suggesting that most need a great deal of financial support (Altman et al, 2012).

The term “youth” is a social construct that is informed by history, cultural values and economic factors. Given an enabling environment ‘youth’ can either be reconstructed and or deconstructed. Young people as clearly indicated do not constitute a homogenous category. They can be disaggregated by factors such as race, gender, social class, and geographic location, over and above just linking them to a figure. A differentiated approach therefore ought to obtain in an attempt to understand them fully (South African National Youth Policy, 2015-2020).

The term “poverty,” as indicated in the literature review, is also understood from different angles which can include the income perspective. Much as it does provide a picture from whence affordability or lack thereof can be surmised, this perspective disregards the non-income sources of support such as knowledge, skills and resilience of the poor (Davids et al., 2005). With the basic need perspective, literature reviewed showed that the assumption was that if services exist, all poor people would have equal access to them. Empirical findings in this study showed clearly that services and facilities as found in the urban areas of South Africa such as recreational facilities and libraries were not available to the youth in the demarcated area of study. Also, some of the policies enacted for the development of young people in South Africa were not known and therefore not accessible to the youth in question from the demarcated area of study. With the social exclusion perspective, the findings showed accounted for the youth in the demarcated area of study

remaining poor materially and non-materially. Empirical findings further showed that people in the area of study were not participating fully in income generating activities. Reliance was more on social security showing the non-applicability of the sustainable livelihood perspective. It can be concluded that a more holistic view of poverty ought to consider all that holds people back from a full human life, or the extent to which human needs to live long and healthily are unmet, including access to education, upholding of human rights and the security of political and social freedoms (Davids et al., 2005:40).

### **5.2.2 Characteristics of the youth who respond resiliently in poverty-stricken situations from those who do not**

These characteristics are briefly stated based on empirical findings in the study.

- **Individual influences:** Both the LY and EY are: Loving towards their single mothers; Forgiving to their absent fathers; Assertive in dealing with risks within the family system; Dreamers of life more positive than the present; Aware of internal strengths and able to tap into these; Have also developed skills that have assisted them to cope with risks.
- **Family (Home) influences:** The support and encouragement from the parents and from other family members contributed in producing confident, assertive and resilient young people. There is sharing within families as well.
- **School influences:** Supportive nature of the teachers resulted in regular school attendance. This culminated into the completion of homework and other assignments.
- **Extra mural/curricular influences:** Active participation in extracurricular activities and executing of leadership roles those of captaining teams such as the netball team. Having pioneered the introduction of the debating group and also having organised talent search groups – all pointed out to extramural activities that do booster confidence and self-assertiveness.
- **Community influences:** Religion (the church in particular) played a pivotal role in influencing the participants. Messages of hope seem to have instilled perseverance and reliance on a “Higher Being.”

### 5.2.3 The nature of protective factors that mainly contribute to youth resilience in the South African context

These are identified from the literature reviewed

- **Individual and family factors: Provision of social security (grants) to the poor individuals & families.** Limits the growth of poverty among individuals and families, and also attempts to reduce depth of poverty among the poorest. Positive results related to child growth rates, school attendance and including tertiary education. Adults are able to invest in job searches (Hagen-Zanker *et al*, (2011).
- **School and local community factors** Introduction of the “No-fee schools” policy Improves school attendance and creates a positive school climate that enhances belonging and connectedness (Hall & Monson, 2006). The National School Nutrition Programme introduced in 2002 helped to relieve child hunger and also relieved some of the poor caregivers from the burden of being unable to provide enough food for their children (Hall & Monson, 2006).
- Introduction of policies such as the **Constitution of the Republic of South Africa, Act No. 108 of 1996** Create an enabling situation for youth empowerment. It also creates a rights-based culture. The **National Youth Development Policy Framework (NYDPF) 2002–200** emphasises the values of equity, diversity and redress, responsiveness to the needs of young people. Calls for a sustainable, participatory, inclusive, gender sensitive, accessible and transparent approach.
- **National Youth Development Agency (NYDA), Act No. 54 of 2008:** It attempts to promote a uniform approach by all organs of state, the private sector and non-governmental organisations to matters relating to and involving youth. **Broad-Based- Black Economic Empowerment (BBBE) Act 53 of 2003:** Mandates government and private sectors to promote and enhance broad-based and effective participation of black people including the youth in the economy, to promote employment and equitable income distribution.

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### 5.2.4 The risk factors to youth resilience in a rural poverty-stricken community

These risk factors are tabled for the sole purpose of comparing what obtained in the literature reviewed together with empirical findings

Risk factors	Risk factors in the South African context	Youth non-resilience from literature review	Risk factors and stressors in the demarcated area of study	Youth non-resilience in the area of the study from the findings
Individual and family factors	HIV and AIDS related deaths in South Africa increased orphaning (Magezi, 2007). The number recorded as in 2010 was 845,000 (Meintjies & Hall, 2013)	In such households the youth take over parental role of heading the family, resulting in them dropping out of school because of unmanageable parental responsibilities; Are poverty-stricken; Have low skills levels	Individual and family level	Feelings of being unsupported; Role confusion among the adolescent youth; Gender division of opportunities; Father absence; High death rate of siblings; Overcrowding in households, and poverty.
School factors	Crime and violence which include: - Physical and Sexual assaults; robbery, theft and bullying	Missing of school because of physical injuries and psychological harm; Marks dropped; High	School factors	De-motivation for schooling; School dropout; Peer pressure

	(Burton & Leaschut, 2013)	drop-out rates leading to poor connection at school.		
Societal factors	Unemployment	-Poverty - Socio-economic disadvantages - Lack of access to support services	Societal factors	Unemployment; No recreational organisations and facilities; HIV and AIDS; Substance abuse and; Crime

### 5.2.5 Recommended guidelines to empower young people to respond resiliently in adverse situations

As already pointed out in Chapter 1 this study is exploratory in nature, as such its contribution is neither in terms of policy and practice but theoretical thus contributing to an existing body of knowledge. The following life skills directed to all social service providers working in close collaboration with the youth can be used to empower young people to respond resiliently in adverse situations. These are provided according to the individual level, familial level, school level and community level. The recommended skills are based on the findings of the study.

#### 5.2.5.1 Individual level

In order to enhance inherent individual strengths, there is a need for developing individual skills and knowledge that enable the youth to:

- be aware of self, by knowing one's personal weaknesses, strengths, abilities, capabilities and values
- be confident and have self-worth
- be sympathetic towards others

- manage stress
- cope with changes and challenges
- develop emotional well-being by knowing how to express emotions and deal with these
- set realistic goals and plans of reaching them.

#### **5.2.5.2 Familial level**

For family relations to be bi-directional and transactional there is need for developing interpersonal skills and knowledge that enable the youth to:

- relate and build attachments to others, i.e. parents, and family members
- care for the well-being of others
- listen and communicate effectively with others
- work and cooperate well with others
- deal with conflict effectively
- develop a sense of belonging
- participate appropriately in household chores, and responsibilities.

#### **5.2.5.3 School level**

For effective teaching and learning, there is need for developing:

- commitment
- knowledge and skills
- peer education
- confidence
- opportunities and responsibilities
- active support.

#### **5.2.5.4 Community level**

For developing citizenry, there is need for inculcating:

- the culture of rights and responsibilities
- knowledge on the prevention of social problems including unemployment
- culturally appropriate coping mechanisms
- cultural identity
- the culture of volunteerism

- Knowledge of relevant legislation and policies
- Entrepreneurship.

### **5.3 ASSUMPTIONS OF THE STUDY REVISITED**

The assumptions on which this study were indicated in Chapter 1 and these are accepted confirming indeed that:

5.3.1 There is no significant relationship between resilience and biological traits in young people. Much as the resilient youth use their internal strength, resilience as indicated in the study is acquired from reacting positively to the love of parents, and family; from embracing the support of teachers and from making a personal decision acknowledging the power of believing in GOD.

5.3.2 There is a significant relationship between youth resilience and non-conformity to society's expectations. The study revealed that the stories the EY heard when growing up were mainly about getting a job in order to have money as a way of addressing the poverty people were experiencing. The EY apparently did not conform to society's expectations, but acquired education to attain skills and are continuing to empower themselves through further training.

### **5.4 LIMITATIONS OF THE STUDY**

- This study is based on data measured as provided by the selected youth. Self-reporting relied on their subjective answers, that could have influenced the responses provided by participants contributing either to over or under report for social acceptability of such answers.
- Questions were phrased in English and then translated into the Setswana language for participants who were comfortable in expressing themselves in their indigenous language. Answers were then written and presented finally in English. Valuable information might have been lost in the process of translations.

## **5.5 RECOMMENDATIONS FOR FURTHER RESEARCH**

Based on the findings of this study, the following recommendations are made for further research:

- A comparative study of youth resilience in urban and rural settings.
- A survey on what characterises the youth who respond non-resiliently and resiliently in all provinces in South Africa.
- An exploration to determine the nature of risk factors that mainly contribute to youth resilience in the South African context, using a mixed method of data collection techniques.

## **5.6 CONCLUSION**

This study set out to explore resilience as a factor in youth response to poverty in Ga-Ramokoka village, North West province in South Africa. Literature was extensively reviewed and touched on the phenomena of resilience, youth and poverty as a way of laying groundwork to the central concepts of this research study. Protective and risk factors were singled out, discussed and contextualised within the South African setting. Two theoretical frameworks – the strength-based perspective and ecosystems practice perspective underpinning this study were highlighted and discussed. Thereafter the research method and procedures regarding the investigation used in this study were overviewed. Data were then presented, interpreted and analysed. In conclusion, the findings pointed out to risk factors, protective factors, stressors, and coping mechanisms – thus contributing to the existing body of knowledge with respect to resilience as a factor in youth response to poverty.

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# ANNEXURES

# ANNEXURE 1: A BILL OF RESPONSIBILITIES

## A BILL OF RESPONSIBILITIES

### FOR THE YOUTH OF SOUTH AFRICA

#### Preamble:

*I accept the call to responsibility that comes with the many rights and freedoms that I have been privileged to inherit from the sacrifice and suffering of those who came before me. I appreciate that the rights enshrined in the Constitution of the Republic of South Africa are inseparable from my duties and responsibilities to others. Therefore I accept that with every right comes a set of responsibilities*

#### MY RESPONSIBILITY IN ENSURING THE RIGHT...



South Africa is a diverse nation, and equality does not mean uniformity, or that we are all the same.

Our country's motto: **IKHE E: /XARRA // KE**, meaning "Diverse people unite", calls on all of us to build a common sense of belonging and national pride, celebrating the very diversity which makes us who we are. It also calls on us to extend our friendship and warmth to all nations and all the peoples of the world in our endeavour to build a better world



#### TO LIVE IN A SAFE ENVIRONMENT

- promotes sustainable development, and the conservation and preservation of the natural environment.
- protect animal and plant-life, as well as the responsibility to prevent pollution.
- not to litter, and to ensure that our homes, schools, streets and other public places are kept neat and tidy
- in the context of climate change, we are also obliged to ensure we do not waste scarce resources like water and electricity



#### TO FREEDOM OF RELIGION, BELIEF AND OPINION

- allow others to choose and practise the religion of their choice, and to hold their own beliefs and opinions, without fear or prejudice.
- respect the beliefs and opinions of others, and their right to express these, even when we may strongly disagree with these beliefs and opinions. That is what it means to be a free democracy.



#### TO FAMILY OR PARENTAL CARE

- honour and respect my parents, and to help them.
- to be kind and loyal to my family, to my brothers and sisters, my grandparents and all my relatives.
- recognise that love means long-term commitment, and the responsibility to establish strong and loving families.

#### TO HUMAN DIGNITY

- treat people with reverence, respect and dignity as we all belong to the human race.
- to be kind, compassionate and sensitive to every human being, including greeting them warmly and speaking to them courteously

#### TO WORK

- work hard and do our best in everything we do.
- recognise that living a good and successful life involves hard work, and that anything worthwhile only comes with effort.
- this right must never be used for exploitation by exposing children to child labour

#### TO FREEDOM AND SECURITY OF THE PERSON

- not hurt, bully or intimidate others or allow others to do so
- solve any conflict in a peaceful manner
- to take action to protect my safety and the safety of others.

#### TO EQUALITY

- treat every person equally and fairly
- not to discriminate unfairly against anyone on the basis of race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, class, language or birth

#### TO OWN PROPERTY

- respect the property of others.
- take pride in and protect both private and public property, and not to take what belongs to others.
- give generously to charity and good causes, where I am able to do so

#### TO FREEDOM OF EXPRESSION

- express views which do not advocate hatred, or are based on prejudices with regard to race, ethnicity, gender or religion.
- we must therefore take responsibility to ensure this right is not abused by ourselves or others, to not tell or spread lies, and to ensure others are not insulted or have their feelings hurt

#### TO CITIZENSHIP

- to participate actively in the activities of the community and affairs of the country.
- obey the laws of our country, ensuring that others do so as well.
- contribute in every possible way to making South Africa a great country.

#### TO LIFE

- protect and defend the lives of others.
- not endanger the lives of others by carrying dangerous weapons or by acting recklessly or disobeying our rules and laws.
- live a healthy life, by exercising, eating correctly, by not smoking, taking alcohol, or taking drugs, or indulging in irresponsible behaviour that may result in my being infected or infecting others with diseases such as HIV and AIDS.

#### TO EDUCATION

- attend school regularly, to learn, and to work hard.
- cooperate respectfully with teachers and fellow learners.
- adhere to the rules and the Code of Conduct of the school.

#### AND PLACES ON MY TEACHERS THE RESPONSIBILITY TO:

- promote and reflect the culture of learning and teaching in giving effect to this right
- to eliminate unprofessional behaviour.

#### AND CONCURRENTLY PLACES ON MY PARENT AND CARE-GIVERS THE RESPONSIBILITY TO:

- ensure that I attend school and receive their support.
- ensure that I participate in school activities.
- create a home environment conducive to studying

## ANNEXURE 2

### IN-DEPTH INTERVIEW SCHEDULE IN ENGLISH

#### 2 BIOGRAPHICAL DATA OF PARTICIPANTS

2.1. How old are you (in years)? .....

2.2. What is your gender? Female {      } Male {      }

2.3. Your present occupation

- Full-time scholar    [    ]
- Full-time employed   [    ]
- Unemployed           [    ]

2.4. What is the highest grade you passed? \_\_\_\_\_

2.5. Who is providing for your basic needs presently?

- Biological parents (both)    [    ]
- Single biological parent (mother)    [    ]
- Single biological parent (father)    [    ]
- Independent                [    ]
- Guardian specify \_\_\_\_\_
- Other (please specify) \_\_\_\_\_

2.6. How many live siblings do you have?

2.7. How many of your siblings do you live with? \_\_\_\_\_

2.8. Are you currently in an intimate/dating relationship?

Yes        [    ]

No         [    ]

2.9 Do you have child/children of your own?

Yes        [    ]

No         [    ]

2.10 How many rooms does your house have? \_\_\_\_\_

2.11 How many people (including yourself) are permanently residing at your home?

- Number of adults \_\_\_\_\_
- Number of children/youth \_\_\_\_\_

2.12 What is the main source of income of your household?

- Both parents are employed [ ]
- One parent employed [ ]
- Social grant/s [ ]
- Other (Specify).....

### ANNEXURE 3

#### IN-DEPTH INTERVIEW SCHEDULE (SEDIRISWA SA KOKOANYO YA DINTLHA) IN THE SETSWANA LANGUAGE

#### 3 DINTLHA TSA BOTSHELO TSA BATSAYA KAROLO

3.1. O ngwaga di kae? .....

3.2. O mong? Bosadi {     } Bonna {     }

#### 3.3 Tiro ya jaanong

- Moithuti wa leruri     [    ]
- Modiri wa leruri     [    ]
- Go sa dire     [    ]

3.4. Ke mophato ofe oo kwa godimo yo o ofalotseng? \_\_\_\_\_

#### 3.5. Ke mang yo o go tlamelang?

- Batsadi ba madi (Bobedi)     [    ]
- Motsadi a le mongwe wa madi (Mme)     [    ]
- Motsadi a le mongwe wa madi (Rre)     [    ]
- O ikemetse     [    ]
- Motlhokomedi (Tlhalosa) \_\_\_\_\_
- Mongwe (Ka kopo tlhalosa) \_\_\_\_\_

3.6. O na le bomorwarraago ba le bakae?

3.7. O nna le bomorwarraago ba le bakae? \_\_\_\_\_

3.8. A go na le mongwe yo o ratanang le ene?

Ee     [    ]

Nyaa     [    ]

3.8. A o na le ngwana/bana ba e leng ba gago?

Ee     [    ]

Nyaa     [    ]

NWU  
LIBRARY

**3.9. Ntlo ya gago ena le diphaposi tse kae? \_\_\_\_\_**

**3.10. Ke batho ba bakae ba ba nnang le wena leruri kwa gae?**

- Bagolo ba ba kae \_\_\_\_\_
- Basha/bana ba ba kae \_\_\_\_\_

**3.11. Letseno legolo la legae ke lefe?**

- Batsadi botlhe ba a dira [ ]
- Motsadi a le mongwe o a dira [ ]
- Madi a kotlo [ ]
- Nngwe (Tihalosa).....

## **ANNEXURE 4:**

### **IN-DEPTH INTERVIEW NARRATIVE QUESTIONS IN ENGLISH**

#### **4.1 Experiences at Home**

- What is your relationship like/or has always been with your parents and or family?
- What is it most positive thing about your experiences at home?
- What do you feel you miss/missed from your relationship with your parents at home that is/has negatively affecting/affected your life?

#### **4.2 Experiences at School**

- What are some of the most important things about your schooling that influences/d you positively?
- Is there any school staff members (teachers, administrators, staff, etc.), who contributes/d to your academic and personal life?
- What extracurricular activities, if any, do/did you participate in that is helping/helped influence your academic and personal success?
- What makes/made you unhappy at school?

#### **4.3 Experiences in the Community**

- What messages, if any, did you hear about education while growing up in your community?
- Is/where there any community member/s who is contributing/contributed to your academic and personal success?
- Is/where there any community organisational/institutions/services (religious institutions, recreational facilities, youth organizations, child care services, etc.) that helped influence your academic and personal success?

## **ANNEXURE 5**

### **IN-DEPTH INTERVIEW NARRATIVE QUESTIONS IN THE SETSWANA LANGUAGE**

#### **POTSO-THERISANO E E TSENELETSENG YA BATSAYA KAROLO BOTLHE**

##### **5.1 Maitemogelo a kwa lapeng**

- Kamano ya gago le batsadi kgotsa balelapa e ntse jang?
- Ke eng se se siameng kwa gae go ya ka maitemogelo a gago?
- Ke eng se o se tlhokileng mabapi le dikamano tsa gago le batsadi/ tsa kwa gae se se sa go tsayang sentle.

##### **5.2 Maitemogelo kwa sekolong**

- Ke dintlha dife tsa botlhokwa tse di go rotloeditseng mo dithutong tsa gago?
- A gona le maloko a sekolo a a go rotloeditseng go tsenela dithuto tsa gago tse dikgolo?
- A gona le sengwe se se go rotloeditseng kwantle ga dithuto tse di tlhamaletseng go tswelensa dithuto tsa gago tse dikgolo?
- Ke eng se se sa go itumedisang/itumediseng kwa sekolong?

##### **5.3 Maitemogelo mo boaging**

- Ke melaetsa efe e o e utlwileng mabapi le thuto mo baaging?
- A go mongwe mo baaging yo o go thusitseng/thusang ka dithuto tsa gago tse di kgolwane le mo botshelong jwa gago?
- A gona le mekgatlho ya baagi e e go reotloeditseng mo dithutong tsa gago tse di kgolwane le mo botshelong jwa gago (Ditheo tsa bodumedi, Boithabiso, Mekgatlo ya basha, Tlhokomelo ya basha le tse dingwe?)

## **ANNEXURE 6**

### **FOCUS GROUP DISCUSSION SAMPLE QUESTIONS IN ENGLISH**

- 6.1 What do you need in order to grow up well in your village (Religion, culture, parents, friends, school, etc.)?
- 6.2 What are some of the serious social problems that affect people in your community?
- 6.3 How does the community handle crime or bad things that happen in the community? (Gangs, revenge, fighting, takes the law into their own hands, etc.)
- 6.4 What do you do when you face difficulties in your personal life? (Supportive people, local community support, etc.)
- 6.5 How do you cope with poverty? (Support in the family, community, school, church, etc.)
- 6.6 Has culture been of any benefit in your community and personal life?

## **ANNEXURE 7**

### **FOCUS GROUP DISCUSSION SAMPLE QUESTIONS IN THE SETSWANA LANGUAGE**

- 7.1 O tlhoka eng gore o gole sentle mo motseng wa gaeno? (Bodumedi, Setso, Batsadi, Ditsala, Sekolo, jalo jalo?)
- 7.2 Ke dintlha dife tsa boagi tse di masisi tse di amang baagi mo motseng?
- 7.3 Baagi ba dira jang ka botlhokatsebe/dilo tse di maswe tse di diragalang mo motseng? (Digongwana, Ipusolotsetso, Dintwa, Go itseela molao mo matsogong, jalo jalo?)
- 7.4 O dira eng fa o lebagane le mathata? (Tshegetso mo lapeng, Baagi le tse dingwe).
- 7.5 O emelana jang le bohuma? (Tshegetso ya lelapa, baagi, sekolo, kereke le tse dingwe?)
- 7.6 A setso se na le mosola mo baaging le mo botshelong jwa gago?.

# ANNEXURE 8

## NWU ETHICS APPROVAL OF PROJECT



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

Private Bag X6001, Potchefstroom  
South Africa 2520

Tel: (018) 299-4900  
Faks: (018) 299-4910  
Web: <http://www.nwu.ac.za>

**Ethics Committee**  
Tel +27 18 299 4849  
Email [Ethics@nwu.ac.za](mailto:Ethics@nwu.ac.za)

### ETHICS APPROVAL OF PROJECT

The North-West University Research Ethics Regulatory Committee (NWU-RERC) hereby approves your project as indicated below. This implies that the NWU-RERC grants its permission that provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

<b>Project title:</b> Resilience as a factor in youth response to poverty in Ga-Ramokoka Village, North West Province, South Africa																																														
<b>Project Leader:</b>	Dr NG Phetlho Thakiso																																													
<b>Student:</b>	G Kau																																													
<b>Ethics number:</b>	<table border="1"><tr><td>N</td><td>W</td><td>U</td><td>-</td><td>0</td><td>0</td><td>2</td><td>4</td><td>6</td><td>-</td><td>1</td><td>4</td><td>-</td><td>A</td><td>0</td></tr><tr><td colspan="3">Institution</td><td colspan="5">Project Number</td><td colspan="2">Year</td><td colspan="5">Status</td></tr><tr><td colspan="15">Status: S = Submission R = Re-Submission P = Processing A = Approved</td></tr></table>	N	W	U	-	0	0	2	4	6	-	1	4	-	A	0	Institution			Project Number					Year		Status					Status: S = Submission R = Re-Submission P = Processing A = Approved														
N	W	U	-	0	0	2	4	6	-	1	4	-	A	0																																
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Status: S = Submission R = Re-Submission P = Processing A = Approved																																														
<b>Approval date:</b>	2014-06-04																																													
<b>Expiry date:</b>	2019-06-03																																													

Special conditions of the approval (if any): None

#### General conditions:

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

- The project leader (principle investigator) must report in the prescribed format to the NWU-RERC:
  - annually (or as otherwise requested) on the progress of the project,
  - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the NWU-RERC. Would there be deviations from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-RERC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-RERC retains the right to:
  - request access to any information or data at any time during the course or after completion of the project,
  - withdraw or postpone approval if:
    - any unethical principles or practices of the project are revealed or suspected,
    - it becomes apparent that any relevant information was withheld from the NWU-RERC or that information has been false or misrepresented,
    - the required annual report and reporting of adverse events was not done timely and accurately,
    - new institutional rules, national legislation or international conventions deem it necessary.

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

Yours sincerely

**Prof Amanda Lourens**  
Chair NWU Research Ethics Regulatory Committee (RERC)

**ANNEXURE 9**

**SAMPLE OF A LETTER DIRECTED TO THE TRADITIONAL LEADER, SAMPLED SCHOOL MANAGERS, & SELECTED EMPLOYMENT ORGANISATION - BOJANALA DISTRICT**



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

**Faculty of Human & Social Sciences**

**Social Work Programme**

**Private Bag X...**

**Mmabatho, 2735**

**Email: \*\*\*\*\***

**Cell: \*\*\*\*\***

**Date**

**TRADITIONAL LEADER/SCHOOL MANAGER/HUMAN RESOURCE MANAGER**

**Dear Sir/Madam**

**APPLICATION FOR PERMISSION TO CONDUCT THE RESEARCH**

I am Louisa Gabaiphiwe Kau - a student at the North-West University (Mafikeng Campus), studying towards a Master of Social Work degree (MSW). As part of the requirements of my degree, I am engaged in a research study. The study aims to explore "Resilience as a factor in youth response to poverty in Ga-Ramokoka village, North West province."

In order to achieve the aim of the study, I have to interview selected learners from your school/selected youth from the community/selected employees from your organisation.

This letter serves to ask for permission from your office to conduct this research in the designated settings which are under your jurisdiction and leadership. All the relevant research ethics of respect and confidentiality will be adhered to.

The study has been approved by the NWU Research Ethics Committee (NWU—00246-14-A9). Copy of the signed permission letter is herewith attached.

Thanking you in anticipation, I am

L G Kau (Researcher).....

**ANNEXURE 10**

**LETTER OF PERMISSION FROM THE TRADITIONAL TO GAIN ENTRY INTO GA-  
RAMOKOKA VILLAGE**



**BAPHALANE TRADITIONAL COUNCIL**

P. O Box 200 Ramokokastad 0195  
Stand no. 275, Stateng Section, Ramokokastad 0195

ENQ:B.MOKOKA

CELL:060 469 0947

**NORTH-WEST UNIVERSITY**

**MAHIKENG CAMPUS**

**TO WHOM IT MAY CONCERN**

**CONFIRMATION LETTER**

This is to confirm that Louisa Gabaiphiwe Kau, a student in your institution was granted permission to do research in Ramokokastad under the jurisdiction of Chief J.E.M

Ramokoka as requested.

The council wishes her everything of the best in all her efforts.

Yours in service

*B. Moko*

Council Secretary



**ANNEXURE 11**

**LETTER OF PERMISSION FROM THE EMPLOYING ORGANISATION**



**TO WHOM IT MAY CONCERN**

**This is to confirm that Ms Louisa Gabaiphiwe Kau a student at the North West University, Mafikeng Campus was granted permission to conduct a research in our organisation on 22/08/2014.**

**Yours in Safety.**



**ANNEXURE 12**

**LETTER OF PERMISSION FROM: SCHOOL A**

# RAMOROKO MIDDLE SCHOOL

P.O BOX 2474  
MOGWASE  
0314



ENQUIRIES: MR. MADISA M.V  
CELL: 083 699 2822/ 083 279 7899  
EMAIL: [ramoroko@gmail.com](mailto:ramoroko@gmail.com)  
[60010138@nwed.gov.za](mailto:60010138@nwed.gov.za)  
STAND NO: 251 MOSEJA SEC  
BOJATING

**DATE : 22 AUGUST 2014**

**TO : THE DEAN**

**FACULTY OF HUMAN OF SOCIAL SCIENCES  
NORTH-WEST UNIVERSITY**

**FROM : THE PRINCIPAL**

**MR.M.V.MADISA**

Dear Sir/Madam

**SUBJECT : PROOF OF CONFIRMATION**

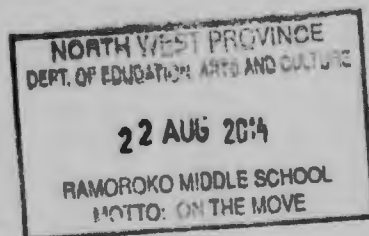
This letter serves to confirm that Ms.L.G.Kau, a student at the University of North West successfully completed a research she conducted on the 22/08/2014 on the topic "RESILIENCE AS A FACTOR IN YOUTH RESPONSE TO PORVETY".

I hope you find the above in order

Yours faithfully

  
**M.V.MADISA**

**PRINCIPAL**



ANNEXURE 13

LETTER OF PERMISSION FROM: SCHOOL B

**KWENA – TLASE – HIGH SCHOOL**

PUBLIC SCHOOL: EMIS NO. 100793  
STAND NO.719; STATENG SECTION: RAMOKOKASTAD 0195  
BOJANALA WEST REGION: MOSES KOTANE EAST PROJECT AREA  
NORTHWESTPROVINCE – SOUTH AFRICA.



P.O. BOX 82  
RAMOKOKASTAD  
0195

600100793kwenatlassec@gmail.com CONTACT: 083 3694 339/073 7076 220

SOUTH AFRICA

UNIVERSITY OF NORTH WEST

**TO WHOM IT MAY CONCERN**

This serves to inform you that Gabaiphiwe Kau has conducted some research at the above-mentioned school.

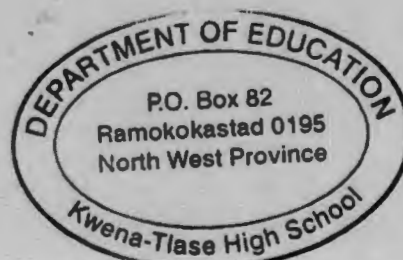
With regards

Yours Faithfully

M.J TAU (*Student*)

*W Masobela.*

Principal



**ANNEXURE 14**

**AGREEMENT/CONSENT FORM FOR THE PARENTS/ GUARDIAN TO GRANT PERMISSION TO INTERVIEW THEIR MINOR CHILDREN**

I \_\_\_\_\_ as the parent/guardian of \_\_\_\_\_, give permission for my child to participate in an in-depth interview and or focus group facilitated by **Ms L.G Kau**, a student researcher at the NWU Mafikeng campus. I give permission on condition that the identity of my child will not be disclosed in the research report or in any discussions that may result from this research.

Parents/guardian's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature name of researcher: \_\_\_\_\_ Date: \_\_\_\_\_

**ANNEXURE 15**

**CONSENT FOR PARTICIPATION IN THE RESEARCH STUDY**

Volunteer to participate in this research study conducted by Ms Kau, from the North-West University, Mafikeng Campus. I understand that the study aims at examining resilience as a factor in youth response to poverty in Ga-Ramokoka village, North West province

- 1 My participation in this study will be voluntarily. I understand fully that I will not be paid for my participation.
- 2 I understand that if during the interview session I experience discomfort of any sort, I have the right to decline to answer any question or to end the discussion without any form of being penalised.
- 3 The interview will last approximately 60 minutes. Notes will be written during the interview. Also, a tape recorder will be used. If I don't want to be taped, I will not be able to participate in this study.
- 4 I understand that as a researcher I will respect the principle of confidentiality, and that my personal details as a participant in this study will remain anonymous.
- 5 I understand all explanations provided to me, and have had all my questions answered to my satisfaction.

My Signature/Thumbprint

Date

.....

.....

Signature of the Researcher

Date

## ANNEXURE 16

### TRANSCRIPTION KEYS USED

<b>Description of activity or behaviour</b>	<b>Symbols used and examples</b>
Interruptions	These are indicated by a hyphen (-) at the point where the interruption occurred
Emphasis	Capital letters are used to indicate an emphasis. An example can be: "I AM VERY PROUD OF THE SACRIFICES OF MY MOTHER"
Held sounds	Held sounds are repeated, in order to show a point. Such as in: No-o-o-o-o, or it was too Go-o-o-o-o-od to be true
Pauses	Pauses are denoted by a series of dots (.....). For instance three dots (...) can be for one second. In instances where the pause is long, the term pause can be inserted in parentheses "(pause)".
Crying, Screaming, etc.	This can be shown in parentheses, for example, "(crying)", Used "(screaming)" to refer to a participant

Adapted from: Henning, 2004

## **ANNEXURE 17**

### **TRANSCRIPT OF A FULL INTERVIEW OF ONE PARTICIPANT**

**I :** Briefly tell me about yourself in terms of your age, gender, your present occupational status, and about the highest grade you have passed.

**P:** I am 18 years male and I am a full time scholar at Kwena-Tlase Secondary School. I am currently in Grade 12 since I passed my Grade 11 last year in 2013.

**I :** Who is providing for your basic needs presently?

**P:** I do have an uncle whom I stay with at home and he takes care of me financially and emotionally because my mother comes home only on month end. My mother supports me mostly financially and talks on the phone often.

**I :** How many live siblings do you have, and how many of these do you live with?

**P:** I do have a little sister of whom I love dearly but she does live with my mother and stepfather in Johannesburg due to employment.

**I :** Are you currently in an intimate/dating relationship, and briefly tell me about this relationship?

**P:** No, I am not dating anyone at the moment since I want to focus on my studies and besides I am not ready for any relationship.

**I :** Do you have children of your own, and if you have please tell me about them

**P:** No, I do not have any children. I am still young to be a father, thus the reason am not dating.

**I:** Describe the place you live in terms of size. Also state the number of people (including yourself) who are permanently residing at your home?

**P:** I am staying in a 5 roomed house comprising of 3 bedrooms, lounge and a kitchen. It is my mother's house and I stay with my uncle since she is currently staying with my stepfather and little sister in Johannesburg due to employment.

**I: Briefly describe the main source of income of your household?**

P: I can say that my uncle is the one providing mostly but my mother also contributes on a monthly basis by sending me money for grocery and school.

**I: In terms your experiences at home, please describe**

What is your relationship like/or has always been with your parents and or family?

P: I will start with my father. He was a very strict person who used to beat me most of the time. I was always scared of him because he never wanted to hear my side of story. It was his way or the high way that is why I am scared of expressing myself at times. My parents got divorced and my mother remarried, I haven't seen my father in years. My mother and I have a good relationship even though she does not stay at home full time. She is a good mother though. I enjoy my relationship with my uncle. He is my source of strength and support. I love him and he is like a father to me since I don't have a relationship with my biological father and stepfather.

I: What is it most positive thing about your experiences at home and what do you feel you miss/missed from your relationship with your parents at home that is/has negatively affecting/affected your life?

P: The positive thing about my experiences at home is my uncle's support and encouragement. My mother does support me and I appreciate it but I miss her involvement in my life. I miss the love and support of my mother and would also like to have a relationship with my stepfather who seems not interested. As for my biological father I am not sure since I am still scared of him.

**I: In terms of your experiences at school please describe**

What are some of the most important things about your schooling that influences/d you positively?

P: At school my class teacher is always motivating and encouraging me to study

hard and achieve my dreams of becoming a lawyer. I have friends who have the same vision as me and we influence each other positively. The school gives me hope of becoming what I want to be one day.

I: Is there any school staff member (teachers, administrators, staff, etc.), who contributes/contributed to your academic and personal life?

P: My class teacher is my mentor. She is a positive force behind my academic success. She is encouraging and motivating.

I: What extracurricular activities, if any, do/did you participate in that is helping/helped influence your academic and personal success?

P: I play scrabble that helps me focus in my life and school work. Scrabble helps with grammar which is good for my English. I also love poetry which helps me regain my confidence since I lost due to my father's criticism. When I write poetry I forget anything negative in my life. Personally it helps moulding my character and builds myself confidence.

I: what makes/made you unhappy at school?

P: I hate bullying which is rife in our school. These bullies make other learners life difficult of which many of them bunk classes since they are beaten and humiliated.

**I: In terms of your experiences in the Community please describe**

What messages, if any, did you hear about education while growing up in your community?

P: When growing up I used to hear positive messages about the importance of education, especially at school. Personally, in the community it was talked about not that much but mostly emphasised at school.

I: Is there any community member/s that is contributing or contributed to your

NWU  
LIBRARY

academic and personal success?

P: Personally, my family, especially my uncle has been there for me, therefore I cannot say that there was someone in the community who contributed to my academic and personal success.

I: Is/where there any community organisational/institutions/services (religious institutions, recreational facilities, youth organizations, child care services, etc.) that helped influence your academic and personal success?

P: There is a Non-Governmental Organization (NGO) called Future for African Children which assists with access to the internet when I need to do my homework. It also offers motivational talks as well as travelling opportunities for educational purposes to young people. This organization does really helps me a lot with my studies and has improved positively academically.