

# **Educational pathways to resilience in rural school partnerships**

**Christelle Huddle**

**2014**

# **Educational pathways to resilience in rural school partnerships**

by

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Submitted in partial fulfilment of the requirements for the Masters degree in  
Educational Psychology in the Faculty of Education, University of Pretoria

**Magister Educationis**

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**PRETORIA**

**2014**



**UNIVERSITY OF PRETORIA**  
**FACULTY OF EDUCATION**  
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## ACKNOWLEDGEMENTS

- ❖ I would like to sincerely thank the University of Pretoria for providing me with a solid grounding to my knowledge in Psychology and Education, building up to and including the Masters degree.
- ❖ I would also like to thank two special and humble professionals that played a key role in the process of completing my dissertation:
  - Thank you to my supervisor and listening ear, Dr Motlalepule Ruth Mampane. Your valuable input and constant guidance in my journey from Honours to Masters has been greatly treasured.
  - To my co-supervisor, Professor Liesel Ebersöhn. Your unwavering passion for the study of resilience and positive psychology is expansive and inspiring. I was privileged to have worked with such a brilliant researcher and woman.
- ❖ Thank you to the University of Pretoria's Statistical Department for their support in my statistical data analysis.
- ❖ To my parents, Gail and Gordon Gleimius, I do not know where to begin in thanking you. I thank you for the educational opportunities that you have provided me, leading up to my postgraduate studies. I am also grateful for your constant, unfailing support and encouragement until the completion of this Masters degree.
- ❖ To my sister, Vanessa Du Plessis, for your motivational words and assistance with editing.
- ❖ To my pillar of strength and loving husband, Brandon Huddle. Thank you so much for your constant words of encouragement – both practical and sincere. Your patience, love and understanding over the many years of my studies carried me when I needed it most.
- ❖ Without sounding cliché, I give profound thanks to my rock, refuge and strength, My God.

## ABSTRACT

Students in resource-scarce environments navigate through a multitude of barriers (Richter, 2007). The pathways that individuals travel through towards positive adaptation are far from fixed (Ungar, 2005a), but rather a continuous intersection of navigating through adversity and negotiating supports (Ungar, Brown, Liebenberg, et. al, 2008). Hence, resilience (adapting positively in the face of significant adversity) can be buoyed in a space where support is provided (Ebersöhn & Ferreira, 2011). Scant research warrants whether partnerships with rural schools contribute to fostering positive adaptation of students in relation to their pathways to resilience (measured by educational outcome variables).

This study forms part of a larger running longitudinal project, namely: Flourishing Learning Youth (FLY; Ebersöhn & Maree, 2006); a rural school-Educational Psychology partnership which had its inception in 2006. The partnership involves numerous services, specifically career related support to grade nine students and guidance to educators. This retrospective case study (Yin, 2009; Zainal, 2007) utilised a concurrent mixed methods research design (Creswell & Plano Clark, 2007) within a pragmatic lens to study educational pathways to resilience. This was explored by means of qualitatively investigating partnerships, as well as quantitatively examining student access and academic performance (as indicators of educational resilience). The theoretical underpinnings rested on concepts from the Resiliency Wheel (Henderson & Milstein, 1996) through a transactional-ecological understanding of resilience in learning. Data collection strategies consisted of: semi-structured interviews with two teacher-participants and retrospective document analysis of school records (performance schedules) for two grade nine cohorts. The cohorts were followed from grade 9 to grade 11. Data analysis techniques consisted of T-Tests and descriptive statistics on sampled documents for the quantitative strand. Through these statistical methods, it was anticipated that patterns in access and performance, could speak to partnerships influence as one factor in students pathways to resilience, or not. Concurrently, thematic analysis of interview transcripts was done for the qualitative strand. The triangulation of these methods assisted in creating a more comprehensive picture of

the relationship between partnerships and the outcome variables used to gauge educational pathways to resilience.

Results which emerged qualitatively allowed for answering questions surrounding the nature, processes and benefits of partnerships in a rural school, as well as risks and protective resources within and around the school. Quantitative results regarding outcome variables of access and performance highlighted the risks found qualitatively, to indicate that despite observable enabling partnership processes and benefits, students appear to find high academic challenging (in three measured school subjects).

A better understanding on the various pathways to resilience of students in resource-scarce environments could assist with appropriate services and interventions that partners may wish to exchange.

**Key words:**

*Access; Educational Psychology partnerships; partnerships with rural schools; pathways to resilience; performance; protective resources; resilience; risks; rural school community; supportive school climate.*

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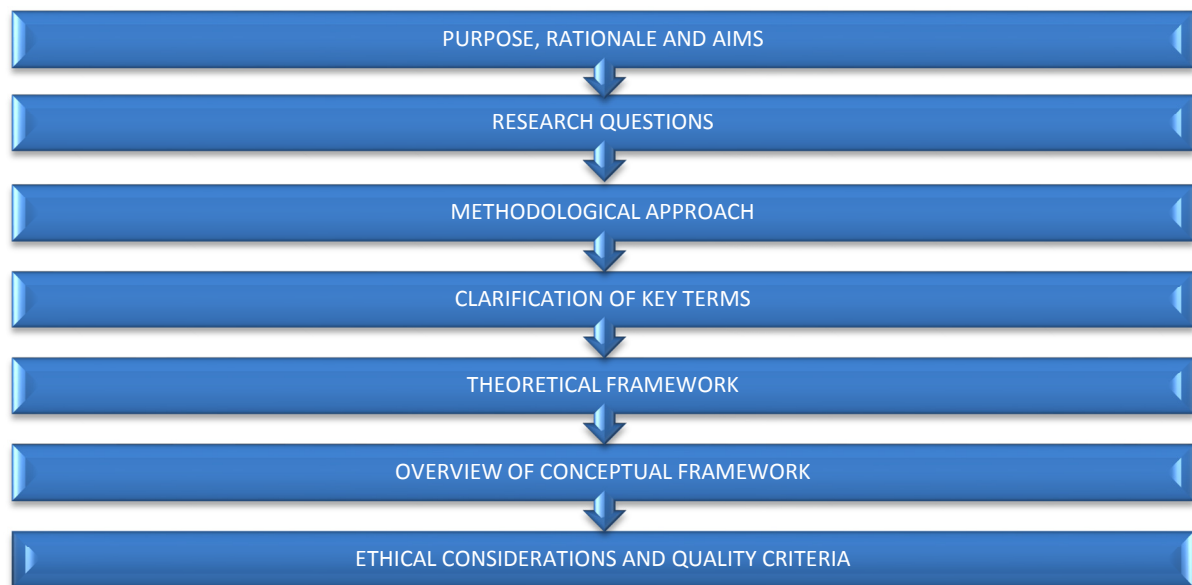
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# CHAPTER 1 OVERVIEW AND RATIONALE

## 1.1 INTRODUCTION

The purpose of Chapter 1 is to provide an introductory framework of the current study (depicted in the graphical representation below). It contains a discussion of the rationale and aims, as well as an outline of the research questions that have guided this enquiry. Furthermore, the research design and data collection methods are discussed briefly, followed by the theoretical and conceptual frameworks, as well as the guiding ethical principles, and the quality criteria utilised throughout the study. An overview of the conceptual framework is then discussed, concluded by an outline of the chapters that follow.



**Figure 1.1: Graphical outline of the chapter**

## 1.2 PURPOSE, RATIONALE AND AIMS OF THE STUDY

There is substantial research that has studied resilience in the midst of protective resources and risk factors (Masten, 2007; Kumpfer, & Summerhays, 2006; Richter, 2007). Studies are, however, less abundant in relation to pathways to resilience and specifically pathways to resilience in the field of Educational Psychology. Theron and Theron (2010) also explained that the contextual roots of resilience are not sufficiently studied in South African resilience research. The rationale for this study

is to contribute to knowledge of the nature and possible mediated impact of partnerships with rural schools as educational pathways to resilience. The aim is, thus to explore and describe educational pathways to resilience in a rural school, by focusing on: (i) rural school partnerships (especially school partnerships) and (ii) educational outcomes of students<sup>1</sup>.

Students in resource scarce environments tend to navigate through many risks and barriers on a daily basis (Rutter, 2007). Partnerships can provide an opportunity to develop and initiate opportunities for resource-use (Kumpfer, & Summerhays, 2006), thereby creating a climate where protective resources may be fostered. Resilience (adapting positively in the face of significant adversity) can be buoyed in a space where support is provided (Ebersöhn, & Ferreira, 2011). Schools in rural communities are in need of resources and support (Balfour, Mitchell, & Moletsane, 2008; StatsSA, 2013). One way in which support is possible is through partnerships (Ebersöhn, & Ferreira, 2012; Ferreira, & Ebersöhn, 2012). In the context of this study, partnerships are investigated as a vehicle for support in students' pathways to resilience. The scope of practice of Educational Psychologists is to enhance the well-being of individuals by enabling learning and development (HPCSA, 2008). Educational Psychology partnerships therefore appear well positioned as possible contributors to student's educational pathways to resilience. Although I explore various partnerships in the school, I track academic outcomes through one said partnership (an Educational Psychology partnership). Kruger and Prinsloo (2008) state that due to the knowledge Educational Psychologists have regarding the development of students, how they learn, and aspects that encompass and contribute to resilience, they can play a role in advising and guiding the significant role players in the school context (and beyond) to effectively contribute to resilience modalities. Research has also suggested that the environment that a child is part of creates a context that influences that child's development (Brooks-Gunn, Duncan, & Aber, 1997). Thus, an environment that is physically and proximally distant from services such as psychological or other services, should also be borne in mind.

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<sup>1</sup> Although the term 'learner' is generally used in South African documents, such as the National Curriculum Statements. The term 'students' is used by the author as this is a more globally accepted term.

Research indicates that enhancing access within the school setting is essential to promote resilience in youth (Clauss-Ehlers, 2003; Gilligan, 2000; Sinay, 2009). Research also indicates that drop-out rates (opposing access to school) correlates with factors (that are contrary to those associated with resilience) such as: absenteeism, lack of motivation, and family responsibility (Sinay, 2009). A positive correlation between resilience and increased performance in learning has been evident in literature (Bernard, 2004; Dass-Brailsford, 2005a; Shonk, & Cicchetti, 2001; Waxman, Gray, & Padron, 2005). The following were factors preventing drop-outs and building academic resilience, according to Dynarski (2001): providing opportunities for success, communicating the relevance of education on their future success, building internal motivation, problem solving skills, creating a supportive school environment with meaningful participation, and assisting with personal issues.

Pillay (in Dunbar-Krige, 2006) urges psychologists to gain experience working directly with communities through practicum, fieldwork and case studies. Educational psychologists thus, appear to be well positioned to partner with rural schools. Nel, Lazarus and Daniels (2010) make a relevant point by stating that, if psychologists do not know how to offer their services in a manner which will benefit others most, they will not be able to convince other partners of the valuable contribution that psychology can offer in understanding and addressing barriers to learning and development, facing schools today. Thus, partnerships, for example, in rural communities, provide psychologists with an opportunity to expand their understanding and skills, and to make a more valuable space for sharing, learning from one another and possibly contributing positively to the lives of people (Nel, Lazarus, Daniels, 2010).

The current research enquiry sought to explore partnerships with a rural Secondary School through the long-term, collaborative FLY<sup>2</sup> (Flourishing Learning Youth) partnership (FLY; Maree, & Ebersöhn, 2006; Ebersöhn, 2007; Ebersöhn, Malekane, & Bender, 2007; Ebersöhn, 2010). One part of FLY, established in 2006, is an ASL (Academic Service Learning) component aimed at providing Educational Psychology students with an opportunity to explore what Nel et al. (2010) calls for.

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<sup>2</sup> Project number - National Research Foundation Grant: 82620, CEC12091412827

ASL is an educational approach that combines learning objectives with service objectives in a specific field, in order to deepen students' understanding in the realm of that field. In the FLY-ASL component, Postgraduate MEd (Educational Psychology) students provide Educational Psychology services to grade 9 students in a rural school (situated in the Mpumalanga-Swaziland area of South Africa). A more detailed description of the school is provided in the next chapter. Another component of FLY targets teachers' ability to teach in English and explore teacher resilience (Joubert, Ebersöhn, Ferreira, Du Plessis, & Moen, 2013; Swart, & Petipher, 2003). My study is situated within the FLY project, and investigates how partnerships (including the FLY partnership) may generate knowledge on educational pathways to resilience in rural schools.

### 1.3 RESEARCH QUESTIONS AND HYPOTHESES

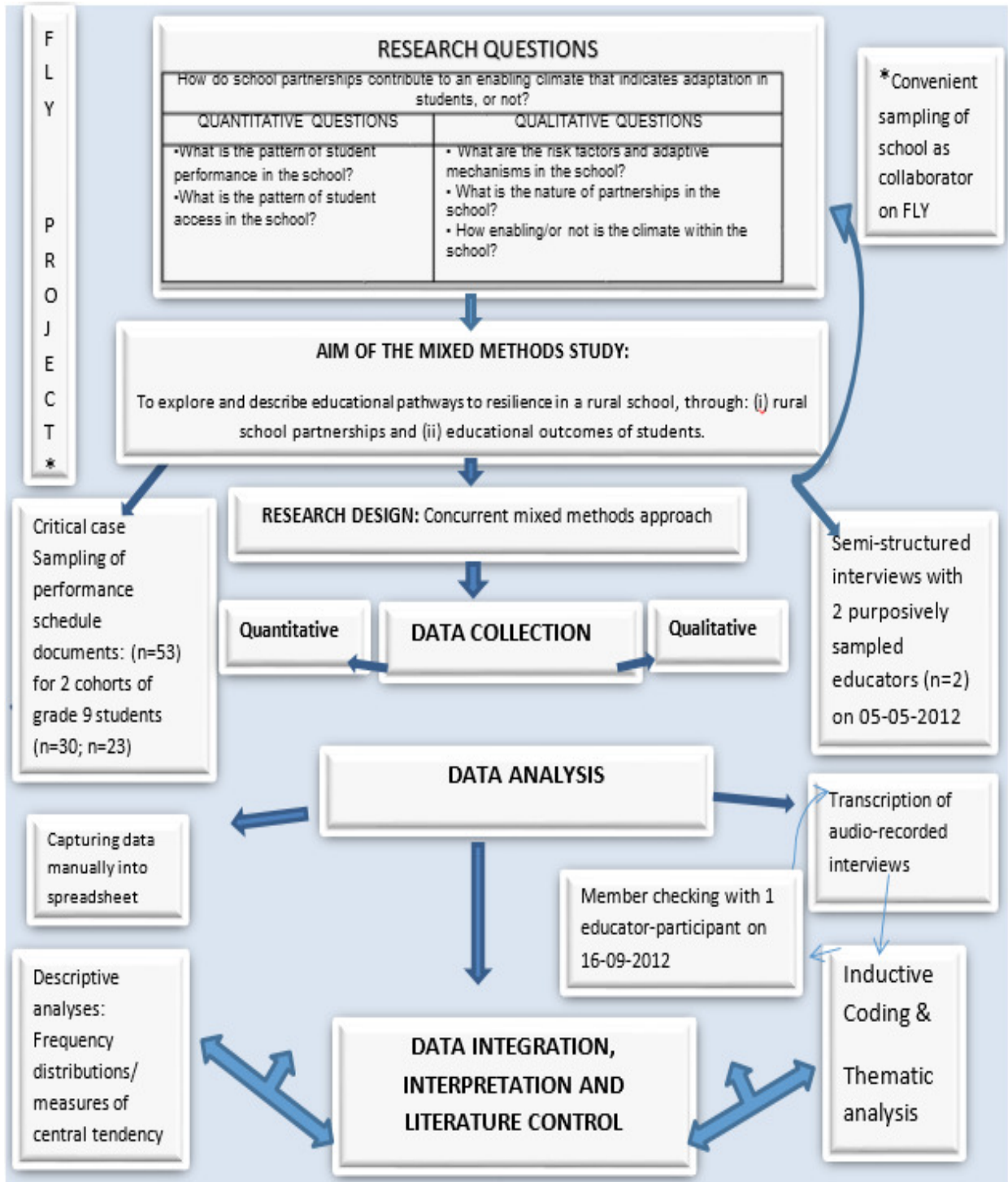
The question priming this study is: How do school partnerships contribute to an enabling climate that indicates resilience in students, or not? In the following Table 1.1., I present an overview of the secondary research questions, along with the methods of data collection and analysis used to best answer these research questions. The hypotheses are discussed thereafter.

Secondary Research Questions	Research Strand (Qual/Quan)	Data Collection Strategy	Data Analysis Strategy
<i><b><u>What is the pattern of student access in the school?</u></b></i>	Quantitative strand	Student performance registers	Retrospective data analysis and descriptive statistics
<i><b><u>What is the pattern of student performance in the school?</u></b></i>	Quantitative strand	Student performance registers	Retrospective data analysis and descriptive statistics
<i><b><u>What are the risk factors and adaptive mechanisms in the school?</u></b></i>	Qualitative strand	Semi-structured interviews	Coding and thematic analysis of interview transcripts
<i><b><u>What is the nature of partnerships in the school?</u></b></i>	Qualitative strand	Semi-structured interviews	Coding and thematic analysis of interview transcripts
<i><b><u>How enabling/or not is the climate within the school?</u></b></i>	Qualitative strand	Semi-structured interviews	Coding and thematic analysis of interview transcripts

**Table 1.1: Secondary research questions and the relevant data collection strategies of the study**

## 1.4 RESEARCH PROCESS

I discuss the research decisions pertaining to the paradigmatic perspective in detail in Chapter 3. I now present a brief synopsis of these decisions graphically represented in Figure 1.2 below.



**Figure 1.2:** A graphical representation of the research process (adapted from Johnson, & Onwuegbuzie, 2004, 2011)

### **1.4.1 RESEARCH DESIGN**

According to Sale, Lohfeld and Brazil (2002) quantitative methods cannot access aspects such as lived experiences and social interactions or in depth perspectives. In this study, the aim was to achieve complementary results from measured scores (document sampling) as well as in-depth perspectives (interviews), to consolidate a comprehensive picture from both research strands simultaneously (Morgan, in Sale et al., 2002). Thus, a concurrent Mixed Method design (also called a Two-Phased design; Creswell, & Plano Clark, 2007) was deemed most appropriate. Since the purpose of the quantitative strand of research was supportive in nature, more priority was placed on the Qualitative strand (Denscombe, 2010).

### **1.4.2 DATA COLLECTION**

For the quantitative strand, performance schedules were purposively sampled for students who had either engaged or not engaged in an Educational Psychology specific partnership (FLY). Two cohorts (one group of students who had partaken in the partnership, and one that had not; n=52) were followed across the years in order to observe patterns in access and performance. Limitations of this sample size from both cohorts will be discussed in Chapter 3. I sampled documents (performance schedules) and captured these in a spreadsheet, see Appendix A. Simultaneously, for the qualitative strand of research, I conducted semi-structured interviews with two purposely-sampled (Creswell, 2005) teacher-participants (n=2). I then audio-recorded and transcribed the interviews verbatim (see Appendix B. Note that I have included the coded interviews).

### **1.4.3 DATA ANALYSIS**

Quantitatively, the data were analysed statistically by means of frequency distributions in order to gain mean, mode and range scores from the data (Terre blanche, Durrheim, & Painter, 2006). Qualitatively, I made use of thematic analysis to analyse the verbatim semi-structured interviews (Babbie, 2003).

#### **1.4.4 MEMBER CHECKING**

I conducted a member checking interview with one of the teacher-participants (on 16-09-2013) after conducting the initial interviews (Terre Blanche, Durrheim, & Painter, 2006). I did this to verify my findings and conclusions that I had found with the participant (to enhance the validity of my findings).

#### **1.4.5 DATA INTEGRATION, INTERPRETATION AND LITERATURE CONTROL**

I concluded the research enquiry with integration and interpretation of data, in conjunction with extant literature. This was also supplemented with limitations and recommendations for future research.

### **1.5 CLARIFICATION OF KEY TERMS**

The title of this research endeavour is: Educational Pathways to Resilience in Rural School Partnerships. In order to familiarise the reader and to contextualise the study further, the fundamental terms from the title are conceptualised briefly in this section.

#### **1.5.1 RESILIENCE**

The concept resilience, as a continuously evolving construct, has become more encapsulating than a set of predisposed traits (Masten, & Garmezy, 2002; Luthar, 1991). In the context of this study, resilience can be described as the process of continuous navigation through risks and adversity, towards favourable adaptation (Ferreira, & Ebersöhn, 2012). This see-saw between adaptation through adversity needs to be understood within inter- and intra-personal negotiation (Theron, 2011), and multi-cultural understanding (Ungar, 2010), together with a positively-framed transactional-ecological lens (Ebersöhn, 2012). Resilience is therefore, not only seen as either capacity, process or result. Resilience is viewed as a process and outcome phenomenon that develops along several pathways, one being education. This brings me to the next construct, educational pathways to resilience.

### 1.5.2 PARTNERS AS AN EDUCATIONAL PATHWAY TO RESILIENCE

Due to the complex and multifaceted nature of resilience, one cannot study the various possible factors contributing to resilience alone. Similarly, the trajectories that individuals travel on are also far from fixed (Ungar, 2005b), due to individual, circumstantial and cultural influences (Theron, 2011). In this study, educational pathways to resilience encompass mediation (through dynamic interaction), where a thriving space is created from which to navigate, advance or develop from hardship towards growth and flourishing (Ferreira, & Ebersöhn, 2012). Educational pathways to resilience include partnerships. Partnerships lead to positive educational adaptation by students – signified as educational outcomes (school access and academic performance). Indicators of partnerships as educational pathways to resilience are combined processes to use available protective resources (like partnerships with a rural school) to mediate against risk in rural schools and increase potential for access and performance.

### 1.5.3 RURAL SCHOOL COMMUNITY

When conceptualising the rural school community, the images of open spaces and remote surroundings may come to mind. These images may be reinforced by the photographs of the rural school setting acting as the research site for the current study (see photographs 1.1 and 1.2 below).



**Photograph 1.1:**  
Photograph taken near the entrance of the school



**Photograph 1.2:**  
Photograph taken inside the school grounds, overlooking school classrooms (both taken: 16-09-2013)



Hyman, Aubrey and Klodawsky (2011) explained that students from impoverished and rural areas face many precipitating challenges that place them in line for school failure. Such challenges or risks include malnourishment (Marrow, Panday, & Richter, 2005); illness (such as HIV/AIDS) (De Lange, Mitchell, & Moletsane et al., 2010); lack of basic needs (Department of Education, 2006); poor infrastructure (Van Deventer, 2002); proximal/physical constraints (Ebersöhn, 2008); backlog in education and high teacher-student ratios (Ministerial Seminar, 2005; Prinsloo, 2003); language barriers (Rooth, 2005); orphans and child-headed households (Department of Education, 2006; Pillay, 2004); violence (Department of Education, 2006; Mampane, Ebersöhn, Cherrington, & Moen, 2013); and teenage pregnancy (Makiwane, Makoe, Botsis, & Vawda, 2012).

Despite the multitude of factors impeding development and success, Moletsane (2010) encouraged researchers not to view rural communities/ schools through a deficit lens. Through an asset-based view (Kretzman, & McKnight, 1993), students can be seen as capable, resourceful and adaptive. In fact, schools/teachers can be seen a vehicle for the provision of care and support to risk-prone areas (Mohangi, 2008; Ogina, 2008). Since schools can contribute favourably to the support and development of students along their pathways to resilience, it is also pertinent to explore if and how partnerships with rural schools may do the same.

#### **1.5.4 Risks**

Risks, in the context of this study, can be seen as any factor which inhibits or deters favourable adaptation. Rural formal settlements and communities are often regarded as resource-scarce (Department of Education, 2005; StatsSA, 2013). Rural schools are disadvantageous in the sense that, many risk factors are often present (Mulkeen, 2006). Risks such as physical and infrastructure constraints, poor health, overcrowding in classes, malnourishment and unemployment, are some factors that can be seen as implying a risk on students school access and performance. The hope is that partnerships can be seen as a means to buffer such risks, as educational pathways to resilience in students.

### **1.5.5 RESOURCES**

Contrary to risks factors, resources are protective components or mechanisms which shield, buffer, or strengthen students on their educational pathways towards growth, accomplishment and success (against risk). Since resilience, in this study, is seen as relationally and bio ecologically mediated (Bronfenbrenner, 2005; Ebersohn, 2012; Theron, & Donald, 2012), technical and informational support (resources are often viewed as interactive, or materialised through cultural and contextual interaction (Theron, & Theron, 2011; Ungar, 2008). This also explains why partnerships are explored in students' pathways to resilience.

### **1.5.6 PARTNERSHIPS WITH RURAL SCHOOLS**

School partnerships may include collaboration for health purposes, financial sponsorship, teacher development, parent involvement programmes (Aid for Africa, 2014; Epstein, & Dauber, 1991 in Epstein, 1992), service learning (Bringle, & Hatcher, 2007; Ferreira, & Ebersöhn, 2012); development of libraries and language support (Aid for Africa, 2014; Du Plessis, 2012), informational resources (informing students and teachers in various areas such as safety, health and other life areas) (Aid for Africa, 2014; UNICEF, 2014) and community involvement (Bauch, 2001). Schools could therefore consider partnering with Faith Based Organisations, Government sectors, businesses, hospitals/clinics, or Higher Education authorities (such as the FLY partnership).

The need for partnering and collaborating with rural schools becomes evident after becoming familiar with the above-mentioned risk factors associated with rural schools. However, this is still a topic in need of greater exploration in literature and collaboration (Brooks et al., 2004). Balfour, Mitchell and Moletsane et al. (2008) explain that rural schools welcome community participation and partnerships since they tend to be under-resourced when it comes to education, social services and health challenges. More awareness has recently focused on sustainable development (Chisholm, 2004; Department of Education, 2005; Krovetz, 2008; Ministerial Seminar, 2005). Thus a move towards partnering with rural schools has been explored. In this manner, longitudinal and evidence-based interventions have shown their value in assisting teachers to promote resilience in rural schools

(Ebersöhn, & Ferreira, 2012), specifically within an asset-based lens (Bagherpour, 2010; Dempster, 2010; Ferreira, & Ebersöhn, 2012; Loots, 2011). The current study explored resilience, rural school partnerships, and educational outcomes in this light. Although the FLY- partnership was a particular focus, the qualitative data generation with long-standing teachers in the school included questions to gauge varied partnerships that the school has, to enrich the supporting educational context.

### **1.5.7 PERFORMANCE**

According to the Oxford Dictionary (2011), performance can be defined as the action or process of carrying out or accomplishing an action, task, or function. In this study, academic performance, measured by grade averages (scores) in three school subjects, is seen as a way to track performance of students. Research points to evidence that resilience has been significantly and positively correlated to several factors, one being superior performance (Kuperminc, Leadbeater, & Blatt, 2001; Simeon, Yehuda, Cunill et al., 2007). Research has also linked school resources to performance (Department of Education, 2005). Rural schools are synonymous with adversity (Makiwane et al., 2012), yet this study looks at academic performance in relation to educational pathways to resilience, (i.e. despite risks, resilience is observed in the process and outcome of successful navigation of such risks). Performance, in this study, was explored by purposively sampling performance schedules of 53 (n=53) Grade 9 students in 2 cohorts.

### **1.5.8 ACCESS**

Section 29 (1) (a) of the South African Constitution states that “everyone has the right to a basic education”. Thus all students should have the right and the access to schooling. In this study, access is referred to as admission into school, which can be measured in terms of enrolments. As it has been explained, enrolments are used as an outcome indicator of resilience (as indicative of an educational outcome of partnerships as an educational pathway to resilience). Research has found evidence relating access and the promotion of ecological resilience in youth (Clauss-Ehlers, 2003; Motala et al., 2007). Furthermore, research also points to partnerships reducing dropout rates and increasing attendance (Gordon, 1993). Access was also

explored in this study, by purposively sampling the performance schedules of the 53 (n=53) Grade 9 students in 2 cohorts. I used the same documents, since the students' performance schedules also provided me with the students that I was studying in the cohorts chosen (if their names and performance scores were present, they were certainly enrolled).

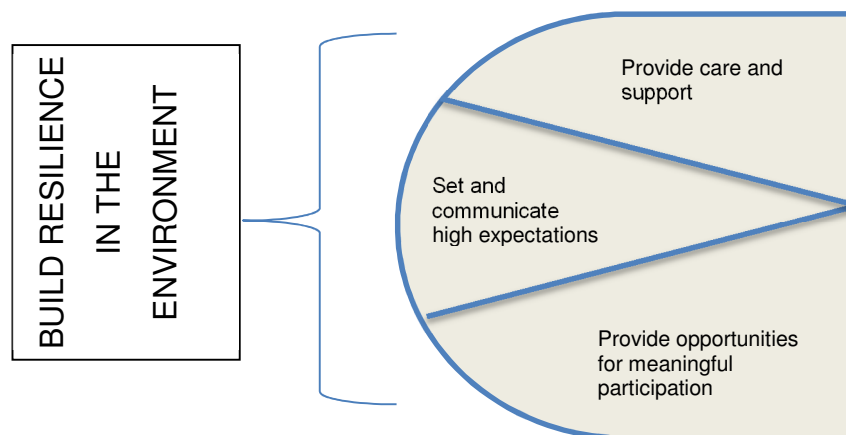
## **1.6 THEORETICAL FRAMEWORK**

The "exact nature of the definition of research is influenced by the researcher's theoretical framework" (Mertens, 2005, p.2). Richardson (2002) explains that when considering resilience, using an educational and practical support framework provides a means for enhancing and nurturing resilience. Thus, for this study, a strength-based notion is adopted, along-side the Resiliency wheel (Henderson, & Milstein, 1996). A proactive and strength-based position is more suitable for educational and community leaders, as they prefer to build communities based on protective resources eventually leading to greater sustainability (Stanton, in Grotberg, 1995). In agreement, Krovetz (2008) is of the opinion that a proactive position is based on building skills, capacity and assets, which assists in building or fostering resilience. It is also believed that individuals do not exist in a vacuum, as explained when defining resilience – "Internal and external factors must be borne in mind when considering the resilience in youth" (Theron, 2011). Skinner and Gembeck (2007) refer to the interaction between temperament, socialisation, and normative developments in the shaping of pathways to resilience and coping (Skinner, & Gembeck, 2007).

The Resiliency Wheel (Henderson, & Milstein, 1996) has been used as a theoretical framework to understand how families and organisations negotiate adversity (Henderson, Sharp-Light, & Bernard, 2007). Permission to use this guiding framework was granted (see Appendix C). Research concerning the Resiliency Wheel has shown that people who have more social connections and participate in enjoyable activities lead physically and mentally healthier lives (Henderson et al., 2007). The partnerships with the school (and the invitation for students and teachers) to participate in services provided by educational psychologists could be deemed as a component fostering resilience in a school. A partnership with the school taps into

such actions proposed within the Resiliency Wheel, such as: providing care and support, setting and communicating high expectations, and providing opportunities for meaningful participation and teaching life skills.

The support and care quadrant on the Resiliency Wheel (refer to Figure 1.3 below) is the most prominent quadrant in fostering resilience (Henderson, & Milstein, 2003; Henderson et al., 2007). According to Henderson and Milstein (2003), the provision of care and support involves unconditional positive regard and encouragement. In fact, Henderson and Milstein (2003) state that it is virtually impossible to successfully ‘overcome’ adversity without the presence of care. Furthermore, care and support can be seen as an element in partnerships, therefore for the purpose of this study the one half of the Resiliency Wheel, which considers fostering resilience, is deemed appropriate.



**Figure 1.3: The Resiliency Wheel (Henderson, & Milstein, 1996) revised for current study**

According to the Care and Support for Teaching and Learning (CSTL) framework (Panday, Kumalo, & Rozani, n.d.), which links Educational Psychology and the educational system – each child requires care and support in order to flourish. However, some children (particularly those from resource-scarce communities, such as the rural school in this study) require additional support. Thus, by considering such a support framework and creating partnerships with communities and rural schools which require additional support (Henderson et al., 2007); Educational

Psychologists are able to create a supportive climate for those in need so that they can learn.

According to Brooks (2006), a transactional-ecological model of resilience-building emphasises the importance of children being surrounded by nurturing supportive relationships (including community organisations or partnerships). Boisture (in Brooks, 2004) explains that connecting youths with caring adults who serve as positive role models and communicate high expectations can assist in the fostering of resilience. Thus, as a segment on the Resiliency Wheel (Milstein, & Henderson 1996), it will be considered whether setting and maintaining high expectations has been achieved by the partnership. Since resilience is a process-outcome phenomenon, barely acknowledging strengths within a resource-scarce arena is not sufficient, and Rutter (1987) explains that protective resources alone are not a guarantee for resilience. The Resiliency Wheel, therefore offers a framework to move beyond studying the particular nature of protective resources in the individual.

Oliver, Collin, Burns and Nicholas (2006) found that resilience could be fostered in young people through meaningful youth participation, involving: decision-making by young people (including meaning, control, and connectedness). Oliver et al. (2006) state that meaningful participation could alone enhance a young person's sense of connectedness, belonging and valued participation and thereby impact on mental health and well-being.

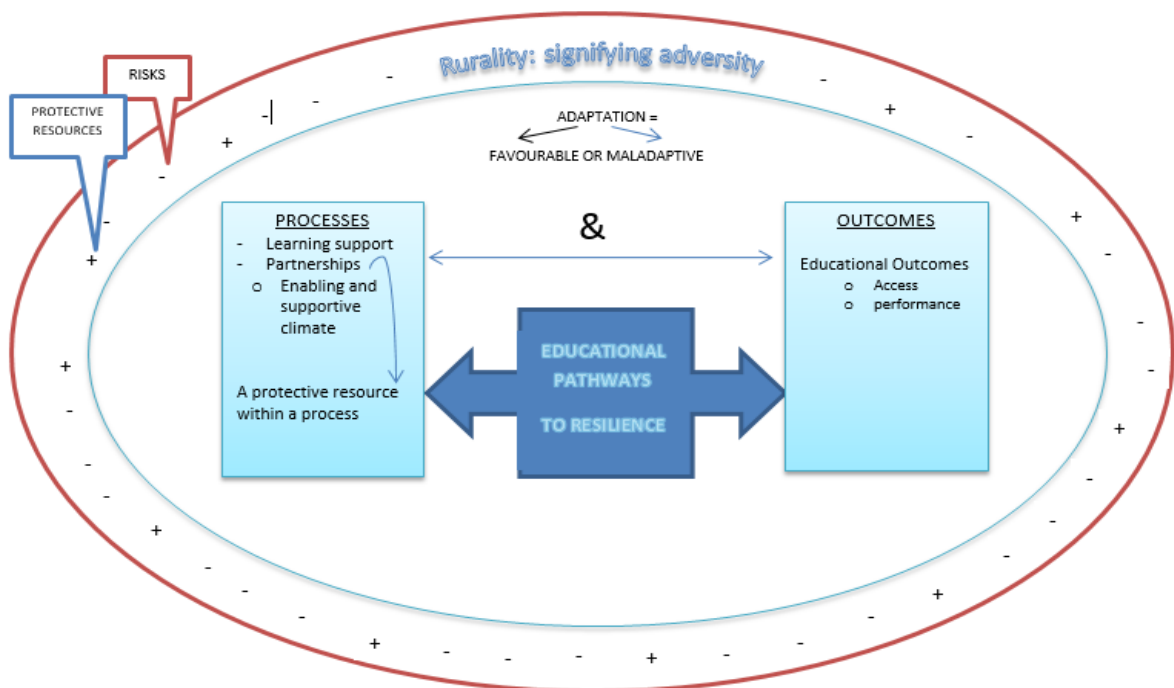
## **1.7 CONCEPTUAL FRAMEWORK**

In my discussion of my conceptual framework, I will not redefine constructs that have been mentioned. I will, however describe how this framework assists me in positioning the theory in relation to what I intend to explore. Figure 1.4 below will act as a graphical representation of the discussion of the conceptual framework for this study.

As discussed previously, the rural context, specifically the rural school context, yields many risks (Ministerial Seminar, 2005). These risks include: inadequate resources - often impacting school life, (Department of Education, 2006); time and space constraints (StatsSA, 2013); illness (Ministerial Seminar, 2005; De Lange, Mitchell,

Moletsane et al., 2010) and other aspects synonymous with poverty (StatsSA, 2013). The rural school context can therefore signify adversity. From a resilience perspective, despite risks in the school community, there are also protective resources present (Barley, & Beesley, 2007; Ebersöhn, 2010; Ebersöhn, & Ferreira, 2011; Theron, & Theron, 2010).

What makes rural school contexts unique to other school contexts, is that risks are generally more extensive than protective resources (Ebersöhn, & Ferreira, 2012; Theron, & Theron, 2010), and protective resources (such as services) may be few and difficult to access. Such protective resources include inter- and intra-personal assets that aid individuals to mitigate the impact of risk factors. Apart from personal characteristics, family supports, resources provided at school, partnerships also constitute a protective resource to provide isolated schools, characteristic of high risk, with much needed services. In this study, resilience is viewed as the process of, or navigation towards positive adaptation (in the context of chronic risk), which develops along several pathways (one being partnerships to enable education). Educational pathways are considered as a process and outcome phenomenon as depicted in Figure 1.4.



**Figure 1.4:** Graphical representation of the conceptual framework guiding this research study (Adapted from Ebersöhn)

The processes refer to all enabling mechanisms that contribute towards the students being supported in their school-based learning and development (partnerships with the focus on one such protective process). These processes occur within a supportive climate or school environment. On the other hand, as an indicator of resilience in students, outcome variables must be present to gauge patterns our outcomes of resilience. Outcome variables selected for this study are school access and academic performance. By examining the patterns for these variables (school access and performance) and obtaining knowledge regarding school partnerships, I will examine partnerships as an educational pathway to resilience within a rural school.

### 1.8 ETHICAL IMPLICATIONS AND QUALITY CRITERIA

Alan (2008) explained that there is a global set of shared principles which should be considered in research, such as respect, justice, autonomy, veracity and non-maleficence. The ethical principles of beneficence and autonomy were deemed the most pertinent principles in the proposed study in terms of the rural secondary school (Terre Blanche et al., 2006). A more expansive discussion of these ethical principals in the current research study is discussed in Chapter 3, however a visual summary is presented in the following Figure 1.5:



**Figure 1.5: Visual representation of primary ethical principles guiding the study**

In order to adhere to and maximise quality research, the choice of quality criteria needs to align to the nature of the research, the methodology and the overall aims and outcomes (Finlay, 2003). Considering the use of a Mixed Methods study in this research study<sup>3</sup>, different strategies were employed to best address each strand in my mixed method study. These strategies are discussed in detail in Chapter 3.

<sup>3</sup> FLY Ethics reference number (EP 07 02 04)



## 1.9 OUTLINE OF THE CHAPTERS

**Chapter One** is an introductory platform that describes the rationale, research questions and objectives. This chapter outlines the conceptual and theoretical frameworks, as well as choices made regarding research methodology, quality criteria and ethics.

**Chapter Two** encapsulates existing and relevant literature pertaining to the scope of this research enquiry. This chapter therefore, consists of a discussion literature related to answering the research questions.

**Chapter Three** describes the research process, including metatheoretical, methodological and theoretical assumptions. The design and research collection, analysis and interpretation methods are discussed in this chapter. This is concluded by considering the ethical tenets to ensure quality research.

**Chapter Four** provides a display of the findings from the qualitative component of the research. Evidence that emerged from the interviews, according to various themes is discussed in this chapter.

**Chapter Five** provides the results of the quantitative component of the research. Statistical analyses are provided and discussed in relation to the research questions put forth in the study.

**Chapter Six** consists of a summary of the research process and findings, in relation to existing literature. This chapter also provides the limitations and recommendations for future research, providing a final conclusion to the research enquiry.

## 1.10 CONCLUSION

In this chapter, I delivered an overview of the study, by explaining meaningful constructs and laying the foundation regarding the aim, rationale and purpose. I also provided the research questions and hypotheses that guided the study. This was followed by the Theoretical perspectives. This was proceeded by an overview of the conceptual framework and summary of key constructs. This was concluded by implementing a bird's eye-view of the chapters to come. Chapter 2 delves into research surrounding the research inquisition.

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## CHAPTER 2 LITERATURE REVIEW

### 2.1 INTRODUCTION

In chapter one I explained the overview of the research study. In this chapter, I provide a platform from which to view current literature pertaining to the relevant research phenomena. Key concepts in this regard are: the rural school community, resilience, educational pathways to resilience, indicators of educational resilience, as well as partnerships with rural schools. I also discuss the conceptual and theoretical frameworks used to guide the current study.

### 2.2 THE RURAL SCHOOL COMMUNITY

South Africa's rural communities remain disadvantaged in comparison to their counterparts in urban areas (Ministerial Seminar, 2005). Based on data from the *Public Elementary/Secondary School Universe Survey* (National Centre for Education Statistics, 2009), approximately 33% of regular elementary and secondary public schools in the United States of America are in settings classified as rural. Recent statistics from the *Living Conditions Survey* (2013) indicate that out of a population of 30.1 million in South Africa, approximately 33% reside in rural settlements. As Prinsloo (2003) explains, the extent of poverty in South Africa remains something for which no quick fix exists. When considering the relation between poverty and geographical settlements, the *Living Conditions Survey* (StatsSA, 2013) shows that 55.1% of those living in rural formal settlements and 75.6% of the population living in traditional areas are regarded as resource-scarce (falling below the poverty line of approximately R400.00 per month). In terms of age cohorts, poverty in South Africa is at its highest level in the 18-24 year age group. According to *StatsSA's Living Conditions Survey* (2013), child poverty in South Africa is unevenly distributed across provinces; with the highest rates in: Limpopo, Eastern Cape, KwaZulu-Natal and Mpumalanga. The current research study was conducted in a rural school in the Mpumalanga-Swaziland region. The photographs below (see photographs 2.1 and 2.2) depict this school. From these representations, physical proximity constraints (in terms of travelling long distances to school), and inadequate

infrastructure become more evident (in terms of broken ceilings, leaking roofs and dilapidated sports facilities).



**Photograph 2.1:**  
**Netball court overlooking expansive veld (taken 7-5-2012)**



**Photograph 2.2:**  
**Classroom with broken ceiling (taken 7-5-2012)**

There has been a greater realisation of the various challenges facing rural schools (Ministerial Seminar, 2005). According to Hyman, Aubrey and Klodawsky (2011), students from impoverished areas face many precipitating stressors/risks that place them in line for school failure. Individuals in such areas are victims of poor health, malnourishment, erratic supply of basic needs (Marrow, Panday, & Richter, 2005; Vambe, 2005); poor infrastructure (Van Deventer, 2002), overcrowding, education backlog, inadequate education, unemployment and prevailing inequality (Department of Education, 2006; Ministerial Seminar, 2005). They are also exposed to high teacher to student ratios in rural schooling (Department of Education, 2006; Prinsloo, 2003, 2005), greater risk of HIV/AIDS (Ebersöhn, & Maree, 2006; De Lange, & Stuart, 2008; De Lange, Mitchell, Moletsane et al., 2010); physical distance from the urban areas (Ebersöhn, 2008), child-headed households, disrupted schooling, language barriers (often seen in the schooling system) (Pillay, 2004; Rooth, 2005), limited facilities and inadequate teacher training (Department of Education, 2006; Marrow, Panday, & Richter, 2005), violence, unsupportive home environments, (Department of Education, 2006); and heightened risk for psychological and behavioural concerns (due to behaviours such as bullying and gansterism) (Pillay, 2004). According to Mampane, Ebersöhn, Cherrington and Moen (2013), rural school are in fact more vulnerable to acts of violence. Reasons for this were attributed to risks in terms of parent education, parental involvement, knowledge about school safety and school infrastructure.

Looking specifically at this study, the captions below taken from my research diary may assist in contextualising the rural school research site.

*In the classrooms, ceilings are falling through and many window panes are broken. Tiles on roofs are coming off and pit toilets are so bad that students do not want to go throughout the day (8-5-2012)*

*: ... desolate and remote, yet beautifully nestled in the mountains...where goats and chickens run freely (8-5-2012)*

A recent baseline study conducted in Mpumalanga (Makiwane et al., 2012) indicates that stressors within households in rural areas relate to illness, child pregnancy, dispersed families, and limited family ties. Other challenges include school dropout and few present father figures (Makiwane et al, 2012). Unsurprisingly, Mulkeen (2006) found that, students in rural areas are often more prone to lower participation in education and achieve less well academically (than students who are not in rural school contexts).

According to Mulkeen (2006) students from rural schools often experience certain demands and responsibilities, such as agricultural tasks and family responsibilities (especially for child-headed households), which can place a burden on their academic success (Sinay, 2009; Waxman, Gray, & Padron, 2003). Mulkeen (2006) explains that children in rural schools may find school unnecessary for their futures, because they see family responsibilities as more salient. Students also tend to receive less parental encouragement for scholastic tasks. According to Minnard (2002) however, the school (after their family) is the most important institution in the lives of most children. Ebersöhn and Ferreira (2012, p.36), however, explain that, “teachers in rural schools needed more time to implement strategies and found it difficult over time to sustain support”. This could be due to the scarcity of resources as well as challenges relating to space and time constraints in the rural school context.

It becomes evident that poverty yields predispositions to certain high-risk and high-need characteristics such as vulnerability and isolation (Prinsloo, 2003). In the light

of this study, these characteristics can be seen as risks that require specific pathways to enable flourishing or adaptive learning. Balfour, Nkambule, Pillay and Moletsane (2011) depict correlations between rural schools and phenomena such as: poverty, unemployment, underachievement, and HIV/AIDS. However, they explain that despite this, there is little research evidence that investigates rural education or how rurality impacts on rural education issues. Blommaert (in Balfour, Mitchell, & Moletsane, 2008) further states that education needs to be understood as a 'placed resource'. Thus, understanding how resources can be effective across contexts (rural or not) is a key issue when examining learning and education in the 21<sup>st</sup> century. Literature also depicts education as a pathway to fight against poverty (StatsSA, 2007). It appears that this is a stark predicament that requires more attention and support.

Until now, the picture of the rural school context has been illustrated as plagued by many challenges with several risk factors. It would, however be erroneous to believe that the students in such settings do not have protective mechanisms and buffers which allow them to mediate or transgress such challenges, in a path towards resilience in life and in learning. In fact, studies have also sought to dispel the myth that students in high-poverty, marginalised schools cannot perform well academically (Charles A. Dana Centre, 1999; Education Trust, in Bryan, 2005). Moletsane (2010) also urges researchers not to view rural communities and schools solely through a deficit lens but to acknowledge and use an asset-based lens (Kretzman, & McKnight, 1993) instead. Having said so, despite such risk factors in the rural environment, many children manage to navigate through adversity and lead well-adjusted and productive lives (Ebersöhn, & Maree, 2006; Ebersöhn, & Ferreira, 2011; Garmezy, 1993; Theron, & Theron, 2010; Ungar, 2010; Werner, & Smith, 1982; 2001, Werner, 1984). The following observation, quoted from my researcher diary, depicts my observation in this regard:

*“Despite the obvious physical challenges, children are smiling, intrigued by the strange faces visiting the school. The school staff are incredibly welcoming and a feeling of care engulfs me...” (Observations from Researcher Diary, 16-09-2012).*

Adding from what was noted in my research diary, Ferreira and Ebersöhn (2012) explain that schools, which have become known as potential resources, have recently been in the spotlight of resilience studies. Evidence also points to the fact that schools can be a way to provide care and support to risk-prone areas, such as rural communities (Richter, & Desmond, in Ferreira, & Ebersöhn, 2012). This does not imply that such support is simply available and accessible to all, Brooks (2006) explains that promoting resilience-enabling initiatives – such as psychosocial support for teachers or students, assists in cushioning risks. In this way, students in rural schools have also come to view their teachers/schools as protective resources (Mohangi, 2008; Ogina, 2008).

This study explores pathways to resilience, through school partnerships (which will be elaborated on below). For this reason, I will explore the concept of resilience in the context of this study, before unpacking some literature pertaining to educational pathways to resilience.

### **2.3 RESILIENCE – A COMPLEX AND EVER-EVOLVING PHENOMENON**

Defining resilience is a complex task as this construct is broad and context-specific. After an extensive review of the research in the realm of resilience in students, I understand that resilience has come a long way from being viewed as a set of predisposed traits (Masten, & Garmezy; Luthar, & Zigler, 1991; Werner, 1984). ‘Waves’ of resilience research have developed over time as the construct has been scrutinised (Masten, & Obradovic, 2006; Masten, 2007). For the purpose of this study, I support a constructionist view of resilience (Ungar, 2005a).

I unpack my conceptualisation of resilience in response to a definition proposed by Lee, Cheung and Kwang (2012). These authors explain resilience as involving a *capacity*, a *process* and a *result*. The International Resilience Project (2006, in Grotberg, 1995) defines resilience as: “A universal ‘*capacity*’ which allows a person, group or community to prevent, minimise or overcome the damaging impact of adversity” (p. 2). I also agree with Theron (2011), who takes this conceptualisation further to explain that individuals may find strength from inter- and intrapersonal resources. To my knowledge, resilience cannot be seen as universal (as seen in Grotberg, 1995), but rather as culturally and contextually specific (Ungar, 2010).

Resilience processes should also yield an outcome (or *'result'*, as seen above), from the process of successfully negotiating resources to what is contextually deemed as 'healthy' adaptation (Ungar, 2008). This notion of resilience, can be found in Skinner and Zimmer-Gembeck's (2007) notion of adaptive coping processes, through multileveled pathways from stress, risk and adversity towards health, competence and development. Importantly, the process-outcome view of resilience which I adopt for this study, implies a careful analysis of the transactional relationship between risk factors and protective resources in a context of rurality (Ebersöhn, & Ferreira, 2012). Importantly, resilience can only truly be understood when considering the process of adaptation in the see-saw action between chronic risk and protective resources, rather than just identifying such risks and resources (Ferreira, & Ebersöhn, 2012).

I support a relational view of this transactional ecological process, as evident in Ebersöhn's (2012) findings that individuals in resource-scarce environments can initiate and sustain support by means of Relationship-Resourced Resilience (RRR). RRR is a generative theory to explain how resilience can be buoyed (or stimulated) in the context of adversity, by means of an ecologically manifested interaction between the student or teacher and the larger interrelated system. The 'give-and-take' relationship of resources (when they are limited or far to access) is crucial to an understanding of how resilience might inform Educational Psychology practice. Stewart, Sun, Patterson et al (in Ebersöhn, & Ferreira, 2011) state that a significant aspect to the process of resilience is social cohesion – implying the presence of warm, caring and supportive environments. Bell (in Ebersöhn, & Ferreira, 2011) further states that the presence of close attachment, connectedness and bonding have also been shown to promote resilience.

The above explains resilience as a negotiated ecological transaction enabling learners to negotiate challenges in the face of adversity. Theron and Theron (2011) explain that professionals working with South African youth are required to understand how context and culture influence resilience-promoting transactions. Theron and Donald (2012) add that studying and conceptualising resilience in developing South African contexts cannot be understood accurately if it is not considered as a "reciprocal, dynamic, contextually-influenced interaction between children and their ecologies" (p. 51). Ungar (2008, in Ferreira, & Ebersöhn, 2012),



considering cultural forms of resilience, explains that local knowledge regarding resilience must be considered and respected. Theron and Theron (2011) therefore, urge that professionals partner with communities and community representatives in efforts to understand such local elements of resilience and cultural influences, involved in the transactional nature and outcomes of resilience. Ebersöhn's (2012) RRR generative theory is one theory to explain such an indigenous pathway to resilience.

The manifestation of resilience is impacted by and reflected in different perceptions and utilisation of both trials and opportunities for constructive negotiation (Enthovena, & De Bruijn, 2009; Ungar, 2008). In other words, the ability to maintain positive impacts on individual functioning and development, despite chronic exposure to adversity, (Grant et al., 2003, Masten et al., 1999) can signify healthy adaptation. In this study, resilience takes into account the interaction between individual and social factors. Favourable navigation and adaptation have also shown to be assisted by the provision of resources and support from the mediation of social relationships (Gunnar, & Cheatham, 2003) along with partnerships with the community (De Lange, Mitchell, Moletsane et al., 2010). Within this study, although students' resilience outcomes (namely school access and academic performance) will be investigated, these indicators are not solely viewed as depictions of intrapersonal traits in isolation. Rather, these outcomes are viewed as indicators of process outcomes, signifying positive adaptation in a transactional ecological process in a rural school. This constitutes the conceptualisation of resilience, and processes and outcomes, of educational pathways to resilience.

Since resilience is not just seen as either capacity, process or result (but rather as a process and outcome phenomenon) it thus develops along several pathways. I investigated specifically educational pathways to resilience of students in a particular rural school, where several partnerships are in place, one of which is an Educational Psychology partnership.

## 2.4 EDUCATIONAL PATHWAYS TO RESILIENCE

Earlier studies in relation to pathways to resilience focused on singular factors leading to resilience (Masten, 1994), which then developed to the study of indices of cumulative risk factors and adaptive mechanisms (Garmezy, & Masten, 1994). Later the longitudinal and cumulative exposure to multiple risks and resources was explored in relation to pathways to resilience (Masten, Hubbard, Gest. et al., 1999).

Masten and Coatsworth (1998), and Masten, Liebkind and Hernandez (2012) agree that competence, risk and positive adaptation in human development are interrelated concepts which are in continuous motion. One cannot study the various possible factors contributing to resilience alone, since they are not fixed and part of a unique contextually-relevant process. What is possible in the study of educational pathways to resilience, is the hope of building greater knowledge for promoting positive development and resilience (Masten, Liebkind, & Hernandez, 2012). In the context of this study, educational pathways imply mediation through dynamic interaction, creating a prosperous space from which to navigate, advance or develop from adversity to growth. The pathways that individuals travel through towards positive adaptation are far from fixed (Ungar, 2005a). These pathways occur along the navigation through adversity and negotiating supports (Ungar, Brown, Liebenberg et al., 2008). Resilience is promoted along an array of pathways. Furthermore, educational pathways in this study, constitute support for teaching, learning and development in a school context. These pathways scaffold students' navigation through academic challenges, risks and educational stressors (which could inevitably lead to challenges) in order to learn and develop (i.e. adapt and/or flourish academically). Educational pathway indicators of resilience can therefore, be viewed as combined processes to use available protective resources (like partnerships with a rural school) to mediate against risk in rural schools. Educational pathways include positive educational adaptation of students – signified as educational outcomes (school access and academic performance).

Many studies on school climate (Barley, & Beesley, 2007; Masten, & Coatsworth, 1998, in Hurlington, 2010; Weissberg, & O'Brien, 2004) and whole school development (1999; Masten, & Coatsowrth, 1998; Minnard, 2002; Oliver, Collins, Burns, & Nicholas, 2006) have found that a favourable school environment is a

contributing and stimulating arena from which educational pathways to resilience are mediated (i.e. protective resources used in processes to buffer against risk). Limited research exists as to whether partnerships with rural schools contribute to fostering positive adaptation of students (Wilson, Sinclair, Taylor, Pithouse, & Sellick, 2004), especially in an emerging economy context. This study, thus aims to shed light on this phenomenon.

A major risk factor for educational failure is socioeconomic adversity (Brooks-Gunn, & Duncan, 1997b). This can already be seen as a major hurdle in a rural school environment. Family factors associated with educational pathways to resilience include: parenting style, parental involvement and expectations for the child's education (Coleman, 1988; Eccles, & Harold, 1993; MacLeod, & Shanahan, 1993; Schneider, & Stevenson, 1999, as cited in Schoon, Parsons, & Sakker, 2004). Students in rural school contexts, plagued by extreme poverty (as in the current research site) may not have the 'luxury' of having a home with parents. In 2006, 60% of children nationally lived in a household with an employed adult (Proudlock et al., 2008). A large proportion of orphanhood in South Africa is a consequence of illness (such as HIV/AIDS). In 2008, South Africa had 11.7% of its population living with HIV (Tollman, 2008). Many of orphans rely on the care and support of extended family (grandparents, other relatives/siblings). In Makiwane et al's (2012) baseline study of families in Mpumalanga, parents (62%) do not live with their children. Reasons for this include: illness or work commitments. Children in this area are therefore either living with extended family members or have little to no parental support at home. Providing for additional children also can put financial strain on caregivers (Mann, 2004). Although the percentage of children living in child-headed households is less than those living with extended family, this phenomenon of child-headed households still proves to be a true risk (with approximately 0,7% of the child population) (Meintjes, Leatt, & Berry, 2006).

Research demonstrates that protective environments impact on the development, fostering or enablement of resilience in students (Brooks, 2006; Bryan, 2005; Ebersöhn, 2012; Masten, & Coatsworth, in Hurlington, 2010; Stewart, Sun, & Patterson, 2004). This is evidenced through setting high expectations and ensuring opportunities for meaningful participation (Hurlington, 2010; Henderson, & Milstein,

1996). In the school setting, students in turn, are influenced by their teachers' feelings about their abilities (Eccles, & Wigfield, 1985; Parsons, Kaczala, & Meece, in Schoon et al., 2004). It has been shown that, teacher expectations in respect of their students' achievements influence not only teacher-student interactions but also student performance (Brophy, & Good, 1974; Cooper, in Schoon et al., 2004). Furthermore, positive teacher expectations; parental involvement in their child's education; and individual resources (such as motivation, aspiration, and behavioural adjustment) may override the effects of socioeconomic disadvantage experienced during adolescence (Osborn, & Pilling, in Schoon et al., 2004). Ungar (2010) also indicates that one should consider the various cultural aspects involved, as unique to each school context.

According to literature (Masten, & Reed, 2002; Smokowski, Mann, Reynolds, & Fraser, 2004) one of the most studied positive outcome variables (regarding resilience in the realm of education) is academic achievement. Academic achievement looks specifically at grades and test scores, staying in school and graduating from high school. Importantly, the school context and peer environment may operate to help children challenge the prediction of academic performance – either favourably or not (Cappela, & Rhona, 2001; Dass-Brailsford, 2005b). Gizir (2004) similarly states that, “academic competence has complex interrelations with social interaction of disadvantaged children with their environment” (p.13).

Resilience, which can be identified in terms of manifested academic competence (an outcome), or success at meeting stage-appropriate developmental tasks, includes successful adjustment in school (Luthar, & Zigler, 1991; Masten, & Coatsworth, 1998; Waters, & Sroufe, 1983). From the literature, it is clear that a supportive arena and atmosphere within a school inform educational pathways to resilience, thus enhancing achievement outcomes, personal growth and success.

It follows that a powerful shaper of young people's competences is the school environment, which I will proceed to discuss below. A longitudinal study regarding possible reasons for school drop-out considered a vast array of possible explanations, namely: academic performance; access to emotional, social and material resources; lack of adequate school resources; attitude; and deviant behaviour (Rumberger, & Ah Lim, 2008). If these said resources and support

services are provided, it could impact positively on educational pathways to resilience.

## **2.5 SUPPORTIVE SCHOOL CLIMATE AND EDUCATIONAL RESILIENCE**

As I stated, research demonstrates that protective environments impact on the development or enablement of resilience (Masten, & Coatsworth, 1998, in Hurlington, 2010), yielding favourable educational as well as psychological outcomes for students and teachers. This has been evident in: students' interpersonal relationships, academic achievement and overall school progress (Kuperminc, Leadbeater, & Blatt, 2001; Manning, & Saddlemire, 1996). According to Johnson and Johnson (1997) constructs involved in the portrayals of a positive school atmosphere are: continuous academic and social growth, care, respect and opportunity for input. In an exploratory study on the factors involved in contributing to success in a school, it was found that apart from leadership and instruction, the professional community (including partnerships) and the school environment were seen as important factors in fostering success (Barley, & Beesley, 2007).

Literature also indicates that teachers and schools can help to buoy resilience in students (Brooks, 2006; Bryan, 2005; Ebersöhn, 2011; Stewart, Sun, & Patterson, 2004). This has also been observed through setting high expectations and ensuring opportunities for meaningful participation (Hurlington, 2010; Henderson, & Milstein, 1996).

It is clear that a supportive arena and atmosphere within a school can certainly assist in enhancing achievement outcomes, personal growth and success. Mampane and Boucher (2011) also note the influence of the factors within the school context and how these factors contribute to students' resilience. Mampane and Boucher (2011) explain that high risk schools (secondary township schools, in their study) can act as a protective resource to create a supportive environment for individuals experiencing adversity. Support is evident in students' perceptions of the school climate, such as feelings of dependence and feelings of safety in the school. Yet, there are limiting factors in schools' ability to support students, then such as lack of school resources and aspects of school curriculum may then hinder the achievement of student goals.

Thus, Mampane and Boucher (2011) caution that high risk schools do not necessarily support students' learning and development.

When looking at resilience and school climate, schools can promote resilience by creating an environment that fosters caring personal relationships (Henderson, & Milstein, 1996). Krovetz (2008) similarly argues that to build resilience promoting schools, teachers have to develop professional relationships with other school members. Partnerships, thus appear beneficial for interventions targeting educational pathways to resilience in schools.

## **2.6 PARTNERSHIPS AND RURAL SCHOOLS**

Educational pathways to resilience have been discussed as a phenomenon which requires dynamic interaction or negotiation. For this reason, school-based interventions by professionals to promote resilience pathways, requires systematic investigation. I will now discuss literature pertaining to partnerships and rural school communities.

Despite the emerging interest for the study of resilience in students and an emphasis on positive components of functioning, there is still much literature unexplored in rural areas, both internationally and nationally (Brooks et al., 2004). Creating partnerships with rural communities can be seen as a growing necessity and an important move towards sustainable development (Chisholm, 2004; Department of Education, 2005; Krovetz, 2008; Ministerial seminar, 2005). De Lange, Mitchell, Moletsane et al. (2010) explain that since rural areas tend to be under-resourced when it comes to education (as well as social services and health), rural schools can act as pertinent resources to instigate community participation and partnerships.

Due to the multitude of challenges discussed which impact rural schools and communities, the demands on schools to prevent problem behaviours and promote positive development have grown (Short, & Talley 1997). Preventative approaches promoting positive youth development have also been established (Lee, Cheung, & Kwong, 2012; McElligott, 2005; Payton, Wardlaw, Gtaczyk, Bloodworth et al., 2000; Tennant, Goens, Barlow et al., 2007). Similarly, through a systemic and asset-based lens, Ferreira and Ebersöhn (2012) found that teachers use existing resources in

school communities through participation with partners. Ferreira and Ebersöhn (2012), thus view an asset-based approach (Kretzman, & McKnight, 1993) as one intervention lens to encourage resilience strategies in schools. In this light, increased support for sustainable programmes may create a breeding ground for success (Gill, 2008; Pierce, & Barnett Pierce, 2001). One way to foster resilience in young people, according to Lee, Cheung and Kwong (2012), is through meaningful youth participation; that is, decision-making by young people that involves meaning, control, and connectedness (Oliver, Collins, Burns, & Nicholas, 2006). Certain support attempts have been considered or implemented, both locally and internationally, namely: the Ministerial Review Committee on Rural Education (MCRE); the Nelson Mandela Foundation (NMF); the No Child Left Behind Act of 2001 (NCLB); Integrated Rural Development Strategy (IRDS), to name a few (Department of Education, 2005; Ministerial seminar, 2005; Nelson Mandela Foundation, 2005; National Centre for Education Statistics, 2009; Nuresu Wako, 2005).

Ferreira and Ebersöhn (2012) discuss how a longitudinal and evidence-based intervention (STAR: Supportive Teachers, Assets and Resilience) was valuable to train and develop teachers to promote resilience in high-risk schools. By implementing such a partnership intervention, teachers used protective resources within their system as buffers against chronic risks. Teachers used partnerships to identify adversity and resources. Teachers also used partnerships across the school system to implement and sustain support in relation to school and contextual needs. By using asset-based interventions (Loots, 2011, Ferreria, & Ebersöhn, 2013), teachers became support ambassadors in schools (Bagherpour, 2010; Dempster, 2010).

## **2.7 EDUCATIONAL PSYCHOLOGY PARTNERSHIPS WITH RURAL SCHOOLS**

Clopton and Knesting (2006) state that, the practice of Educational Psychology in rural areas has been a topic, which has been limited in research since the 1980's. They noted long-term involvement of Educational Psychologists with students and

the connection to people outside of school, when working in rural schools as beneficial to students.

Due to the socio-economic and socio-psychological inequalities within the basic needs of South Africans, it has been suggested that Educational Psychologists focus more on establishing networks, partnerships and collaboration with relevant stakeholders (Lubbe, & Eloff, 2004). Partnerships between rural schools and Educational Psychologists - more specifically those that focus on strengths and assets of students, have yielded positive results (Ebersöhn, 2008; Ebersöhn, 2010; Ebersöhn, & Maree, 2006; Eloff, Ebersöhn, & Viljoen, 2007; Morgan, Davies, & Ziglio, 2010).

It has been stated that, resilience can be fostered by means of support and with the appropriate resources, which can be facilitated by means of partnerships (Barley, & Beesley, 2006). However, due to the scarcity of resources in rural schools, it is evident that there is a need for increased collaboration – long-term, sustainable and multimodal interventions targeting rural schools (Krovetz, 2008). As Bryan (2005) also states, school counsellors can partner with their schools, families or communities by means of undertaking several roles, namely those that require collaboration, connectedness, team facilitation as well as caring and supportive relationships.

According to Malykhin, Barsky, Kutuzova and Malykhin (2005), the picture of Educational Psychology services across the globe differ. For example, in Moscow, the status of educational/school psychology services relating to community partnerships consists of assisting in mainstream education programs and special education programs (Malykhin et al., 2005). Traditionally, According to Closs (1997), school/Educational Psychologists in Scotland have had a leading role in advising schools. Yet a global trend towards holistic services to children and young people in the settings of home, school and community has been noted since, especially with the onset of inclusion (Farrel, 2001; Merrell, Ervin, & Peacock, 2012). A shift towards the implementation of positive psychological constructs in Educational Psychology services is also on the rise (Annan and Priestley, 2011).



Oakland and Cunningham (in Oakland, & Jimerson, 2008) add that differences in services offered by school/Educational Psychologists can be seen amongst developing and developed countries. Furthermore, Boyle and Lauchlan (2013) alert us that for some developing countries, Educational Psychology is not an existing profession. Theron and Donald (2012) also explain that accessibility of Educational Psychologists differs vastly across countries. Despite the fact that accessibility is not stable, there is evidence that school/Educational Psychologists are well positioned to positively impact schools (Theron, & Donald, 2012; Lee, Cheung, & Kwong, 2012). Calligan and Toland (2011), however, urge Educational Psychologists to work within a transactional-ecological lens.

Many Educational Psychology studies have rested on the notions of resilience. From Theron and Theron's (2010) critical review of South African studies on youth resilience, an evident trend has emerged. Earlier studies on resilience (South African and globally) have moved away from factors and processes explaining and identifying resilience, to a more focused investigation into the dynamic, context and culturally specific processes involved in youth resilience (Sameroff, 2009; Theron, & Theron, 2010; Theron, 2012).

Theron and Donald (2012) highlight the importance of a systemic view for Educational Psychologists working in schools, especially when considering resilience perspectives. Furthermore, according to Ferreira and Ebersöhn (2012), from an ecological perspective, the role of schools has been increasingly seen as a useful tool for buffering and promotional aspects to vulnerable individuals and communities. Schools, according to Sameroff (2009), have a significant influence on the development of children. Recently, research has been focused on the psychosocial support (enabling protective resources through supportive emotional/behavioural actions) as a tool for teachers to act as agents of change in schools (Ferreira, & Ebersöhn, 2012). Understandably, Educational Psychology services can thus be seen as relevant and useful companions to schools. Theron and Donald (2012), therefore urge teachers and Educational Psychologists to partner in creating joint projects such as developmental programmes, workshops and even mentorship.

Partnerships whereby projects are launched in schools, such as the READ projects in South Africa (Schollar, in Mulkeen, 2006) have shown marked increases in learning performance. In these programmes, not only are students taught the required skills, but also teachers are taught a set of skills to assist in the sustainability of the programmes (Mulkeen, 2006).

## **2.8 EDUCATIONAL OUTCOMES: ACCESS AND PERFORMANCE**

### **2.8.1 INTRODUCTION**

As discussed previously, indicators of positive adaptation by students in a rural school can be manifested in educational outcomes. Thus, the educational outcomes (access and performance) are constructs for me to gauge (for the purposes of this study) the outcomes of pathways to educational resilience.

### **2.8.2 SCHOOL ACCESS**

Section 29 (1) (a) of the South African Constitution states that “everyone has the right to a basic education”, thus all students should have the right and the access to schooling. Access, with regards to this study, can be explained as the admission into the school, which can be measured in terms of enrolments. The South African Schools Act of 1996 (in the Strategic Plan for 2011-2014; Department Of Basic Education, 2011(a)) promotes access, quality and democratic governance in the schooling system.

According to the *Basic Education Survey for 2011* (Department of Basic Education, 2013), 670 000 children (aged 7-18) in South Africa were not enrolled in any educational institution in 2009 (with the majority of these children aged 16-18). Regarding education, the *Living Conditions Survey 2008/2009* (StatsSA, 2013) reported on statistics regarding school attendance, reasons for not attending school and grade repetition. Mulkeen (2006) further states that the enrolment and retention of girls in school is lower than that of boys in sub-Saharan Africa, with rural areas being the most disadvantaged in this respect.

Looking at students in secondary schools, there are slightly more boys than girls attending school. The percentage difference between underprivileged and privileged children in school attendance was four per cent. Several reasons for not attending school were shown to be the following: age (too old/young); insufficient money for schooling; perceptions of education; illness and pregnancy. Statistics also show that children who are poverty stricken appear to struggle more at school and are more likely to repeat a grade. Research has indicated that partnerships can reduce dropout rates and increase attendance (Gordon, 1993).

Access in this study can be seen as an indicator of a positive school climate. Access to quality services and institutions such as well-functioning schools, has been studied in relation to resilience in youth (Gilligan, 2000). Furthermore, research shows that enhancing access within the school setting is essential in promoting ecological resilience in youth (Clauss-Ehlers, 2003).

### **2.8.3 ACADEMIC PERFORMANCE**

According to the Department of Basic Education (2011b), skills such as reading, writing, critical thinking and solving numerical problems are required for: further education, job satisfaction, productivity and meaningful citizenship – some which are related to enhancing resilience (Henderson, & Milstein, 1999). The 2009 Medium Term Strategic Framework (MTSF) places emphasis on assessing performance through the on-going monitoring of academic achievement, however matric results currently provide an indication of performance at the secondary-school level (Umalusi, 2004, in Phurutse, 2005).

The South African Department of Education (Department of Education, 2005) has placed a high priority on translating school resources into student performance. Thus examining access to school and performance, may be a valuable key to understanding students and their school context.

According to Mulkeen (2006) rural schools are disadvantageous in the sense that, many risk factors; including often less experienced teachers, access to resources and physical constraints, can lead to poorer quality of education and, thus to lower attainment. Furthermore, according to the macro indicator trends in the schooling

report (Basic Education, 2011b), other challenges noted in the general South African image is class size (with highest number of more than 40 students in Mpumalanga).

Literature indicates that, there is a positive correlation between resilience and increased performance in the terms of learning (Kuperminc, Leadbeater, & Blatt, 2001). Furthermore, research indicates that a positive and healthy school climate leads to a breeding ground for success in learning. Therefore, for the current study, performance will act as an indicator of this climate by examining the patterns of performance of resilience in learning. This outcome variable can be seen as a gauge of adaptation, whether favourable or maladaptive.

## 2.9 GUIDING ASSUMPTIONS

The guiding assumptions are tabulated and discussed below (see Table 2.1). The first assumption of this study, is that when the risk factors outweigh the resources and benefits, adaptation is threatened, which can impact on favourable functioning. Within the research discussed earlier in the chapter, the rural school context (such as the one chosen for this study) is burdened with a multitude of risk factors. Some to name are: lack of adequate/basic resources, lack of parental support, and poor infrastructure. The accumulation of such risk factors could thus play a role in impeding favourable adaptation of students.

1. Risks are inevitable and may hinder positive adaptation in pathways to resilience
2. Risks necessitate multiple pathways to resilience
3. Pathways to resilience is a process-outcome phenomenon
4. One pathway to resilience is school-based, i.e. educational pathways to resilience
5. In rural schools, risk is exacerbated by scarce resources far away from schools – serving as a barrier to access limited services
6. Partnerships may act as a protective resource in mediating risk
7. Flourishing is possible in an environment of chronic adversity

**Table 2.1: Guiding assumptions of the study**

Secondly, risks require multiple pathways to resilience. As explained by Masten and Obradovic (2006, p. 23), “there are no magic bullets for producing resilience”. There

is no recipe for resilience since navigating through risks is a continuous journey (in the hope of positive adaptation), and each person's journey is unique. For this reason, multiple pathways are expected and risks are negotiated on these multiple pathways.

Thirdly, the pathways to resilience are far from fixed and should, therefore be understood as a process-outcome phenomenon (rather than considering only one or the other). The process that I refer to is, "a dynamic process encompassing positive adaptation within the context of significant adversity" (Luthar, Cicchetti, & Becker, 2000, p.543). Such a process includes the presence of external and internal resources for positive development through navigation and negotiation, which in turn are influenced by culture and context (Ungar, & Liebenberg, 2011). Although research has taken a process-oriented view in studying the pathways to resilience (Feinstein, & Peck, 2008; Gilligan, 2000; Luthar, Cicchetti, & Becker, 2000; Prilleltensky, Nelson, & Peirson, 2001), other research has taken a stance of studying resilience regarding the outcomes of favourable adaptation (Bonanno, & Diminich, 2013; Fergus, & Zimmerman, 2005; Galatzer-Levy, Burton, & Bonanno, 2012; Masten, Hubbard, Gest, Tellegen, Garmezy, & Ramirez, 1999). The approach that I have followed for this study is, thus based on the assumption that the processes and outcomes act as recursive and interactive constructs in the pathways to resilience. Outcomes (as measured in the patterns of school access and academic performance) are, thus, believed to act as indicators (or patterns) of resilience in students in the school.

Another assumption is that one pathway to resilience is school. Each school context has both risks and protective resources. According to Deci and Ryan (2002), the positive impact of supportive climates (autonomy-supportive climates) is linked to the fact that it corresponds to students' needs for competence, relatedness and autonomy. Similarly, Shankland (2007) has observed these variables in alternative educational settings. Thiessen (2008) has also investigated pathways to resilience, with certain indicators/possible measures of resilience, namely: dropout rates, completion of school and participation in post-secondary education. Evidence on various educational pathways also looks at the examination of how social agencies (families or schools) as important in explaining unexpected outcomes for students.

Other studies have looked at periods of engagement with external institutions (e.g. schools and adult learning institutions) and their impact on educational pathways to resilience (Janosz, Archambault, Morizot, & Pagani, 2008). Yet, research may still point to the fact that no single factor, context, level of analysis or construct can adequately determine a person's educational pathways to resilience.

Despite various educational pathways to resilience considered, resilience in rural schools is exacerbated by scarce resources far away from schools – serving as a barrier to access limited services. A lack of financial and physical resources is commonplace for rural school communities. However, research shows that partners and /or students have the capacity to reach out to people in rural community setting (Ebersöhn, Bender, & Malekane, 2010; Ferreira, & Ebersöhn, 2012).

Another assumption is that partnerships may act as a protective resource in mediating against risk. Referring back to my conceptualisation of pathways to resilience, this term encompasses both combined processes and protective resources to mediate against risk and as indicators of resilience. Partnerships should then serve as a bridge between the processes and outcomes (in the pathways to resilience).

The final assumption in this study is that flourishing is possible despite chronic adversity. The mediation of such risk and adversity is as a consequence, where flourishing can be observed. In fact, research indicates that when one identifies a child as resilient, they should show evidence of positive adaptation and of threat or risk (Masten, & Coatsworth, 1998; Luthar, 1991). Thus, there will be a see-saw of positive and negative spirals through risk and resources which are manifested in favourable and unfavourable outcomes.

## 2.10 CONCLUSION

In this chapter, I positioned my research within existing literature. I have explored my theoretical and conceptual frameworks in such a way that it may assist in explaining and exploring the questions set out for answering in chapter one.

I have discussed literature pertaining to: the rural school community, the complex concept: resilience, as well as what I deem educational pathways to resilience to be. I have also discussed partnerships with rural schools, which then led me to explain the indicators to be used to explain the outcomes (access and performance) of educational pathways to resilience. This chapter has been concluded with a look at the theoretical framework for the current study – thereby assisting in positioning the guiding theoretical constructs to better understand the results that will emerge from the study.

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## **CHAPTER 3**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 INTRODUCTION**

A theoretical and conceptual framework shaped by the literature available on the intended research topic was provided in Chapter 2. In this chapter, I aim to describe the research design and methodology that were utilised in the planned research study. A mixed method approach was employed to explore educational pathways to resilience in rural school partnerships. This process was guided by the research questions, which are stated later in the chapter. These questions aim to explore patterns of performance and access in the school. Other questions aim to explore the nature of partnerships, the school climate, as well as adaptive mechanisms and risk factors.

#### **3.2 THE AIM OF THE STUDY**

The aim of this study was to explore educational pathways to resilience in a rural school; therefore an exploratory approach was used. Exploratory studies are generally conducted for phenomena that are not clearly defined (Babbie, 2007). The study therefore focuses on the identification of patterns or ideas, rather than confirming a hypothesis (Babbie, 2007).

Explorative studies hold certain limitations that were acknowledged throughout the research process. Firstly, definite conclusions of findings should either be recorded with great caution or should be substantiated. In my study, attention to both record and substantiate findings carefully. Secondly, exploratory studies are mostly non-generalisable to the larger population. This suggests that, even though the phenomena explored in this study may be relatable to other contexts, the intention was to keep the findings context-specific. Meticulous attention was, therefore, given to the interpretation of my findings as it relates to the specified context, namely the particular rural school community.

There are also several advantages to using an exploratory research approach, of which the most advantageous is probably its encompassing nature in addressing



many types of research questions (Babbie, 2007). Babbie (2007) explained that having an exploratory aim caters to my curiosity in gaining a deeper understanding of pathways to resilience. Shields and Tajalli (2006) emphasised the value of grounding exploratory research within a specific conceptual and theoretical framework.

### **3.3 PARADIGMATIC PERSPECTIVE**

According to Babbie (2005) a researcher is able to base his/her observations and thinking of the chosen paradigmatic perspective. Similarly, Terre Blanche and Durrheim (2006, p.36) describe a paradigm as a “perspective that provides a rationale for the research and commits the researcher to particular methods of data collection, observation and interpretation”. For this study, I employed a mixed method approach, which is grounded in both a methodological and a pragmatic metatheoretical paradigm.

#### **3.3.1 METATHEORETICAL PARADIGM: PRAGMATISM**

Johnson and Onwuegbuzie (2004) describe pragmatism as the influence of the inner world of humans’ experiences on their physical world. This suggests a value-oriented approach to research. Babbie (2008) believes that pragmatism also acts as a suitable framework for observation and understanding. A pragmatic approach, however, tends to be vague, so further clarification is necessary (Johnson, & Onwuegbuzie, 2004). For this reason, I will explain this paradigm in more depth.

According to Badley (in Grobler, 2011), pragmatism does not offer precise guidelines for any specific approach. Pragmatism is, therefore, not devoted to one system of philosophy and allows researchers to select methods or procedures that best suit the purpose of their study (Creswell, 2009). Johnson and Onwuegbuzie (2004) also suggest that pragmatism offers a promising methodological and philosophical approach by serving as a middle ground between a quantitative and qualitative approach. Creswell (in Grobler, 2011) also hails pragmatism as a means of viewing reality and knowledge from more than one system. It therefore offered a more flexible approach and served to support the use of mixed methods in my study.

Denscombe's (2010) suggestion that pragmatism is a useful theoretical lens when used in a mixed methods study further supports my approach.

From a pragmatic perspective, central importance is also placed on the research questions and their intended purpose (Creswell, & Plano Clark, 2007). Hoshman (in Johnson, & Onwuegbuzie, 2004) agrees that approaches should be integrated in ways that offer the best opportunities for answering important research questions. Triangulation of the data, namely interviews and sampling documents (performance schedules), were therefore used to gain a more comprehensive idea of the concepts associated with pathways to resilience (Denscombe, 2010).

Pragmatism has, however, been critiqued for promoting incremental, rather than fundamental or revolutionary change in society (Johnson, & Onwuegbuzie, 2004). Although the outcome of this study is not intended for wider application, it will hopefully still serve to spark further researcher endeavours. A discussion of the specific mixed methods that were used in this study follows.

### **3.3.2 METHODOLOGICAL PARADIGM: MIXED METHODS**

According to Ungar and Liebenberg (in Ungar, 2005a), a mixed method approach to the study of resilience is required because only then “are we likely to weave a rich tapestry of detail that is able to capture a person’s pattern of growth and survival” (p. 214). Theron and Theron (2010) also urge South African researchers who aim to explore the complexities of resilience (as a process and outcome), to use mixed methods approaches. According to Sale, Lohfeld and Brazil (2002) quantitative methods cannot access aspects such as lived experiences, social interactions, or in-depth perspectives. In agreement with Casebeer and Verhoef (in Sale, Lohfeld, & Brazil, 2002), “we should view qualitative and quantitative methods as part of a continuum of research with specific techniques selected based on the research objective” (p. 46). Having discussed the objectives and aims earlier, it becomes evident that a mixed method approach is appropriate for this study. The aim of this approach is to achieve complementary results from interviews and academic scores from student documents. This is done by using several learning outcomes (school access and academic performance) (Morgan, in Sale et al., 2002), whilst making use of in-depth perspectives regarding the influence of the partnerships with the school.

I was, therefore, able to look at the most suitable way to achieve these. Denscombe (2010) states that, “special emphasis is placed in the problem-driven nature of enquiry and learning... and it allows methods to be chosen in terms of their practical value for dealing with a specific research problem” (p. 280). This approach is flexible and nestles well in the pragmatic paradigm.

Mixed methods research, on the other hand, is challenging for novice researchers, as knowledge of both qualitative and quantitative research is required (Creswell, & Plano Clarke, 2007). Additionally, it is viewed as time-consuming to collect and analyse the data from both strands of research (Creswell, & Plano Clarke, 2007; Johnson, & Onwuegbuzie, 2004). In order to curb such potential limitations, I familiarised myself with as much literature and expertise available to expand my knowledge in this regard.

Mixed methods provide strengths which can make up for the shortfalls of using qualitative or quantitative approaches alone (Creswell, & Plano Clark, 2007). A mixed method approach is also an effective method to research as there are many possible methods open for the researcher to use to answer research questions most effectively; providing comprehensive evidence of the study (Johnson, & Onwuegbuzie, 2004; Creswell, 2005). Onwuegbuzie and Leech (2005) also state that with a ‘bi-focal lens’ (using qualitative and quantitative methods) I was more able to zoom in and out of scope, to gain in-depth insights and broader scope on what I explored. To ensure that the research design and methodology used in this study were complimentary, reliable and valid for the purpose intended, I chose the appropriate methodology required to answer the research questions (Creswell, & Plano Clarke, 2007). This was aided by the professionals whom I consulted in the planning and duration of my study. Additionally, I made sure that I adequately referenced literature regarding the different research methods available (Creswell, & Plano Clarke, 2007).

### 3.4 RESEARCH DESIGN: CONCURRENT TRIANGULATION MIXED METHODS DESIGN

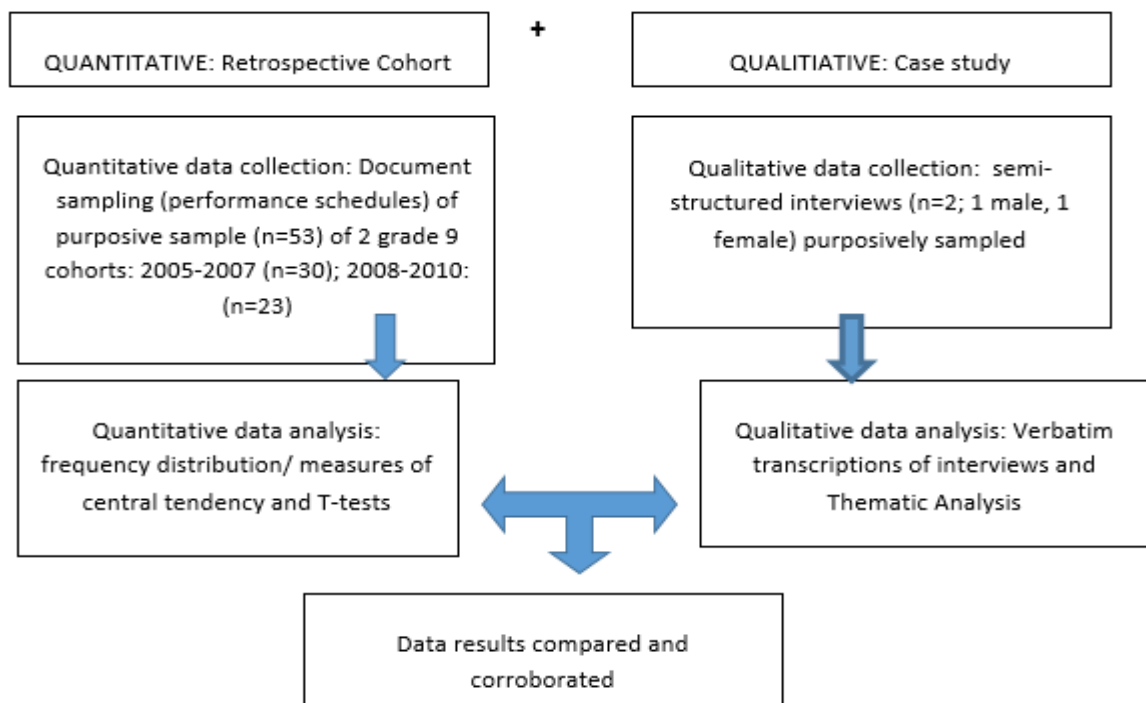
#### 3.4.1 INTRODUCTION

According to Creswell, Plano, Clark, Guttman and Hanson (in Tashakkori, & Teddlie, 2003), the terminology of the various methods used in mixed methods research is overlapping. I, therefore, made use of the terminology predominantly used in the education mixed methods research (Creswell, Plano Clark, Guttman, & Hanson, 2003). The design chosen for my study (graphically represented below in Figure 3.1) is a concurrent triangulation mixed-method design (also called a two-phased design) (Creswell, & Plano Clark, 2007). Method triangulation (convergence and corroboration of results from different methods) is an integral part of this concurrent mixed methods design (Johnson, & Onwuegbuzie, 2011). Based on literature (Creswell, & Plano Clarke, 2007) certain decisions guided my choice of design. Firstly, regarding the *level of interaction between the strands*, I chose to collect and measure the qualitative and quantitative strands independently. Interviews with teachers were used to gain in-depth knowledge. Furthermore, the student documents were analysed. Each strand was given equal priority. Secondly, *the timing of the strands* was simultaneous, as both qualitative and quantitative strands were collected and analysed during the same phases in the research design (hence, concurrently). Finally, regarding *the procedures for mixing the strands*, both were mixed concurrently.

The advantages of concurrent triangulation designs are similar to those discussed in mixed methods research. Specific advantages of this design are that, although mixed methods research are time intensive (Onwuegbuzie, & Collins, 2007), at least both strands can occur relatively simultaneously and smoothly (Creswell, & Plano Clark, 2007). One major advantage, is that I could validate one form of knowledge with another and transform the data for comparison in order to address different questions. This ultimately allowed me to gain a greater insight into the phenomenon that was under investigation (Creswell, & Plano Clark, in Driscoll et al., 2007).

As Denscombe (2010) states, the sequence, priority and relationship are important factors guiding the mixed methods rationale. The data was collected from each

simultaneously, however the qualitative strand acted as the dominant method while the quantitative approach acted as the subsidiary strand in supporting the findings from the interviews. The qualitative section thus sought to answer the research questions relating to exploring partnerships in the rural school. The quantitative section sought to simultaneously address questions related to patterns of access and performance (outcome variables indicating possible resilience in learning), in order to support the findings from the interviews. The point of interface, also known as the stage of integration, was the point where the quantitative and qualitative strands were mixed (Morse, & Niehaus, in Denscombe, 2010) and combined for interpretation.



**Figure 3.1: Concurrent triangulation mixed method design for the study**

Concurrent triangulation designs are said to be challenging as they require a great deal of expertise and effort when using different methods to study a phenomena (Creswell, & Plano Clarke, 2007; Terrell, 2012). To overcome this challenge, I gained regular guidance and support from experienced supervisors and statisticians. Terrell (2012) also explained that, it can be difficult to compare different types of data and to resolve inconsistencies between strands that can arise. Measures that I took to counteract this potential limitation, were to make sure that I had a good understanding of both the qualitative and quantitative results (and how they could

assist in answering the respective research questions). From there, I set out to find commonalities and how these together, could relate to the theoretical framework for the study (Creswell, & Plano Clark, 2007). I then compared such results extensively with existing literature to see what was similar or a variation to previous work on the studied topic. With the findings from each strand, I would note convergence with existing theory or emerging context-specific research (Terrell, 2012).

### 3.5 DESCRIPTION OF THE RESEARCH SETTING

A rural secondary school on the Mpumalanga-Swaziland border was conveniently selected as a site for the specific study. The current study answers the question of educational outcomes of a continuous and long-term partnership (Flourishing Learning Youth) (FLY) with this rural school (Maree, & Ebersöhn, 2006; Ebersöhn, 2007; Ebersöhn, Malekane, & Bender, 2007; Ebersöhn, 2010). As stated in Chapter 1, this project, which commenced in 2006 and investigates risk and resilience in rural schools. One portion of FLY constitutes academic service learning in the clinical training module of Educational Psychology students at the University of Pretoria. This includes Educational Psychology services by university postgraduate students to Grade nine students at a rural school. The photographs below (3.1 and 3.2) demonstrate some Grade nine students involved in Educational Psychology services with university students as part of the FLY partnership.



**Photographs 3.2 and 3.3:  
Career facilitation with Grade nine students through the FLY partnership  
(taken 20-05-2012)**

Some common challenges specific to this resource-scarce context are: child-headed households and households run by the elderly (due to illnesses such as HIV/AIDS), substance abuse, high levels of mortality in young adults, high youth unemployment,

lack of basic needs and problems related to physical proximity (such as lack of adequate health facilities and transport) (Makiwane, Makoe, Botsis, & Vawda, 2012).

Photograph 3.3 below displays the physical context of the remote setting which encompasses the school. Photograph 3.4 displays that despite the remote physical setting and shortage of resources, there are visible resources such as a satellite dish, car ports and a rain water tank. Photographs 3.5 to 3.7 display some physical challenges pertaining to a resource-scarce context where buildings are dilapidated, ceilings are falling through and windows are broken. As the photographs demonstrate, the research site (this rural/remote school community) displays both potential risks to learning and development as well as evident resources.



**Photograph 3.3:  
School surroundings  
(taken 19-09-2012)**



**Photograph 3.4:  
The school's entrance, showing  
physical resources (taken 19-09-2012)**



**Photographs 3.5, 3.6 and 3.7:  
Pictures of the school indicating broken windows, ceilings and roof tiles  
(taken 15-09-2012)**

I will explain the research samples and the methods of sampling for both the quantitative and qualitative strands, beginning with the former.

## **3.6 QUANTITATIVE SAMPLING, COLLECTION AND ANALYSIS**

### **3.6.1 INTRODUCTION**

The purpose of the quantitative strand was to gain a deeper understanding of the students' patterns of school access and academic performance in the school to assist me in answering the following two quantitative research questions:

- What is the pattern of student performance in the school?
- What is the pattern of access in the school?

The guiding assumption was that the supportive climate in the school may be reflected in the academic performance of students. Thus, the levels of student performance and school access were measured as outcome variables indicating positive (educational) adaptation buoyed by partnerships (especially a Higher Education Educational Psychology partnership) – seen as an educational pathway to resilience.

### **3.6.2 QUANTITATIVE SAMPLING / COLLECTION OF DOCUMENTS: PURPOSIVE CRITICAL CASE SAMPLING**

Onwuegbuzie and Collins (2007) state that mixed method sampling are considered to be more complex since there are two components to consider: one needs to consider sample size for each strand as well as how to sample in relation to aspects such as one's research objectives and questions. The sampling method for the quantitative strand of this study can be termed as purposeful, or non-random (Creswell, 2005). Furthermore, critical case sampling was used as the strategy for selecting the purposive sample (Onwuegbuzie, & Collins, 2007; Patton, 1990).

I sampled students' documents (performance schedules) based on availability and a set of required criteria, found in Figure 3.3 below (Creswell, 2005). Onwuegbuzie and Collins (2007) describe critical case sampling as a sampling strategy which allows the researcher to choose settings, groups or individuals based on certain criteria or characteristics, which allows for the close representation of a phenomenon. In my study, I had chosen the site because it was a site that the FLY partnership had already been involved in. Grade 9 students therefore consisted of



the target group (since the FLY partnership was only involved with Grade 9 students). The criteria that I needed to adhere to was therefore, that I selected Grade 9 students in two cohorts that (i) had been involved in the FLY intervention, and (ii) one Grade 9 group that had not. I was not looking for any specific students characteristics or demographics, yet the students could only be part of the cohort if they started in Grade 9 and progressed consistently until Grade 11 (reasons for this are explained below).

The advantages and disadvantages of purposive sampling and a critical case sampling strategy for this study are discussed, including steps taken to minimise the challenges.

Since the participants are chosen purposively, it is likely that they are 'information rich' (Patton, 2002), and since samples are chosen on certain criteria, it was likely that the information required would be suited to answer the research questions (Teddlie, & Yu, 2007). According to Patton (in Teddlie, & Yu, 2007), "purposive sampling leads to greater depth of information from a smaller number of carefully selected cases, whereas probability sampling leads to greater breadth of information from a larger number of units selected to be representative" (p.83). Consequently, the main aim of purposive sampling is generally not for the sample to be representative of the larger population. All research, however, aims to generalise some proportion of their results in some way, whether on a small or large scale (Onwuegbuzie, & Collins, 2007). I aimed to attain rich data pertaining to the case at hand with the criteria chosen. This would allow me to create a platform to expand knowledge on the topic and lead to further exploration and theory development (Devers, & Franklin, 2000).

A limitation to purposive and critical case sampling may emerge as a counter argument to the last statement regarding generalisations made. As Patton (2002) explains, one or a few cases does not technically permit broad generalisations to all possible cases. Yet Patton states that, "logical generalizations can often be made from the weight of evidence produced in studying a single, critical case" (Patton, 2002, p.174-175). Another challenge regarding purposive sampling pertains to having adequate sample sizes for analyses and using comparable samples (Creswell, Klassen, Plano Clark, & Clegg Smith, 2011). According to Onwuegbuzie

and Collins (2007) sample size is a debated topic, yet is not as rigidly applicable in exploratory research. In my study, I experienced certain challenges with sample size. A limitation, which I will also allude to later, was that I had to select a much smaller group of participants than were expected, due to record keeping limitations and the nature of a cohort study. Having said so, there were 207 students enrolled in 2005 for Grade 9 and 214 enrolled in Grade 9 of 2005. From these classes, only 30 (n=30) and 23 (n=23) were sampled respectively from each cohort. Reason being that these were the only students that were present from Grade 9 consistently until Grade 11 (hence, the definition of a true cohort). Record keeping challenges also led to less participants being able to be accounted for. This is explained further in Chapter 5. Onwuegbuzie and Collins (2007), however, explain that approximately 50 participants per group for one-tailed hypotheses is considered adequate when making causal or comparisons between data sets (such as between the two groups of students sampled in my study).

	Grade 9	Grade 10	Grade 11
Cohort 1	2005	2006	2007
	2006	2007	2008
	2007	2008	2009
Cohort 2	2008	2009	2010
	2009	2010	2011
	2010	2011	
	2011		

**Table 3.2: Table of cohorts selected for the study**

As I knew of one particular partnership (FLY), I used the onset of this partnership as a time indication to sample Grade 9 students' documents (performance schedules) at two intervals: Grade 9's in 2005 and Grade 9's in 2008 (see Table 3.2 above). Cohort one, thus consisted of Grade 9's from 2005, moving through to Grade 10 (in 2006) and to Grade 11 (in 2007). The same was applicable for cohort two, who consisted of Grade 9's from 2008, moving through to Grade 10 (2009) and going to Grade 11 (2010).


I sampled performance schedules (also referred to as progress schedules) for each cohort (see Appendix D for example of performance schedule. Note that names have been omitted in Appendix D to maintain confidentiality). These sampled documents contained students' details (their name, surname, grade, and gender) and indicated their academic achievement for the year, in terms of yearly averages/performance scores for three subjects (English, SiSwati and Life Orientation<sup>4</sup>). Refer to Figure 3.3 below for a graphic representation of the sampling.

I took the following steps during sampling and recording of the data: I received permission from the deputy headmaster of the school (as mandated by parents and students in the FLY Project) to collect data in May, 2012 (refer to Appendix E). I manually sampled the student's records, and as no photocopiers were available at the school, I took photographs of the performance registers (see Appendix D for an example of the photographs taken). I captured the data electronically after returning from the research site. I created a spreadsheet under the guidance of University of Pretoria statisticians (refer to Appendix F). Six variables were included in the spread sheet: student identification (to ensure anonymity when reporting), name and surname, gender, English mark, SiSwati mark, and Life Orientation mark. I had intended to include age as a variable, however I will discuss reasons for not doing so in last chapter. I created separate tabs in the spread sheet for each group, for example 'target group 1 Grade 9, 2005'. I manually entered the data from the student record photographs into relevant spread sheets and verified that all the data was captured correctly. The University of Pretoria statisticians then processed the data by means of computerised statistical analysis (Frequency Distributions and T-tests).

In order to address the potential limitation of using comparable samples, I measured only Grade 9 students' records that engaged in FLY. The aim was not to compare these students to other Grade 9 students of another school, but to compare the findings from these students to each other and correlate this to the data on the partnerships from the qualitative strand. No comparisons of data were attempted beyond the current context.

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<sup>4</sup> English, SiSwati and Life Orientation are compulsory subjects in the specific school.

	Grade 9 →	Grade 10 →	Grade 11
Cohort 1 (grade 9 group not part of partnership)	2005	2006	2007
	2006	2007	2008
	2007	2008	2009
Cohort 2 (grade 9 group part of partnership)	2008	2009	2010
	2009	2010	2011
	2010	2011	
	2011		
			
Cohorts whose documents were sampled	Type of documents sampled	Reason for sampling documents	Sampling criteria for documents
<ul style="list-style-type: none"> <li>➤ Cohort 1 (n=30) 2005-2007)</li> <li>➤ Cohort 2 (n=23) 2008-2010</li> </ul>	Performance/ Progress schedules (for 2005-2007; 2008-2010)	<ul style="list-style-type: none"> <li>• Identify learners</li> <li>• Identify indicators of performance for each learner</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learner name and surname and gender</li> <li>✓ Grade and year</li> <li>✓ Grade average for 3 subjects (English, SiSwati, Life Orientation)</li> </ul>
TOTAL SAMPLE of the two cohorts: N= 53	TOTAL DOCUMENTS SAMPLED = 6 sets of performance schedules		

**Figure 3.2: Representation of cohorts from whom documents were sampled and details pertaining to sampled cohorts**

### 3.6.3 QUANTITATIVE ANALYSIS: DESCRIPTIVE STATISTICS AND T-TESTS

I initially made use of descriptive statistics to gain an overall impression of the performance registers' data (Terre Blanche et al, 2006). In order to quantitatively analyse the documents sampled, I chose the following statistical measures: frequency distributions and T-tests. T-tests were deemed appropriate to compare sample populations and determine if there is a significant difference between their mean's (Suciu, Lemeshow, & Moeschberger, 2004). This statistical test, therefore assisted me to analyse differences within the two cohorts, regarding patterns of school academic performance (Wilson, & MacLean, 2011). Methods of central tendency which were analysed and reported on were the mode and range (Given, 2008). The former was used to compare the scores that were most frequent in the data set. Otherwise said, if 4 (50-59%) was the most frequent score for a cohort for a certain year, that was the mode). These could therefore be compared across cohorts. The range, or the difference between the two extreme points, (highest and lowest) on the distribution curve (range of scores) was also a means of analysing

and comparing differences between both cohorts regarding academic performance (Given, 2008).

### 3.7 QUALITATIVE SAMPLING, DATA COLLECTION AND ANALYSIS

#### 3.7.1 INTRODUCTION

The quantitative data allowed me to organise and make sense of the range of students' access and performance. Ungar and Liebenberg (in Ungar, 2005a) state that without a qualitative component, there is a danger that findings remain detached from the context from which they were generated. The quantitative strand alone would not yield sufficient depth to answer all research questions. More information was required to elucidate the aspects regarding partnerships and school climate in order to explore the educational pathways to resilience in the school.

#### 3.7.2 QUALITATIVE SELECTION OF PARTICIPANTS: PURPOSIVE SAMPLING

As with the quantitative strand, the sampling method I chose was purposive. I selected two key teachers due to their long-term knowledge regarding existing partnerships within the school (n=2; male= 1, female = 1) (Creswell, 2005; Onwuegbuzie, & Collins 2007). (See a summary of participants selected and criteria met below in Table 3.3).

Purposefully selected participants (n=2)	Gender	Selection criteria met
Participant 1	F	<ul style="list-style-type: none"> <li>▪ Teacher with long term service at the school</li> <li>▪ Extensive knowledge of partners in the school</li> <li>▪ Present in school from 2003-present (2014)</li> </ul>
Participant 2	M	<ul style="list-style-type: none"> <li>▪ Teacher with long term service at the school</li> <li>▪ Extensive knowledge of partners in the school</li> <li>▪ Present in the school from 1998-2012</li> </ul>

**Table 3.3: Participants selected with criterion required for selection**

Consequently the teacher-participants were selected based on their lived knowledge of partnerships with the school, and in order to generate data to answer the following qualitative research questions:

- *What are the risk factors and adaptive mechanisms in the school?*
- *What is the nature of partnerships in the school?*
- *How enabling/or not is the climate within the school?*

As discussed previously, a purposive sampling strategy is advantageous as it allowed me to gain in-depth knowledge to answer the research questions (Teddlie, & Yu, 2007). Forrester (2010) adds that this strategy allows for participants to possess a certain type of experience or knowledge (in this case, their knowledge of partnerships in the school due to their longstanding service to the school). A potential limitation in research, however, is the possibility for researcher bias. In order to overcome such a limitation, I ensured that the sampling criteria would be suitable and appropriate in the selection of my participants, and I further guarded against bias by regularly conferring with my supervisors and engaging in literature surrounding my research questions.

### **3.7.3 QUALITATIVE DATA COLLECTION: SEMI-STRUCTURED INTERVIEWS**

I conducted semi-structured interviews with the two participants. This type of interview is usually organised around a set of predetermined and open-ended questions which are not leading in nature (DiCicco-Bloom, & Crabtree, 2006). Prior to the interviews (conducted in May, 2012), I obtained written informed consent from the school headmaster and teacher-participants to agree to participation in my study (see Appendix G). For the interviews with the two participants, I used a semi-structured interview schedule (see Appendix H). In this way, I asked a broad skeleton of questions that allowed me to refer to my schedule (Tupelo, Cantella, & Stansfeld, 2008) whilst still leaving room for interaction (DiCicco-Bloom, & Crabtree, 2006).

I documented the qualitative data by making observation/field notes (refer to Appendix I for examples from my researcher diary) (Denzin, 2005; Jootum, & McGhee, 2009). Terre Blanche, Durrheim and Painter (2006) describe that field notes are a pertinent part of data collection. I also audio recorded the interviews by means of a dictaphone, with the teacher-participants' consent (Tuckett, 2005). I then manually transcribed the interviews (Babbie, 2005) (refer to Appendix B for excerpts of interview transcriptions, with coding).

In order to enhance the rigour of the study and the credibility of the qualitative strand of results, I employed member checking in my study (conducted in September, 2012). This meant that I returned to the research site to verify whether what I had gathered from the interviews could be acknowledged by the participants (Terre

Blanche Durrheim, & Painter, 2006). One participant was available for the member checking. This interview was also transcribed (see Appendix B).

### 3.7.4 QUALITATIVE ANALYSIS: THEMATIC ANALYSIS

According to Cohen, Manion and Morrison (2003), a researcher must categorise, order, manipulate and summarise data in order to answer their research questions. In order to do so, I conducted thematic analysis from the verbatim transcribed data (Braun, & Clarke, 2006). “Thematic analysis is a method for identifying, analysing and reporting patterns (themes) within data” (Braun, & Clarke, 2006. p. 79). Although this method of analysis resembles content analysis, Joffe and Yardley (in Marks, & Yardley, 2004) state that it pays greater attention to the qualitative aspects of what is being analysed. This appears to work well within my metatheory of pragmatism, which is a practically-oriented approach of observing and understanding (Babbie, 2008). An advantage of this type of analysis is that it is said to be flexible and allows for the ability to reflect reality. Yet, inversely, thematic analysis has also been critiqued for its’ flexibility which can make it difficult to concentrate on what aspect of the data to focus on (Braun, & Clark, 2006). By continuous familiarisation, however, I aimed to find common themes whilst continuously bearing the aim of my study in mind. Another shortfall pertains to the fact that, if one does not consider a guiding theoretical framework, a researcher may lack interpretive power (Braun, & Clark, 2006). For this reason, I ensured that I continuously referred to my framework and associated literature in the process of analysis. According to Durrheim and Kelly (in Durrheim et al., 2006), the thematic analysis process can be classified into several stages. These will be discussed as they were used in this study. Firstly, *Familiarisation and immersion* was the initial step which required me to engulf myself in my data transcripts and research diary. I did this by reading over these sources of data several times whilst observing trends and patterns emerging. The next two steps may be seen as closely related: *inducing themes* and *coding*. Based on my research questions and bearing in mind the aim and purpose of the study, I had observed evidence of emergent patterns or themes in the data were observed (Emerson, Frets, & Shaw, 1995). I did this by means of colour coding, where I highlighted different themes in various colours depending on emerging theme (sentences and phrases) – I did this electronically (see Appendix I for coded

transcripts). According to Joffe and Yardley (in Marks, & Yardley, 2004), codes come from the principles that underlie the research as observed in the research questions; thus, I continuously referred back to the questions guiding the study, after which the assigned supervisor verified the codes.

The next step known as *elaboration*, ensured that the themes were refined by tabulating them into a spread sheet according to theme, subtheme and evidence (e.g. which interview and line number) (See Appendix I for table of themes). After tabulating the data, I was able to refine themes and observe trends that spoke to my research questions.

Lastly, the final step in the analysis termed *interpretation and checking* (Durrheim et al., 2006), involved the tying of information together in a written account of the interpretations from the data, relating to the research questions and theoretical framework (discussed in the upcoming chapters). I, therefore had a platform from which to consider the findings in relation to literature surrounding the topic and relevant confirming or opposing findings.

### **3.8 THE ROLE OF THE RESEARCHER: REFLEXIVITY**

From a pragmatic metatheoretical paradigm (which values the inner world of human experience on the physical world) (Johnson, & Onwuegbuzie, 2008), my role as a researcher needed to involve observation and understanding (Babbie, 2008). Having said so, this required me to gain an in depth understanding of the context which the research was done. In order to do so, I immersed myself in the setting and taking in depth field notes (see Appendix H for excerpts taken from the diary).

According to Lofland (in Patton, 2002, p. 302), “field notes provide the observers *raison d’être...*” and without them, the researcher might as well not be in the setting. For this reason, I felt it was pertinent to keep a researcher diary to document aspects relevant whilst in the research site and when reflecting on the research and the process (Beebe, 1994). Patton (2002) explained that field notes contain descriptive information that can assist in the analysis later on, as this can aid in creating a vivid image of the research site, the details of interactions and the my own personal experiences. In my diary, I took notes of observations made at the research site as



well as thoughts and perceptions during the research process – this allowed me to track progress, refer back to observations and question my thinking (Durrheim et al., 2006). It is, thus important for me to highlight process of reflexivity as one whereby I see myself as a researcher who cannot separate myself from the social world that I form part of. I do not negate the fact that I can influence the findings of the given study (Parahoo, 2006). According to Jootum and McGhee (2009), however, the process and act of reflection (trying to understand how ones values and beliefs) can influence one’s findings. They further explained that reflection may add credibility to the research. Personal reflection, therefore, served as a manner to keep preconceptions or personal values distinct from what is being studied. Quality criteria employed in the study is discussed next.

### 3.9 QUALITY CRITERIA

#### 3.9.1 STRATEGIES EMPLOYED FOR QUALITY OF THE RESEARCH

According to Finlay (2003) the choice of criteria needs to be compatible with the special nature of the research in question, its methodology, aims and assumptions. However, it is also pertinent to note the validity debate surrounding mixed method research (Johnson, & Onwuegbuzie, 2011). For this reason, I will discuss the quality criteria for both quantitative and qualitative strands by incorporating the aspects of legitimation; a process of trustworthiness for mixed method research. Johnson and Onwuegbuzie (2011) also explain that legitimation is something that occurs continuously and iteratively throughout a study, rather than at a specific stage within a study. I will discuss the quality strategies employed to ensure rigour in my study, Table 3.4 below is a graphical summary.

Quantitative criterion		Specific strategies employed in the study
Validity	Internal	Inter-rater checking of work by statisticians and supervisors
	Interpretive	Inter-rater checking by supervisors
	Statistical	Statistical expertise sought in the selection and analysis of the data
Reliability		Accurate descriptions of data by assistance of statisticians and supervisors

**Table 3.4: Quantitative quality criterion and strategies to ensure rigour**

### **3.9.1.1 Quantitative strategies for rigour**

Validity is “the degree to which the research conclusions are sound” (Terre Blanche, Durrheim, & Painter, 2006. p. 90). For the purpose of this study the following has been of important consideration: internal validity (is the extent that causal conclusion can be drawn). In order to ensure internal validity in my study, I made sure that my supervisors and statisticians agreed with my interpretation of the results. Furthermore, interpretive validity – or the extent to which the appropriate conclusions are drawn – was ensured in the same manner, by expert advice and verification of the results and interpretation. Statistical validity (the extent to which the study has used appropriate design and statistical methods of analysis) was also maximised by means of seeking guidance from statisticians throughout the research process. As discussed, generalisability (also known as external validity) is not deemed pertinent in this study (Terre Blanche et al., 2006).

Reliability is the extent to which the results are repeatable (Terre Blanche, et al., 2006). This study aims to explore a certain phenomenon (the nature of partnerships in relation to student’s resilience) in a particular school context. Despite this fact this is a case study, the findings should be accurately measuring what was intended (Terre Blanche et al., 2006). The school records were, therefore, measured accurately and consistently, ensuring that if the study were to be repeated, consistent results would be found. I took care in the collecting the documents by photographing the performance schedules. This way, I could transfer them to computer and they could be revised as required. Furthermore, these files were then password protected, to ensure safekeeping. To ensure consistency of the findings, all results were also verified by my supervisors and statisticians.

### **3.9.1.2 Qualitative strategies for rigour**

Qualitative research needs to be argued for and justified against established criteria (Finley, 2003). A pragmatic methatheory places value on the reality and influence of personal experience in action (Johnson, & Onwuegbuzie, 2004). Therefore, the aim of the qualitative strand of the study was not to describe a single truth but rather to gain insightful and meaningful perspectives from participants. Various strategies were employed to ensure the quality of the data, namely: trustworthiness,

confirmability and transferability (Denzin, 2005). The table below (Table 3.5) summarises the criterion and strategies taken in my study.

Qualitative criterion	Specific strategies employed in the study
Trustworthiness	<ul style="list-style-type: none"> <li>▪ Method Triangulation</li> <li>▪ Thick descriptions</li> <li>▪ Member checking</li> </ul>
Confirmability	<ul style="list-style-type: none"> <li>▪ Method triangulation</li> <li>▪ Continuous supervision</li> <li>▪ Research diary</li> </ul>
Transferability	<ul style="list-style-type: none"> <li>▪ Thick descriptions of setting, terms and process</li> <li>▪ Research diary</li> </ul>

**Table 3.5: Qualitative quality criterion and strategies to ensure rigour**

“Trustworthiness, or credibility, refers to how we determine whether we have accurately described the settings and events, participants’ perspectives, or content of documents” (Leydens, Moskal, & Pavelish, 2004, p. 67). I draw on Winsor’s (1996) explanation that the most appropriate methods to ensure trustworthiness in such a study are: triangulation, thick description and member checking (Winsor, in Leydens et al., 2004; Schurink, Fouché, & De Vos, 2011). Corroborating qualitative and quantitative strands acted as a method of triangulation, which helped me to better answer the research questions. Addressing legitimization in mixed research involves the use of multiple perspectives (Johnson, & Onwuegbuzie, 2011), therefore gaining professional advice from my supervisors assisted in the process of legitimization. Additionally, supervision also aided the enhancement of credibility to the data. Thick description was made possible by engulfing myself into the research literature from the research site and documenting rich observations in my reflective diary (Beebe, 1994).

Confirmability refers to the degree to which the results could be confirmed or corroborated by others (Angrosino, 2005). Lincoln and Guba (1985) suggest the use of method triangulation will allow for greater confirmability of a study. This was achieved by the use of different methods of collection and analysis in the two strands. It was believed that the qualitative data would be able to bring some rich and personal accounts to the quantitative data by assisting with reasons for findings. Confirmability also relates to the concept of objectivity (Denzin, & Lincoln, 2005). To

remain as objective as possible in the process of my research, I therefore, sought continuous guidance from my supervisors and found my research diary to allow me to question my opinions and acknowledge my stance on my research processes and findings (DiCicco-Bloom, & Crabtree, 2006).

According to Angrosino, (2005) transferability refers to the extent which the results of qualitative research can be comprehensive or transferred to other contexts or settings. Although the primary aim of this study is not to generalise results to other settings, transferability is still seen as a relevant and important quality criteria to ensure deductions made from my study to other communities and rural schools, since each school on its own account is unique. I do, however, believe that my study can yield a degree of transferability for other researchers, as some findings may be applicable to other similar contexts or the study of similar phenomena (Denzin, & Lincoln, 2005). I, therefore, used the following strategies to ensure transferability: creating a thick description of the school context and related phenomena studied, as well as keeping a research journal to allow me to report back on smaller details not obtained in interviews (Bringle, & Hatcher, 1999).

### **3.10 ETHICAL CONSIDERATIONS**

Alan (2008) stated that there are several shared principles to which researchers across the world share, including: respect for the rights and dignity of people, justice, autonomy, veracity, and non-maleficence. Ethical considerations are pertinent in any research study, however when working in communities that are vulnerable or consist of cultures other than one's own, even more careful attention should be given to ethical standards and procedures (Marshall, & Rotimi, 2001). According to Babbie (2005) some of the most important ethical agreements that are present in social research are: voluntary participation, accurate analysis and reporting, not doing harm, ensuring against deception, anonymity and confidentiality.

The ethical principles of beneficence (doing good) and autonomy appear to press forward as the most pertinent principles in the proposed study (Terre Blanche, et al, 2006). Effectively informing the school community and the participants of the research aims, objectives and the nature of the study (prior to its onset) was guaranteed (DiCicco-Bloom, & Crabtree, 2006).

With regard to confidentiality and autonomy, I ensured informed consent to key informants as well as the students by means of verbal and written explanations and agreements. I also stipulated that participation was voluntary in this study (see Appendix F).

Furthermore, I ensured the principle of anonymity for all students whose documents were analysed and reported back on. This was ensured by means of student identities that were used (as explained) and pseudo names were used in reporting back from the qualitative strand.

The purpose of the study resonates with the principle of beneficence, the principle that obliges the researcher to maximise the benefits of the participants in the study (Terre Blanche, Durrheim, & Painter, 2006). The aim of the research stems from such a principle—enhancing knowledge with regard to Psychologists working in rural schools and exploring whether such partnerships are giving value to the communities, with an end goal of ensuring sustainability and a climate of health. Attention was also given to the fact that I maintained an attitude of interest, care and respect for the participants and the community, whilst serving the needs of the students of the respective school (Terre Blanche, Durrheim, & Painter, 2006).

Lastly, to ensure against deception, I guided the interviewed participants through all of the steps and processes. I also engaged in member checking (Winsor, in Leydens et al., 2004) as to verify what I had interpreted and stated was confirmed by the interviewee.

### **3.11 CONCLUSION**

In this chapter, I gave an overview of the research design and methodology employed in this study. I also explained the research design in terms of methods of collection and analysis. This was followed by a discussion on the role of the researcher. Lastly, strategies employed for ensuring quality in the study and ethical considerations taken, were discussed.

In the next chapter I will be discussing the quantitative and quantitative results of the study.

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## CHAPTER 4 QUALITATIVE RESULTS

### 4.1 INTRODUCTION

In the previous chapter, the research process that enabled results to be gathered was discussed. This entailed a discussion of the paradigmatic perspective, research design and process. In this chapter, the qualitative results that emerged from the semi-structured interviews with the research participants are discussed. In Chapter 5, the quantitative results are discussed.

### 4.2 RESULTS

The five overarching themes that emerged from the inductive qualitative thematic analysis of the qualitative interviews (three interviews: two initial interviews and one member checking interview) are tabulated below (see Table 4.1).

THEMES	CATEGORIES
<b>1. Risks that necessitate partnerships with a rural school</b>	1.1 Financial and Infrastructure constraints 1.2 Rural school context 1.3 Lack of human resources 1.4 Performance of students 1.5 Language and literacy 1.6 Lack of parental involvement 1.7 Family responsibility 1.8 Risky student behaviour
<b>2. Protective resources and processes within and around a rural school</b>	2.1 Teamwork 2.2 Collaboration with parents
<b>3. Different types and categories of partnerships with a rural school</b>	3.1 Governmental support 3.2 Academic and informational support 3.3 Corporate, Non-governmental organisations and Volunteers
<b>4. Processes and risks involved in collaborating with a rural school</b>	4.1 Partnership processes 4.1.1 Identifying needs, resources or risks 4.1.2 Initiating community involvement 4.1.3 Strategies for receiving support 4.1.4 Tracking/ reflecting on progress 4.2 Partnership risks 4.2.1 Logistics when partnering 4.2.2 Lack of sustainability

<b>5. Partnership benefits in a rural school</b>	5.1 Instilling positive change 5.2 Teachers / student motivation and/or empowerment 5.3 Sustainable support 5.4 Gratitude towards partners 5.5 Mutual growth
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**Table 4.1: Themes categories resulting from the qualitative analysis**

#### 4.3 EVIDENCE OF THEMES AND SUBTHEMES

A discussion of the themes, subthemes and categories emerged from the data. In this section, evidence to support the themes is supplied from the interviews.

##### 4.3.1 THEME 1: RISKS THAT NECESSITATE PARTNERSHIPS WITH A RURAL SCHOOL

Risks in the school and surrounding system became evident as factors that could inhibit a students<sup>5</sup> learning and development; acting as potential barriers in the pathways to resilience. Since pathways to resilience entail negotiating risks in the process of accessing resources, examining risks and the processes involved, appears to hold value in this discussion. This theme yields risks and risk processes involving several challenges affect students and teachers in the school specifically, and the wider interrelated community. See the exclusion and inclusion criteria below.

<b>THEME 1: RISKS THAT NECESSITATE PARTNERSHIPS WITH A RURAL SCHOOL</b>	INCLUSION	Data pertaining to the risk factors that occur within the rural school and interrelated system (namely, the school, family and the wider community), as well as partnership risks. Such risk factors can be seen as barriers, which could impact a school climate, learning and development, or the educational pathways to students' resilience.
	EXCLUSION	Data that does not entail possible risk factors impacting a student in relation to their learning or development. Data pertaining to risks that are not related to students within their contextual system (home, school and community risks) or relating to partnerships, and that could not impact students unfavourably in relation to educational pathways to resilience.

**Table 4.2: Inclusion and exclusion criteria for Theme 1**

<sup>5</sup> Note that the term students and learners is used throughout the chapter. The term 'learner' is used in interviews quoted by the participants.



Having explored literature pertaining to the rural school context in Chapter 2, it becomes evident from this confounding evidence, that there are certain similarities in the current school context. Categories that emerged within this theme include: financial and infrastructure constraints, rural school context, lack of human resources, and performance of students, language and literacy, lack of parental involvement, family responsibility, and risky student behaviour. These categories will be introduced with supporting evidence from the interviews.

#### 4.3.1.1 Financial and Infrastructure constraints

Financial constraints appear to resonate with this context and this also became evident from the interviews. For instance, it was stated that:

*“Their parents are not affording, because for the students, even although the government is giving us money, that money is not enough...one basic need is a financial need” (P1, 1, 377-378).*

Other evidence from the participants for financial constraints can be seen in the following quotes:

*“Basically we have never had a trip that will take 3 or 4 days, because of financial constraints (P2, 2, 267-268).*

The interviewees explained that the context is plagued with poverty:

*“Some of the issues they are very tough there is too much poverty” (P2, 2, 205<sup>6</sup>).*

Synonymous with poverty, the interviewee also discussed certain challenges that impact the community and the students. Firstly, there are many orphaned students:

*“Our students, most of them, they are orphans” (P2, 2, 275).*

Secondly, challenges arose regarding infrastructure. For instance, one participant reported that:

*“There is no water... we go and look for water so that we can cook and they can also and bath” (P2, 2, 272).*

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<sup>6</sup> In order to reference the direct quotations from the coded interviews, the participant is identified as: (P1 or P2), followed by the interview number (1= interview 1, 2= interview 2 or 3= interview 3/member checking interview), and followed by the relevant line numbers.

Furthermore, basic needs are not always met. This was expressed by one of the interviewees:

*“Sometimes we find that our kids don’t have birth certificates and IDs and all that” (P1, 1, 72- 73).*

Due to the rural school context, physical distance also has implications on finances. According to participant 1:

*“... Look at the distance.... I have to pay close to R60 or R70 for transport every month (P1, 1, 516);*

*“So more money can be spent on transport because of the movement of the teachers (P2, 2, 389-390).*

Participant 2 also explained that financial concerns and risks are not uncommon to their school community, in fact it is attributed to the social economic environment (P2, 2, 371-373), for example:

*“The one I mentioned is because of the social economic environment we are in, we need more financial support” (P1, 1, 373-374);*

*“Looking at the social economic factors of our area sometimes the parents cannot afford” (P2, 2, 258-259).*

This also may mean that students cannot further their tertiary studies:

*“Maybe they can’t afford to go to tertiary education” (P2, 2, 105).*

*“Resources which may be taken for granted, such as water...” (P1, 1, 274).*

In order to curb or buffer the risks of financial strain, the school benefits from the partners in some respects, as it has been discussed. Despite some relief, participant 2 explained:

*“Even although the government is giving us money, that money is not enough” (P2, 2, 376).*

These contributions also do not cover all of the school’s financial needs:

*“We are not saying that we don’t have it but it is too little” (P2, 2, 384).*

The participants explained that they also experience financial trouble when it comes to providing food for themselves and students at school. The students are provided with meals at school, which for some, is their only meal of the day. Despite efforts to provide for them, sometimes gaining the financial resources is difficult:

*“They think that this time around we are going to have money to buy a bag of mielie [maize] meal. You see but it’s not like that...” (P1, 1, 384).*

#### **4.3.1.2 Rural school context**

As it was discussed in Chapter two, the rural school context is particularly plagued by many risks. Although it was also discussed, the mediation through these chronic risks, exemplified resilience. A subtheme that emerged from the interviews was a discussion of the rural school context:

*“We are the most deep rural” (P1, 1, 605);*

*“Our environment you know the high school environment might be different from any other environment” (P2, 2, 659-661).*

This explanation also assists in describing the context that the students are part of; and aids in developing an understanding of school context will assist in better understand influences on learning and development, and thus the pathways to resilience. One of the greatest challenges facing the students is the physical setting, in relation to distances to travel. A participant noted:

*“The teachers are not residing close so even if you want to help after hours it becomes very difficult. Most of our students come from far as well and they use the bus transport paid by the government. So you can’t let students stay behind because the bus drivers won’t wait” (P1, 3, 192-195).*

*“...More money can be spent on transport because of the movement of the teachers” (P2, 2, 389-390).*

Distance can also impact service delivery, for example:

*“You can write a letter it can take, and I think a year to get a response. Or to get the physical resource like a human to come and help” (P2, 2, 287-289).*

A participant also noted physical and financial barriers affecting learning, whereby students are sheltered and are relatively unexposed to world-wide happenings. It was said:

*“They may have to go to community hall- close [to the school]. I remember when there was a project and found that only 2 or 3 students did it because it was too late to go to the community hall to watch the TV. So this place, it’s deep rural. So in terms of getting information it is not easy- they rely on information in terms of what teachers bring. So recent things like London Olympics, they don’t know... so it affects their learning” (P1, 3, 8-12);*

*“The practical learning is not easy for them- or we need to bring the information to the students” (P1, 3, 14-15).*

Teachers are then often forced to either change their way of teaching or to ‘spoon-feed’ students. However, there is not always the time or resources to for ‘spoon-feeding’, which brings me to the next subtheme.

#### **4.3.1.3 Lack of human resources**

The lack of human resources emerged as a theme within challenges at school. From the observations and interviews, it is evident that despite the fact that there is much lacking when it comes to resources, the school is trying to make ends meet. There is a shortage of staff, and for this reason, some staff members are very busy taking on multiple roles. For example, the participants expressed the following in these quotes:

*“I am just assisting to the library since we do not have an teacher” (P2, 2, 6-8; P1, 1, 69-70);*

*“There is no one that has been employed or paid by the school so that he can run the computer centre” (P1, 1, 89-90);*

*“They have a shortage of staff, and that is true” (P2, 2, 294).*

This can, therefore, be taxing on the teachers. For example this becomes a challenge in the sense that the staff need to be in more than one place at any particular time. It was said:

*“It becomes difficult, I cannot be in a class and at the same time the students need me in the library” (P2, 2, 245);*

*“It is very difficult especially when you are free, you say that you have got your time now, you have to push your lessons plans , then you find that a group of students come inside the library, they will ask you ‘we are looking for’.... Such and such information” (P1, 1, 95-98).*

Challenges for the school in this respect also emerged with teachers that are required to teach students in subjects which they may not necessarily be trained in, due to shortages of trained and available staff:

*“I am teaching Tourism and Grade 10, 11 and 12 and I am also teaching History in Grade 10 and 11 but I majored in English” (P1, 1, 16-17).*

Not only are teachers facing challenges in teaching subjects that they are not trained in, but they also experience frequent staff turnover. This means that they are continuously getting to know staff and work as a team in the midst of constant change. The following evidence supports this statement:

*“Changes of staffing has been a change and sometimes there is a downward change, but there has been a downward change because the teachers are not the same, you have to work, you know team work it takes time to build a team time you take to build a team it will also take time to make a team deliver the goods you know” (P2, 2, 453-457).*

All of the risks involving lack of human resources could be seen as barriers in the potential performance of students. Yet, with the negotiation of protective factors, mentioned earlier, such risks could also be mediated.

#### **4.3.1.4 Performance of students**

According to the interviewees, there are several major challenges that affect the performance of the students in the school. For instance:

*“You find that in a class there are students that are capable and there are those who don’t belong to this class” (P2, 2, 313).*

The participant above therefore explains that the performance varies greatly amongst students and that the performance of some students is not aligned to the grade that they are in. One recursive factor which may influence this is absenteeism:

*“There is a problem with absenteeism (P1, 3, 57); there was a high rate of absence” (P1, 1, 153).*

Apart from fluctuations between students’ performance, fluctuations also occur within the students’ own performance. For example:

*“..The performance of our students it’s not stable” (P2, 2, 305).*

One of the participants stated that at one stage:

*“Out of 123 students grade 10 only 18 passed” (P1, 3, 44).*

The pass rate according to the participant, therefore clearly illustrates the difficulty regarding adequate performance amongst students.

A reason for poor performance, according to the second participant stems from the lack of parental support and motivation at home. This participant stated that:

*“It becomes difficult, if the parents can’t motivate a child then it means when a child gets into a school he is bringing that negative attitude” (P2, 2, 641-643).*

Another challenge that could impact the performance of students is that many of the students do not speak English as a mother tongue, and it is their second language at school. This is however, the language of teaching and learning at the school. Participant 2 stated:

*“Our students are struggling in the second language. The second language is the most important for them to pass their other subjects” (P2, 2, 332-335).*

#### **4.3.1.5 Language and literacy**

Students are also placed in the disadvantageous situation that they cannot gain assistance from parents at home when it comes to homework due to the poor literacy at home:

*“Most of the parents they are illiterate” (P2, 2, 627);*

*“You know not many people are role models to the kids- you find that most of the homes they don’t have people that are educated within the family” (P1, 3, 32-33).*

The participants express their concern in saying that they are:

*“Fighting a losing battle with this one” (P2, 2, 127-128);*

*“One interviewee stated that, “it’s a community that is illiterate” (P2, 2, 295);*

*“They really have difficulty to express themselves in English, even if the student is doing Grade 12 we find that when marking- it is evident that the student did not understand so this is an indication that there is a language barrier- so it is a big problem” (P1, 3, 712-73).*

It is evident from the participants that literacy in the school is at a level far below what they would expect or wish. The participants stated the following:

*“Reading, writing, really it was a problem” (P1, 1, 133-137);*

*“We had a big, big problem in our school. The problem of reading and writing (P2, 2, 116);*

*“... You can find that a grade 11 students cannot write, cannot read” (P2, 2, 118);*

*“We have grade 7... these students...you find something that has been written by the students, you can’t read it” (P2, 2, 134);*

*“A reason that was proposed is that gaps in earlier learning are not attended to” (P1, 1, 117-119);*

*“They really have difficulty to express themselves in English; even if the student is doing Grade 12 we find that when marking - it is evident that the student did not understand (P1, 3, 110-113). So the belief of the teachers is that it affects their learning” (P1, 3, 15).*

As it was stated by a participant, finding and filling gaps in learning at an early age, could assist in the prevention of the escalated level of illiteracy in students:

*“I think it was a teacher or author who was talking about reading programme where one needs to encourage reading to students at a young age so that they will eventually develop a positive attitude towards literature and perhaps we lack that basic strategy. We need to encourage our students while they are still young to be more literate. We cannot instil the culture of reading at Grade 10; it should be done while the child is young” (P1, 3, 75-79).*

Despite the comment made by Participant 1, early learning does not only occur in the classroom – it often requires consistent effort maintained by the student, the teachers and the student. For this reason, parental involvement is important in a child’s learning and development.

#### **4.3.1.6 Lack of parental involvement**

Liaising with parents also appeared to be a challenge for the teachers and they expressed their concerns with parents lacking interest. Participant 1 stated that they feel that they invest more interest in the children than their parents:

*“I feel that we care more than their parents” (P1, 1, 285).*

This participant stated that the parents are unsupportive:

*“It is the support from parents, that one is a big challenge” (P1, 1, 468).*

One interviewee expressed that some of the children, especially the orphaned children, have nowhere to stay. For this reason, some teachers will sleep at school in order to create a place for the child to reside with adult supervision. It was also stated that:

*“It might be the child is behaving in such a way because at home there is a lack of parental care or parental love” (P1, 1, 168-169).*

In this regard, an interviewer stated:

*“Education, it means nothing to them [parents]...” (P2, 2, 296).*

As stated above, teachers and the students’ parents do not always value education in the same manner. Participant 2 thus stated that the teachers have tried new ways of approaching the parents. It was stated that:

*“With effect from this year we have changed those strategies and we are seeing that we are starting to get parental support” (P2, 2, 467-469).*

*“The involvement of the parents as they are coming in more and more” (P2, 2, 526).*

The process of negotiating support from the parents can also be a challenge for the teachers who are already taking responsibilities in many ways for the students. However, if the partners intercede and assist in the provision of skills to involve parents, or even motivate the teachers, positive outcomes can be attained.

#### **4.3.1.7 Family responsibility**

Apart from parents that are not always involved emotionally or physically in their child/dependents’ schooling career, students in the school are often expected to perform duties which may seem uncommon for students in other communities. It was stated that responsibilities and roles which are expected from some students (in the home setting) can affect their learning:

*“The children talk and they say that they don’t have time for themselves- they go to mountains to fetch cattle and the firewood” (P1, 3, 49-50).*

Due to certain responsibilities at home, students are not always able to perform scholastic tasks successfully:

*“You know - 7 O’ clock when they [students] are supposed to sit with school work they are too tired from the housework” (P1, 3, 53-54).*

It becomes evident that such responsibilities could come in the way of activities such as homework and other scholastic tasks. The combination of poor supervision, involvement and/or added responsibilities, could also lead students towards unfavourable behaviour.



#### 4.3.1.8 Risky student behaviour

According to the participants, students in the school are often involved in risky behaviour. A concern mentioned by a participant is peer pressure and bad influence from some peers:

*“They don’t know. They just follow friends and end up with big problems” (P1, 3, 89).*

One challenge that arose related to the lack of entertainment facilities for children. Not only does this challenge stem from geographical or physical constraints, but consequently impacts on the safety of children:

*“There are no places for entertainment- no facilities- so the only way is to go to the tavern” (P1, 3, 92-93).*

Thus, some challenges that stem from these safety and security risks are:

*“The problem of teen pregnancy and drugs” (P1, 3, 133-134);*

*“Most of them are having the STI’s, you know, the sexually transmitted infections” (P1, 1, 66-67).*

The participants explained that these infections sometimes stem from exposure to sexual abuse:

*“They are raped by their uncles some have been raped by their step parents, their fathers...” (P1, 1, 205).*

Implications from these infections is, therefore also a serious problem:

*“We live in a community where there are people affected with HIV” (P1, 1, 377);*

*“The mortality rate was also increasing at that time. And we were preaching abstinence at that time” (P2, 2, 627).*

Some students have also been involved in violence in the school, such as fighting:

*“The students were fighting with one another” (P1, 1, 154);*

*“The before there was gangsterism- if they were fighting they would provoke many of the students and fight- they would fight in the premises of the school. So we had a big problem” (P1, 3, 115-117).*

More serious violence amongst and with certain students was also reported:

*“You know the once there was a Grade 12 student and we thought this student was not going to pass but the learner was from jail- he killed someone” (P1, 3, 153-154).*

Lastly, theft was also reported by a participant as a risk factor in the school:

*“At the present moment we have a challenge since one of our modems was stolen. One of the naughty student in 2009 came and stole one of our modems” (P2, 2, 133-135).*

In this theme, it was evident that the school and surrounding environment face various risks. These risks could therefore necessitate the need for collaboration, in order to build on existing resources. From the interviews, the school demonstrates a multitude of ways to successfully manage and navigate through risks. In the next theme, such protective resources and processes are presented.

#### **4.3.2 THEME 2: PROTECTIVE RESOURCES AND PROCESSES WITHIN AND AROUND A RURAL SCHOOL**

Participants frequently referred to ‘positive’ or ‘favourable’ aspects and processes, which could be seen as cushions against risks. The inclusion and exclusion criteria for this theme is provided in Table 4.3 below.

<b>THEME 2: PROTECTIVE RESOURCES AND PROCESSES WITHIN AND AROUND A RURAL SCHOOL</b>	INCLUSION	Data that suggests or makes reference to aspects that could be considered as protective (against risks) - enabling students towards educational pathways to resilience within the rural Secondary School and inter-related community.
	EXCLUSION	Data that suggests or describes processes/ aspects which do not indicate protective/beneficial factors/processes or which are not foreseen as enabling for students in the rural school on their pathways to resilience in the rural Secondary School and school community.

**Table 4.3** Error! No text of specified style in document.: **Inclusion and exclusion criteria for Theme 2**

#### 4.3.2.1 Teamwork

When the participants were asked about their strengths, teamwork and leadership pressed forth as the most important ones. Participant 2 explained that the staff at the school always pull together as a team and get things done. Within this theme, the feeling of teamwork also creates a sense of family care and support for other members. This illustrates the level of collaboration that successfully occurs within the school system. For example:

*“You can’t have a team if there is no good leadership you know, good leadership also would be our strength and also networking is also our strength” (P2, 2, 437-438);*

*“If we don’t have a team within staff members, I don’t think we will have a school, you know, we have a school because we have a team, so a classic teamwork, and you know good human relations... These are the strengths that we have” (P2, 2, 428-430).*

The participant also explained that leadership also occurs by leading from the back and guiding the team forward:

*“Especially XX and XX [teachers], so they are pushing there because I’ve just moved a little bit towards the back, you know because I told them, due to the work that I have, let them take over. I’m part of them, you know I am peeking on the other processes, let them move in... So they are moving in” (P2, 2, 680-683).*

#### 4.3.2.2 Collaboration with parents

Although collaborating with parents in this school setting has also carried some challenges (which will be elaborated on in theme five), the teachers used their skills of remaining dedicated and creating initiatives to involve the parents/caregivers in the school. The teachers expressed the importance of parents to be involved in the school for the best interest of the students. As participant 2 expressed:

*“I think that completes the triangle that is expected - The teacher is there, the parent is there and the student is there” (P2, 2, 474-475).*

The teachers realised that parents did not always receive the reports, they did not always understand the reports. For this reason, as it was stated:

*“Every time reports are issued, we analyse marks together, and this helped for parents to understand. The first time we met with the parents, at that stage only 4 students passed. Now after meeting with the parents there is a bit of an improvement; 6 students have passed” (P1, 3, 41-44).*

It was also indicated that by sitting and analysing results, parents were more able to motivate their children.

In the midst of risk, it is therefore evident that certain protective resources and processes are also present, which should act as safety net or enabling push in students pathways to resilience. As I stated earlier in the chapter, the presence of risks encourages the need for collaboration. I will thus discuss the findings relating to partnerships with the school.

#### 4.3.3 THEME 3: DIFFERENT TYPES AND CATEGORIES OF PARTNERSHIPS WITH THE SCHOOL

The first broad theme that emerged from the interviews pertained to partnerships is entitled: *Different types and categories of partnerships*. It is plausible that such a theme would emerge since the study sought to investigate the educational pathways to resilience through rural school partnerships. The subthemes that emerged under this broad theme relate to the various types of support provided between the school and its' collaborators, as well as certain processes involved in the collaboration process. The inclusion and exclusion criteria for the first theme are tabulated below in Table 4.4.

<b>THEME 3: DIFFERENT TYPES AND CATEGORIES OF PARTNERSHIPS WITH A RURAL SCHOOL</b>	INCLUSION	All evidence that describes the types of services offered, and the nature of the various services involved when collaborating with the rural secondary school.
	EXCLUSION	Any data that suggests partnerships that do not collaborate with the current school or that do not provide insight into the nature, or types of services offered collaboratively to the rural secondary school.

**Table 4.4: Inclusion and exclusion criteria for Theme 3**

From the interviews, it became evident that there are several partners that are involved in sharing or providing resources to the school. All partners discussed by the participants appear to have a positive influence in various ways. Both participants stated:

*“Partnerships that are there, as they come in different ways...and they come with their own factors that are there to enhance the development of the*

*school” (P2, 2, 500-502). “You know, they [partners] are so assisting: they assisted us in many ways” (P1, 1 120).*

A discussion of the subthemes that emerged within this theme follows.

#### **4.3.3.1 Governmental support**

Governmental support was identified as a strong partner with the school. Services in various governmental sectors were identified in the interviews:

*“Another one is with the government sectors, especially the Department of Health, that’s 8 years. For instance...the department of social service” (P1, 1, 14-17).*

Other partners identified were the South African Police Service (SAPS); the Department of Health; the Department of Agriculture; the Department of Home Affairs; and the Department of Social Services. Evidence for these partnerships will be found in the tables below.

The kinds of support and collaboration from governmental services came in various forms. The following table provides evidence concerning the various kinds of support, such as financial support/tangible resources, and support in the various governmental sectors (see Table 4.5).

<b>Financial support and tangible resources</b>	<i>“Scholar transport is from the government and also they have issued bicycles” (P1, 1, 467)</i>
<b>Health services</b>	<i>“One service that is provided is the health one” (P2, 2,578-579) “... Yes information about STIs and all that and how to protect themselves” (P2, 2, 69) “And another one is with the government sectors, especially the Department of Health, with information and with bringing things” (P2, 2, 14-15)</i>
<b>Social support</b>	<i>“The other one is more social based from social service...from home affairs, you know, that deals with the social aspect of the being” (P2, 2, 510-512) “Our community; you know sometimes we find that our kids don’t have birth certificates and IDs and all (P2, 2, 69-70) “So they come in and they help the students... Take ID’s at school and after that they send them back to the school and then we distribute them. So that is how they help” (P2, 2, 72-74)</i>
<b>Agricultural support</b>	<i>“..They are supplying this side with vegetables. You see it is an opportunity for our students” (P2, 2, 104)</i>
<b>Safety and security</b>	<i>“We have a cop, that he is part of us [school community], that has been adopted. So that cop helps us so that when we have got problems. Maybe he’ll discipline</i>

	<p><i>and all that, especially those cross ones at a higher level that we can't get rid of"</i> (P2, 2, 57-60)</p> <p><i>"SAPS [South African Police Service] as you know it is all about criminality, it's all about drugs and things like that so they help us normally to come in to explain to students, you know the disadvantages of crime and drugs and things like that ... So that is how they help us"</i> (P2, 2, 53-55)</p>
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**Table 4.5: Table providing evidence for governmental support**

#### 4.3.3.2 Academic and informational support

According to the participants, partners also assisted in providing information and services to the school. Such information has been in the form of both advice and providing information through people that can share their knowledge with the school. The evidence of such support is tabulated below (see Table 4.6):

<p><b>Informational resources through skilled informants</b></p>	<p><i>"XX<sup>7</sup> [partner] also with the partnership brings other academics to the school too, like you know mathematics and all that (2, 174-175)</i></p> <p><i>"That helps us because we get some more information to approach other aspects in the subjects" (P2, 2, 177-178)</i></p> <p><i>"... also the opportunity of interacting with other students who are doing engineering they were able to speak to the students, to tell them the nature of the subjects that they are doing" (P2, 2, 349-350)</i></p> <p><i>"Now we are talking about a library, some of the books that are in the library have been donated by our partners" (p1, 1, 122)... "so they donated books so that these students may go to the library, borrow books, take the books home with them so that they can read" (P1, 1, 125-127)</i></p> <p><i>"They bought training resources to our school. They gave the language teachers; we think if we can use this one and if we can try this skill" (P1, 1, 138-139)</i></p> <p><i>"And she has promised a lot in terms of resources for Maths and Science (P2, 2, 730)</i></p> <p><i>English resources, they took their resources they were helping their students" (P1, 1, 141)</i></p> <p><i>"You know teachers have also learned a number of skills, especially the language ones: because we had, from the university, they brought people who knows language better, you know... Who knows how to teach a second language to somebody, like English to SeSwati. How do you make sure of that process to facilitate for students to understand?" (P2, 2, 326-328)</i></p>
<p><b>Support through guidance and advice</b></p>	<p><i>[Partnerships assist in...]"engaging with our school, especially career guidance, they guide the students and choosing their career path and following their career path that they feel comfortable with... So our students they didn't have the choice, even if you can become a Grade 12 student. If you ask the student what is the career that you want? I don't know ... so the partners, they were able to assist the students in choosing and assisting them in choosing their careers" (P1, 1, 352-353)... "With career guidance you know the partners have assisted us you know with careers- we have a high numbers of students that have now applied" (P1, 3, 19-21). "The students of Pretoria were also doing the career, you know, exhibition, rising knowledge to our leaners about careers as they are not exposed to all this before" (P2, 2, 183-185)</i></p>

<sup>7</sup> XX is used to denote a person whom is left unidentified for reasons of confidentiality

	<p><i>"They have assisted with different strategies to meet the student's needs and they have empowered us with knowledge and skills" (P1, 3, 199-200)</i></p> <p><i>"The partnerships also help with the advice that students get" (P2, 2, 503)</i></p> <p><i>"Apart from the psychological point of view you know that they help us to concentrate on the aspect, you know sometimes we as teachers, we also connect to the academic aspects, you know, about the mind of the child..."(P2, 2, 163-166)</i></p> <p><i>"They motivated colleagues that in each and every subject you are teaching you are not teaching the content but remember that you are teaching the whole being there"... (P2, 2, 504-505)</i></p> <p><i>"Yes they have advised us that we need to be closer to the student and better understand them" (P1, 3, 106)</i></p> <p><i>"Now in the library when the students want to search for the different type of courses, they go to the library. They also have applications for the bursaries" (P1, 1, 364-366)</i></p>
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**Table 4.6: Table providing evidence for academic and information support**

### 4.3.3.3 Corporate, Non-governmental organisations and Volunteers

There was also evidence that other support was mediated in the school, in the form of corporate, non-governmental organisations and volunteers. This kind of support appears to be beneficial in terms of tangible resources as well as cultural and social support. The table below provides evidence for support in these areas (see Table 4.7).

<p><b>Tangible and financial resources</b></p>	<p><i>"The Transnet one. As of now, Transnet is pumping a lot of money into sports at school (P2, 2, 108-109)</i></p> <p><i>"Transnet provides money for sports equipment" (P1, 1, 111)</i></p> <p><i>"Normally they give us some soccer boots and all that" (P2, 2,246)</i></p> <p><i>"MTN has provided us with those computers, I think that there are 60 computers in there. So also provided us with the net, the internet" (P2, 2, 130)... "MTN is still providing us because, you know, the connection to the server, they pay everything" (P2, 2, 196-197)</i></p> <p><i>"Yeah,, we still have money that was profited from Bid work- that is still in the school" (P1, 1, 451-452)</i></p> <p><i>"We saw it as a fund raising project because they are selling DVD's, and if we sell one DVD the school gets R2-00 so we want to look at the bulk of DVD's that we can sell, that means that the school is going to benefit one way or another" (P2, 2, 44-46) (through the partnership with the Jacob Zuma Foundation)</i></p> <p><i>"Books in the library; they were sent by the partnership that we had with them, that they were able to ask for donations overseas and then we got the books in the library" (P2, 2, 121)</i></p> <p><i>"They donated the materials for us... The beads, the partners bought the beads" (P1, 1, 461-462)</i></p>
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<b>Cultural and social resources</b>	<p><i>“Jacob Zuma Foundation, it is promoting the African music...it plays on SABC 1 every Saturday. So that one is for helping us it’s a national partnership” (P2, 2, 38-39)</i></p> <p><i>“They deal with actually. They educate through music, arts and performance... You know teaching people about human rights- it’s a human rights education centre, it’s around us on the mountains there” (P2, 2, 81-84)</i></p> <p><i>“Involves the students, you know in various fields like music , and all of that these are skills so they are, growing a number of skills” (P2, 2, 204-206)</i></p> <p><i>“The Jacob Zuma Foundation which promotes African music in the school” (P1, 1, 40)</i></p> <p><i>“A non-government organisation. That’s how they help us also with respect and discipline and misbehaviour at the school” (P2, 2, 87-89)</i></p>
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**Table 4.7: Table providing evidence for non-governmental organisation and volunteer support**

#### 4.3.4 THEME 4: PROCESSES AND RISKS INVOLVED IN COLLABORATING

The next subtheme that emerged was partnership processes and risks. The participants described how the school and various partners connect and share resources. This occurred mainly by identifying needs, resources and risks; initiating community involvement; meeting needs through empowerment and motivation, strategies for initiating support/collaboration; and tracking/ reflecting on progress. Despite such favourable processes, risks in collaborating were also noted.

<b>THEME 4: PROCESSES AND RISKS INVOLVED IN COLLABORATING</b>	INCLUSION	All evidence that describes the processes involved in partnering/collaborating with the rural secondary school so that resources can be mobilised. As well as evidence pointing to the risks involved in collaborating.
	EXCLUSION	Any data that suggests partnerships that do not collaborate with the current school or that do not provide insight into the partnership processes (and risks incurred) with the rural secondary school.

**Table 4.8: Inclusion and exclusion criteria for Theme 4**

##### 4.3.4.1 Partnership processes

###### a) Identifying needs, resources or risks

Some processes involved in partnering include identifying resources or risks in order to prioritise and plan the way forward:

*“Most of the time, they want to know about the risks on school climate that we are facing...” (P1, 1, 115);*



*“There is one thing that I like about this partnership: they call us, we sit down, we discuss things” (P1, 1, 114-115).*

The partners make suggestions for addressing the needs of the school. For example, the participants stated:

*“The group came to our school and said we must identify the problems” (P1, 3, 117-119);*

*“They follow up on those concerns” (P1, 1, 146).*

Participant 1 made reference to partners encouraging the school to instil new ideas as well as to bring physical resources:

*“They encouraged us to have a counselling room we have that one in our school” (1, 188);*

*“We brought forward to our partners and they tried to assist us with the books at the library” (P1, 1, 131-132).*

The participants made reference to identifying needs for the school:

*“We need more financial support, maybe from various sectors to support” (P2, 2, 373-374);*

*Maybe the second one [need] will be a structural development. Especially the development of our laboratories. Because we are not managing to develop them.*

*“That is one other need. Other need is a school hall” (P2, 2, 396-398);*

*“Our students cannot read and cannot write” (P1, 1, 124).*

Therefore, the extent and nature of the risks are explored once the relevant needs have been identified. By the identification of needs during the interviews, it is evident that many needs were mentioned. Yet also that partners can collaborate various ways, with the ultimate goal of working towards fulfilling these needs.

Participant 2 also explained that the school sometimes seeks resources and networks through other means, such as talking to organisations and ‘high profile’ people (as it was stated):

*“So they adopt us as a school, where we are now there are a lot of needs that we have so we think that if we get the high profile people. It might help us at the present moment” (P2, 2, 35-37).*

Both participants explained that the identification and prioritisation of needs often occurs as a mutual process. The processes generally involve initial discussions with the partners to identify the needs/risks/resources that are present or required:

*“So the partners we sat down with them” (P1, 1, 137);*

*“Most of the time they want to know about the risks... Then we had to prioritise with them” (P1, 1, 115-117).*

Sometimes needs are identified together, through the sharing of information and where specific partners cannot assist directly, other ideas for support are generated from both the partners and the school:

*“They encouraged us to have a counselling room we have that one in our school” (P1, 1, 188);*

*“We can sit down so they can identify the needs maybe by so doing, they can come up with things they can best assist with” (P1, 3, 18-19).*

According to the participants, the partners may also act as a networking system, whereby they introduce partners and urge connections that could benefit the school in various ways. The following was stated in this regard:

*“So they adopt us as a school, where we are now there are a lot of needs that we have so we think that if we get the high profile people...” (P2, 2, 35-37);*

*“But now I want to take it from national point of view because there are these big weeks every week who are running that particular project. So we still want to write to them and also want to approach the side of the presidents’ wives” (P2, 2, 148-152).*

The partners may then verify that the processes are being implemented or that the projects are running smoothly, and this eventually leads to the school being assisted to increase its agency role and allow for school staff to become more proficient in networking:

*“They follow up on those concerns” (P1, 1, 146);*

*“We are writing proposals. We trying to check where else can we get funding (P2, 2, 144-145).*

## **b) Initiating community involvement**

Another partnership process noted was the initiation of community involvement by the school, mostly assisted by the inception of the partners. Both participants stated:

*“Working together with our community we have got community members: we have formed a group called Tembaleto (P1, 1, 391)...it’s a group that we created with our partner” (P1, 1, 488);*

*“Tembaleto, a group that acts as a springboard, which is concentrating on involving the community. Introducing some of the factors that are affecting the community... this came from ideas from the university” (P2, 2, 189-192);*

*“So when we sat down with the group, they said that they would like to help the project of the beggars around the community” (P1, 1, 431-433)”.*

This group was initiated with an idea from a partner that suggested community involvement and allowed the staff members of the school to use their resources to venture into the community:

*“...Let us go to the community, let us call them so that we can find out from them what is it that they want to do in the project” (P1, 1, 399-400).*

*After the interviews today, I feel a sense of enlightenment. The partners appear to be a source of expression for the school- they empower the school to use what they have. There are concerns but the school tends to remain positive about what there is and what there is to come. When the school is empowered, the students feel that the ethos which filters through the corridors. When teachers are given the tools, they also feel more confident to venture out and share that with the community (Researcher Diary. 05-05-2012).*

Thus, instilling a desire to partner with the wider community is not only beneficial for the sake of eventually supplying resources to the community, but it also proves to be empowering for the members taking charge. Participant 1 illuminated this statement:

*“...We are trying to assist the community -the last time we attended a partnership meeting at Isabula with XX [partners name] and the other groups... you know they were very amazed how the other groups were working” (P1, 1, 394-397).*

From such interactions with the community, the school members were able to take community partnerships further:

*“Then we invited the community we drew the constitution together. They said that we must bring the constitution to their office. That constitution we are going to fill in a form and we are going to send the form back or bring us a certificate so that they will be able to find us” (P1, 1, 403).*

In order to stay connected and follow up on progress, partners also follow up telephonically in between partnership visits:

*“They say, how are you going? You know with partnerships with the other schools around. How are they doing? Can you brief us even over the phone? To catch up on that” (P2, 2, 626-629).*

### **c) Strategies for receiving support**

The participants made reference to several ways that the school has been able to gain support. The main strategies were through the collection of donations, networking with others in order to share knowledge, and implementing and/or mobilising that knowledge (or skills learned). The research participants explained the implementation of the donation collections:

*“We also go to an extent of asking for donations for food parcels” (P1, 1, 276);*

*“So we have to move around town asking for donations” (P1, 1, 280).*

By means of networking with others and asking for support, the school has also found ways to access resources that they can build on. Participant 1 stated:

*“We ask people to come and motivate them, people who are not teaching at the school, people that are new, try to motivate them” (P1, 1, 654-657).*

This participant also added that the teachers try to apply the knowledge learnt in order to educate the students:

*“We are now trying to implement... Apply what they have told us or the experience we have gained from them” (P1, 1, 173).*

Thus, the teachers also have become more empowered with tools that allow them to make certain changes in the school. Learning from others and taking advice constructively is also an aspect that appears to be assisting the school. The teachers also display a sense of agency and commitment to finding resources:

*“Those are some of the avenues we would like to open as the year goes by” (P2, 2, 157-158).*

As the partners each work in various ways together with the school:

*“All partners in their different ways, they benefit each goal according to that particular level” (P2, 2, 566-567).*

#### **d) Tracking / reflecting on progress**

Through the partnership processes, a common category that emerged within the theme of protective resources and processes, was 'tracking/ reflecting on positive progress. The research participants reflected on their views of the progress over their involvement in the school up until that point (which has been approximately eight years). Positive changes were noted in the students' behaviour, attitude and academic performance, teachers' mind-set and behaviour, and the school climate in general. The following evidence supports the above statements:

*"It did not happen before. But it is now happening. So things have changed towards the positive energy" (P2, 2, 554-555);*

*"That is benefiting the school [academic support], because in the end the result will come" (P2, 2, 581-582).*

Positive changes recorded with the students were noted by the following evidence:

*"Those boys started changing" (P2, 2, 92);*

*"You know everything is starting to be better now, the principal is now resting in his office, because his office was crowded with complaints, students fighting, drugs... but now it's ok in our school" (P1, 1, 175);*

*"We have also seen a drop in pregnancy rate" (P2, 2, 486).*

These quotations from the interviews conducted with the participants indicate that notable change has been seen in the extent of concerns in the school, as fewer complaints are being reported to the principal. Furthermore, partnership influences were also stated:

*"You know the ones in grade 12 doing well, they were the ones the partnership started with, and they started at an early age and now they have a vision" (P1, 3, 132-133);*

*"I think it was after when we started engaging with the partners [that change happened]" (P1, 1, 181).*

Not only was progress noted in the behaviour of students, but teachers were also reported to be more attentive in their tasks, their teaching approach changed, and their understanding of (and approach towards) the students has changed over time. Regarding the progress tracked with the teachers, the following was stated:

*"There is a lot of shift. You can see even in teachers, attending their tasks more. So there is that shift (P2, 2, 543-544);*

*“And the manner in which the teachers handle themselves you know is better. X [partner] was commenting to say she has seen a change in the school” (P2, 2, 532-533);*

*“There’s a positive change in discipline with the teachers and students” (P2, 2,480).*

The way that teachers interact with students has also made some changes, such as what was noted in the following statement:

*“We understand the setup at home, you know, you think that if you understand the student better it helps- that’s what I have learned (P1, 3, 57-59)...”And it seems that you understand them better now” (P1, 3, 159).*

#### **4.3.5 PARTNERSHIP RISKS**

Despite many positive aspects involved in collaborating, some challenges were also noted; such as certain logistics that inhibit smooth executions of collaborations, and lack of sustainability from some partners.

##### **4.3.5.1 Logistics when partnering**

Networking or collaborating with partners is not always easy. There are several categories that emerged as challenges or risks when partnering. Firstly, certain logistics are present, such as time:

*“The time you take to build a team... it will also take time to make a team deliver the goods you know” (P2, 2, 457).*

Although partners provide and collaborate, there are often long time constraints:

*“The departmental one, it takes a long time” (P2, 2, 293).*

Not only do projects take time to initiate, but it also takes time and effort to sustain:

*“A project to sustain and keep it going, it take maybe 2 years or until one knows how is it going to get in the project what is it that he is going to benefit” (P1, 1, 385).*

##### **4.3.5.2 Lack of sustainability**

Although sustainability was seen as a protective resources earlier, it also emerged as a category that can be seen as disadvantageous at times. For example:

*“Some of them [from one partnership] they just went and looked for jobs somewhere so that one was a failure... It did not continue” (P1, 1, 445-446);*

*“But some of them dropped out because some of them they had to look for jobs somewhere” (P1, 1, 389)..... and they left us there” (P1, 1, 57).*

Therefore, although partners all assist in their various forms, some partners collaborate, provide resources, and cannot always continue to partner with the school.

The partnerships, in their wide reaching ways, not only provide tangible goods to buffer the risks, but they also empower; add value to the already positive climate; and allow the students to open channels in their learning and development. We now look at the specific benefits that were noted in the interviews.

#### **4.3.6 THEME 5: PARTNERSHIP BENEFITS IN A RURAL SCHOOL**

From the interviews, there was overwhelming support for the value and beneficial factors from the collaboration with partners on the school. Several subthemes that emerged in this category are: Instilling positive change, motivation for students and/or teachers, sustainable support, gratitude towards partners, mutual growth/development from close collaboration, and teacher/student motivation. See Table 4.9 for inclusion and exclusion criteria for this theme.

<b>THEME 5: PARTNERSHIP BENEFITS IN A RURAL SCHOOL</b>	INCLUSION	Data that suggests or makes reference to aspects that could be considered as benefit or advantage that was noted as a result of the partnerships in the rural Secondary School.
	EXCLUSION	Data that suggests or describes data that does not indicate benefits to the school or which may not positively impact the rural Secondary School.

**Table 4.9: Inclusion and exclusion criteria for Theme 5**

##### **4.3.6.1 Instilling positive change**

Throughout the interviews, it became evident from the teachers that partnerships can be linked to positive change in the school, in various ways:

*“They [partners] have really brought a change to our school. They have really given us something we will never forget” (P1, 1, 583-585);*

*“...The partners really laid the foundation” (P1, 3, 135);*

*“They provided information which assists us - we did not know that within the school premises we must have a room for counsellors and students” (P1, 1, 198-199).*

From this, positive benefits were noted, such as in student and teacher behaviour:

*“We no longer have gangsters... You know our school there was a lot of gangsterism, the students were fighting with one another, so now we are not experiencing things like this all because of the partnership” (P1, 1, 607-611).*

Changes were also noted in the way that the teachers treat the students:

*“We’ve seen an improvement because what the partners have taught us we must love the children” (P1, 1, 158);*

*“It’s because of the partnership that is what we have the change in the teachers” (P1, 3, 94).*

The teachers have, therefore, noted that with the knowledge and skills that they have learned from partners, they are applying such skills and observing changes in their environment:

*“Maybe it is due to the fact that we are becoming more transparent and open and we are giving them more information into what is expected of students and what is happening in the school. That is one positive change” (P2, 2, 470-472);*

*“The teachers have noted changes in several areas and have not attributed the changes to any specific, but rather all partners, sharing their unique resources with the school” (P2, 2, 498-499);*

*“And the school will benefit in that way and whatever route. So all the partners, actually they are benefiting the school most. With each of the things that I mentioned, those are big benefits” (P2, 2, 570-573);*

*“They helped us in a number of ways, like seeing our students changing their attitude, becoming more positive, coming early at school, wearing school uniforms, and other positive change and pass the struggling and all that” (P1, 3, 476-481).*

Specific changes instilled were also noted in the performance of students:

*“But overall we have seen a change in terms of performance and other areas” (P2, 2, 362).*

The participants indicated that with a more positive outlook and attitude towards school, students are more likely to succeed. Along with the school performance



increases and a more positive outlook, positive change could also be viewed in students' futures.

*"I can say there is a change- when I look at the students scoring higher levels; they are occupying better positions in their careers. You can see there is more effort being put in. You know marks of some are more consistent they are maintaining the marks they were obtaining; we have had a lot of them enrolling now, I think the numbers are increasing every year" (P2, 2, 320-321);*

*"They are coming up okay" (P1, 3, 138-140);*

*"Those at the back we believe they will learn from the ones doing better (P1, 3, 176).*

Having said so, the partners have been able to mobilise existing resources and provide services that have given the students a different view, and climate for growth, in order for them to flourish:

*"Now at least there is quite an improvement this is what the partners are doing in our school" (P1, 1, 42-143);*

*"And that has changed the picture the school" (P2, 2, 358);*

*"Thinking that all these years we were there just sitting without knowing that there are such things happening in our school- so really the partners they have opened our mind." (P1, 1, 207-209).*

#### **4.3.6.2 Teachers / student motivation and/or empowerment**

Within this category, it was evident that students became more motivated throughout the period of the partnerships and this was noted in the following evidence:

*"...Most of them are more motivated to be somebody one day" (P2, 2, 604-605).*

The second participant also commented:

*"... We don't see most of them on the streets like before - now they are focused. They know where they are going" (P2, 2, 606-608).*

One of the participants explained that the partners (in their various forms) have motivated the students through freedom of expression, motivation, as well as participation and care:

*"Motivation and getting motivation, makes you to be more focused and know where you go, and that's how they have been treated" (P2, 2, 612-614).*

The teachers are also motivated and empowered through partnerships, especially when there is mutual collaboration and room for sharing ideas openly. As it was stated:

*“The freedom of expression in our partnership and that motivates us a lot” (P2, 2, 700-701).*

An interviewee also explained that it is motivating for him to see partners travelling great distances into rural communities to collaborate with them. He stated:

*“And you know to see... living 300 kilometres and coming down to a rural area, you know it motivates us” (P2, 2, 701-702).*

Not only does the fact that partners come and collaborate with this remote school motivate the students and teachers, but it was also added that what the partners share in terms of ideas and training, also motivates and inspires them:

*“They have assisted with different strategies to meet the student’s needs and they have empowered us with knowledge and skills” (P1, 3, 199-200);*

*“Yes the minds of the students has changed- not all of them but sometimes you find that students’ come to us and say they want to divide themselves into study groups as we want to come around 6 o’ clock and we want to register our name so that it can be controlled, sign in and out- a controlled way” (P1, 3, 124- 126).*

The participants explained that through the partnerships, they are motivated, the students are more focused and this creates positive repercussions for the school/the students:

*“...Most of them are more motivated to be somebody one day” (P2, 2, 604);*

*“So they are excited with the partnership. They know they are going to learn something from them and it makes them happy” (P1, 3, 182-183);*

*“You know, it made them to realise them the importance of them being at school, that one day we have to get somewhere, and lead a better life. I think that has motivated them to realise the reason why they are at school” (P2, 2, 306-310);*

*“Motivation and getting motivation makes you to be more focused and know where you go, and that’s how they have been treated” (P2, 2, 612-613);*

*“So, I would say to a greater extent we have seen a change in the mind-set of our students as they grow after the interaction” (P2, 2, 299-231).*

Therefore, the partners have been said to provide the students with a vision from which they can materialise with their own skills and talents. With hope and encouragement, the students have found motivation and drive to perform.

The University of Pretoria partnership collaborates with the school in several ways. The primary focus, however is to provide career and psychological services to the grade nine students. Teachers are also supported, however through skills training, advice giving and sharing of ideas, in the hope of empowering them to empower their school and community. It has been stated that the partnerships predominantly motivate students and teachers through mind-set changes and a vision for the future. Some evidence from the participants emphasises this:

*“Professions are obtained by the institutions of higher learning. So that is what has benefited our youth on that side. We don’t see most of them on the streets like before - now they are focused. They know where they’re going” (P2, 2, 606-608);*

*“Somebody young talking to you, motivates you; they think that one day, I can also get there” (P2, 2, 303-304);*

The University partnership, consisting of young adults (and adults alike), also provides motivation to the students in the form of ‘role models’, for example one participant stated:

*“Students that have been here, maybe they are in their 23’s but also some 45 so now they are able to compare to say our life starts there. Which means that at this age they have started somewhere. ‘We can also get there’, so that has made most of our experience” (P2, 2, 311-314);*

*“So the school and the partners motivate the students” (P1, 3, 35).*

A recursive impact on the students can be seen on their academic performance being more motivated and driven for success.

*“You know they realised they have to get good marks and then they have to apply” (P1, 3, 21-22).*

Along with the notion of care and support received from partners, a change in mind-set arose as a common theme from the interviewees. By this, I realised that the school staff and students have changed the way they see certain things in the school, and have thus, changed the way that they behave in certain circumstances. For instance, it was stated:

*“We also have other teachers who have maybe seen that the student who is struggling then maybe you adopt him...we got this from our partners... it started after we engaged with them” (P1, 1,222-226);*

*“Partners have taught us we must love the children (P2, 2, 158)... And know why and what is the root cause of the students behaving in such a way” (P2, 2, 160);*

*“If it wasn’t for them ... I don’t care about the students, I don’t care about the environment, and I don’t care about the community” (P2, 2,584).*

From what was said in the interviews, it becomes evident that generating knowledge and information to the rural school, has led to positive repercussions when the school has mobilised such information.

Thus, for some students, partners have instilled awareness, motivation, as well as a renewed perspective and mind-set for current and future learning:

*“So when I go there [school], I get the support that I need and let me keep on trying. One day I’ll get there (P2, 2, 531-532);*

*“You know it made them to realise them the importance of them being at school, that one day we have to get somewhere, and lead a better life. I think that has motivated them to realise the reason why they are at school” (P2, 2, 306-310);*

*“So the school and the partners motivate the students” (P2, 3, 35);*

*“The youth now has changed their focus and they can see that the institutions of higher learning are not meant for certain people but they are meant for all of us as long as we have a positive attitude” (P2, 2, 589-601);*

*“As long as we are going to up our performance , perform better, so that we get our certificates and that we are accepted (P2, 2, 601-603) so “they realised they have to get good marks and then they have to apply” (P1, 3, 21-22).*

#### **4.3.6.3 Sustainable support**

Another benefit of partnerships is the sustainable support that was described in terms of long term collaboration. According to the interview respondents, all partners benefit the school in their various ways. However, it is an asset to them when the support is sustainable, or long term. For example, it was stated:

*“And this partnership it keeps going so this is good” (2, 187);*

*“Like for that one for Bid work the group they were there always every day (1, 388);*

*“The long-term partnerships they are in University of Pretoria- this one it is long term because we will benefit in a number of ways (2, 161-163).*

According to the first interviewee, the University of Pretoria has been one of their most committed partners:

*“If the University of Pretoria is the most sustainable and committed partner. Although all partners assist in their various ways, this partnership is continuous...the University of Pretoria, they are always there and we know when the year starts they are going to phone us and tell us that they are coming” (P1, 1, 60-61);*

*They [University of Pretoria] are the only ones who has been there since 2005” (P1, 2, 695).*

Another manner in which partners can maintain sustainability is to supply resources that can benefit the school even after the partners leave. MTN was described as sustainable as they have provided an internet connection:

*“MTN is still providing us” (P1, 2, 297).*

#### **4.3.6.4 Gratitude towards partners**

A common category that emerged was the gratitude towards the partners. All partners have contributed in their various ways (as it was noted). As discussed earlier, many positive outcomes also appear to stem from the collaborations with partners. The participants, therefore, express their gratitude for the positive changes incurred:

*“They [the partnership] have given us something at the end and we appreciate it” (P2, 2, 733);*

The interviewees expressed gratitude towards the partnerships that have made contributions to their school. The participants stated the following:

*“They have really brought a change to our school. They have really given us something we will never forget” (P2, 2, 580-581);*

*“Sometimes I think I owe everything to the partners because I think all the ideas, everything that I do is because of them empowering me” (P2, 2, 581-583);*

*“This year there is a big change- that is why I say the partnership it has helped us a great deal” (P1, 3, 30-31);*

*“Sometimes I think I owe everything to the partners (P1, 3, 582). To us that is a privilege... So what I can say really we want to thank the [University of Pretoria] partnership” (P1, 3, 603);*

*“Even though there are financial constraints, I appreciate that one [University of Pretoria] partnership (P1, 1, 692);*

*“[Partnership leader's name] is trying her level best not to leave us. I appreciate it...” (P2, 2, 580);*

Therefore, from the comments made in the interviews, it is evident that the partners each bring something unique which is greatly valued by the school. It was also apparent that the University of Pretoria is highly appreciated due to its long term support.

#### **4.3.6.5 Mutual growth**

Another subtheme that emerged, was the development from close collaboration with the partners. Thus, by collaborating, improvements are made in the school and lessons can be learnt. It was stated:

*“So through the partnership we learned that we should adopt a social worker and policeman that can help and advise us” (P1, 3, 112-113).*

Through partnerships, lessons learned allow for the school to make decisions and find resources that may assist them later on once the partners have left. The interviewees also expressed a sense of recursive, or mutual learning through the partnerships. It was stated:

*“They learn something from us, we learn something from them” (P1, 1, 599);*

*“So it shows you it's flowing back, the university, is gaining” (P2, 2, 732);*

*“The University of Pretoria, the students, they get it back ... and we learn and tend to know our students more as individuals. (P2, 2, 167-168).*

From this evidence, the mutual benefits are clearly noted.

## **4.4 CONCLUSION**

In this section of Chapter 4, the findings that emerged from the interviews with the research participants were presented. In the following section, the quantitative results are provided. This chapter will conclude with a discussion of both strands, engrained in literature which substantiates what has been found. A final discussion, limitations of the study and recommendations will follow in Chapter 5.

## CHAPTER 5 QUANTITATIVE RESULTS

### 5.1 INTRODUCTION

In the previous chapter, the results of the qualitative section of the research were presented. This entailed specific findings from the interviews, which were coded according to emerging themes. In this chapter, a discussion of the quantitative results that emerged from the document sampling, will be presented. The chapter proceeding this one will discuss all findings in relation to literature and provide limitations and recommendations from this study.

As it was explained in the methodology of the study, a Concurrent Mixed Methods design was used, whereby quantitative and qualitative data collection and analyses were done concurrently. The priority was however, placed predominantly on the qualitative approach, where the quantitative strand was undertaken to provide support and clarity. Thus, this chapter assists in informing and supporting the results that were discussed in Chapter 4. Both strands are integrated in the proceeding and final chapter.

### 5.2 QUANTITATIVE RESULTS

As discussed in depth in section 3.6 of the methodology chapter, this section aims to provide quantitative analyses from documents that were sampled of students in a rural school. In order to answer the guiding research questions, access and performance acted as outcome variables depicting resilience from which educational pathways to resilience could be better understood.

To note trends in these two outcome variables, different points in time were chosen. By studying two cohorts, differences in these outcome variables could be observed. This could be attributed to various factors, one being the presence of an Educational Psychology partnership (FLY). The said partnership was involved with the one group of Grade 9 students and not the other. In order to accurately note significant patterns between the two cohorts, one should understand the demographics of the two cohorts. See Table 5.1 below for a summary of the demographics for both cohorts.

A limitation is that, as specific ages were not provided on the performance schedules, age could not be accounted for as a demographic variable.

Year entering grade 9	Number of students enrolled in grade 9	Number of students studied in the cohort	
2005	207	Cohort 1=30 (n=30)	Males=10 Females=20
2008	214	Cohort 2=23 (n=23)	Males=9 Females=14

**Table 5.1: Representation of students enrolled and number of students in each cohort**

As it was explained in chapter three, Cohort 1 (grade nine students of 2005) was not involved in an Educational Psychology rural school partnership. Cohort 2 (grade nine students of 2008) were involved in the partnership. It is important to note that trends in the outcome variables cannot be attributed solely to the effects of the partnership, but rather to many recursive variables. Hence, performance of students can be attributed to many internal and external variables. The partnership impacts should be viewed as one potentially enabling (or not) factor in students pathways to resilience. These findings will then be contextualised with evidence from the Qualitative strand in the preceding chapter, to query partnerships in educational pathways to resilience. Table 5.2 illustrates the numerical performance symbols of the respondents as depicted in the class performance registers.

Numerical scores used in the tables/graphs	% Equivalent	Symbol
1	0-29%	G
2	30-39%	F
3	40-49%	E
4	50-59%	D
5	60-69%	C
6	70-79%	B
7	80-100%	A

**Table 5.2: Description of yearly average performance scores**

The pattern of access (of students to school) was also analysed by means of descriptive statistics. Since the study is a cohort study, only the academic access



and performance of students who were enrolled in Grade 9 was sampled across the years. Thus, if any new students enrolled in grade 10 or 11, they were not included in the cohort, since a 'true cohort' only includes the participants that are present at the start to the end of an intervention. As a result, the sample size became increasingly limited. From 207 students that were enrolled in 2005 for Grade 9, only 30 ( $n=30$ ) formed part of Cohort 1 (in essence, only 30 that started Grade 9 in 2005 and were enrolled in the school every year until Grade 11 in 2007). In addition only 23 students ( $n=23$ ) of 214 were present in Grade 9 to 11 from 2008-2010, constituting inclusion in Cohort 2 (see Table 5.1. above).

Another factor leading to this small sample size was inconsistent recordkeeping. Thus, the names recorded on the performance schedules differed across years. For example Mary Smith was recorded as such in grade 9 and as Mery Smith or Mary Smyth in following years. For this reason, some students could not be included in the cohort, in case they were indeed not part of the initial grade nine group. Consequently, studying patterns of access in the rural school, was negatively impacted. This will be elaborated on further in terms of limitations to the study in the next chapter.

## **5.2.1 RESULTS OF THE FREQUENCY DISTRIBUTIONS**

### **5.2.1.1 Mean score representations**

In this section, I use tables and graphs to present the frequency distributions of Cohort 1 ( $n=30$ ) and Cohort 2 ( $n=23$ ) for the three yearly averaged school subjects over a period of three years. Tables 5.3 and 5.4 below present the mean performance scores for of each cohort, over the three years, for subject, gender and year. As indicated in Table 5.2 above, the mean performance scores are displayed from 1-7 (0-100%).

Cohort 1 English Scores (average for the year)	English Grade 9 (2005) mean performance scores			English Grade 10 (2006) mean performance scores			English Grade 11 (2007) mean performance scores		
	Total	Males	Females	Total	Males	Females	Total	Males	Females
	3,03	3,00	3,05	2,77	3,36	3,00	3,57	3,45	3,63

**Table 5.3 English performance mean scores for Cohort 1**

From Table 5.3 above, the total means decrease from 2005 to 2006, and then increase from 2006 to 2007. The males' mean performance scores increase gradually over the course of the 3 years. The females mean performance scores plateau around scores between 40 and 49% for Grade 9 and 10 and showed increased performance in Grade 11 (with mean scores between 40 and 59%).

Cohort 2 English Scores (average for the year)	English Grade 9 (2008) mean performance scores			English Grade 10 (2009) mean performance scores			English Grade 11 (2010) mean performance scores		
	Total	Males	Females	Total	Males	Females	Total	Males	Females
	3,47	3,15	3,90	2,52	2,62	2,40	2,04	1,85	2,30

**Table 5.4: English mean performance scores for Cohort 2**

Table 5.4 above indicates that mean scores for English in Cohort 2 decrease significantly from 2008 to 2010. Mean performance scores also decline for males and females.



**Figure 5.1: Line graph of mean performance scores for English scores for Cohort 1 and 2**

The line graph above in Figure 5.1 displays both cohorts' average mean performance scores. By looking at the linear representations, it is evident that Cohort 1 displays a small decrease in English scores attained from Grade 9 to 10 and an increase in mean performance scores in Grade 11, while cohort 2's mean performance scores show an opposite trend, declining over the three measured years.

Cohort 1 SeSwati Scores (average for the year)	SeSwati Grade 9 (2005) mean performance scores			SeSwati Grade 10 (2006) mean performance scores			SeSwati Grade 11 (2007) mean performance scores		
	Total	Males	Females	Total	Males	Females	Total	Males	Females
	3,03	3,00	3,05	4,00	3,82	4,11	4,00	3,73	4,16

**Table 5.5: SeSwati mean scores for Cohort 1**

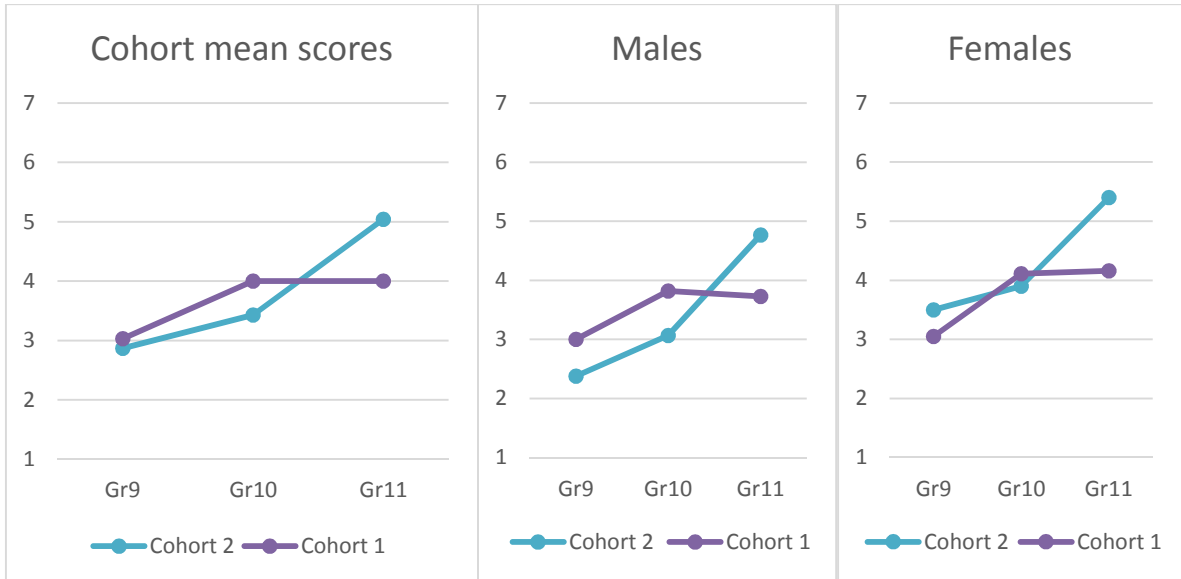
From Table 5.5 above, the total SeSwati mean scores for Cohort 1 increase from 2005 to 2006, remaining the same in 2007. The males' and females mean scores increase from 2005-2007.

Cohort 2 SeSwati Scores (average for the year)	SeSwati Grade 9 (2008) mean performance scores			SeSwati Grade 10 (2009) mean performance scores			SeSwati Grade 11 (2010) mean performance scores		
	Total	Males	Females	Total	Males	Females	Total	Males	Females
	2,87	2,38	3,50	3,43	3,07	3,90	5,04	4,77	5,40

**Table 5.6: SeSwati mean scores for Cohort 2**

Table 5.6 above indicates that the total SeSwati mean scores for Cohort 2 increase from Grade 9 to Grade 11. The mean scores for males increase from Grade 9 to Grade 10 and significantly to Grade 11. Female's mean scores also show a similar trend with scores gradually increasing from Grade 9 to 10, between 60-79%.

The line graph in Figure 5.2 below summarises the findings from the previous tables above, indicating gradual performance increases for Cohort 2 over the years. Cohort 1's scores for SeSwati, however, remain within scores of 3 and 4 (40-59%).



**Figure 5.2: Line graph of mean scores for SeSwati scores for Cohort 1 and 2**

Cohort 1 Life Orientation Scores (average for the year)	Life Orientation Grade 9 (2005) mean performance scores			Life Orientation Grade 10 (2006) mean performance scores			Life Orientation Grade 11 (2007) mean performance scores		
	Total	Males	Females	Total	Males	Females	Total	Males	Females
	2,97	2,91	3,0	4,4	4,45	2,53	4,53	4,64	4,47

**Table 5.7: Life Orientation mean scores for Cohort 1**

The Life Orientation scores for Cohort 1 indicate stark increases from Grade 9 to Grade 11. Mean scores for males also display significant increases in mean performance scores from Grade 9 to 10, and again gradually in Grade 11. Mean performance scores for females, however, display a slight decrease from Grade 9 to Grade 10, and a sharp increase into Grade 11.

Cohort 2 Life Orientation (LO) Scores (average for the year)	LO Grade 9 (2008) mean performance scores			LO Grade 10 (2009) mean performance scores			LO Grade 11 (2010) mean performance scores		
	Total	Males	Females	Total	Males	Females	Total	Males	Females
	2,96	2,69	3,30	3,13	3,08	3,20	3,04	3,00	3,10

**Table 5.8: Life Orientation mean scores for Cohort 2**

The overall average Life Orientation scores for Cohort 2 indicate consistent mean scores of 3 (40-49%) across the years. The pattern also existed for male’s mean performance scores. Female’s mean performance scores also remained consistent over scores of 3 (40-49%), however a steady decrease was present throughout the three years.



**Figure 5.3: Line graph of mean scores for Life Orientation (LO) scores for Cohort 1 and 2**

Mean academic performance patterns between Cohort 1 and 2 display varied mean scores. Although mean performance scores for Cohort 2 fluctuate around mean scores of 3 (40-49%) throughout the three year period, Cohort 1 displays increases in scores between Grades 9 and 10 for the total average mean performance scores, as well as for males. Females displayed a slight decrease in mean performance scores from Grade 9 to 10, but scores indicate a stark increase between Grade 10 and 11.

Overall, Cohort 1’s English scores for the whole cohort waxed and waned around 40-59%. In Cohort 2, scores gradually rose to mean performance of 5 (60-69%) and plummeted to 2 (30-39%) in Grade 11. Average SeSwati scores were higher (approximately 57%) when compared to those of English (approximately 47%) and Life Orientation (LO) (approximately 46%) Scores for Cohort 2 fluctuated more, with highest mean scores for SeSwati, but declining English scores over the three years, and consistent (yet low) scores for LO over the three years.

### 5.2.1.2 Representations for Mode and Range

Up until now, the scores have been presented in relation to the mean performance scores for the two cohorts. I now present the data representing the Mode (most frequently achieved performance score for each subject in the data set) and Range (the lowest attained performance score deducted from the highest attained performance score achieved for each subject in the data set). The data is represented in Figure 5.4 below. This table indicates that the range between performance scores in Grade 9 was small for all subjects in Cohort 1, however Cohort 2 displayed a large range between performance scores in all subjects. Similar trends were true for males and females. As it has been discussed, Cohort 1 consists of Grade 9 to 11 in 2005 to 2007, and Cohort 2 consists of Grade 9 to 11 in 2008 to 2010.

By observing the data from Figure 5.4 below, the total (cohort average) Range for Cohort 1 was lower than Cohort 2 in Grade 9, but higher in Grade 10 and 11 for English mean performance scores. However, overall, the average of the sums of the Ranges for Cohort 1 and 2 for English measured the same (averaged Ranges of 3, 33 (approximately 50%) for performance scores in English). Males overall displayed higher Ranges in Cohort 2 and Females had higher overall Ranges in Cohort 1.

Patterns in Ranges for SeSwati mean performance scores indicated the following: Ranges were higher in Cohort two in Grade 9 and 10 but higher for Cohort 1 in Grade 11. Cohort 2's overall average Range was higher overall in Cohort 2. Ranges between males of Cohort 1 and 2 were similar between both Cohorts for SeSwati scores. Ranges were unevenly spread for females, with higher Range in Grade 9, (Cohort 2) and Grade 10, (Cohort 1), and the same/ consistent Range in Grade 11.

SUBJECT	GRADE/ YEARS IN GRADE	Cohort 1*						Cohort 2**					
		Range			Mode			Range			Mode		
		Total	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females
English	Grade 9 (2005*, 2008**)	1	0	1	3	3	3	4	2	3	3	3	3
	Grade 10 (2006*, 2009**)	4	3	4	2	2	3	2	1	2	3	3	2
	Grade 11 (2007*, 2010**)	5	2	5	3	3	3	4	4	1	2	2	2
		3,33	1,67	3,33	2,67	2,67	3,00	3,33	2,33	2,00	2,67	2,67	2,33
SeSwati	Grade 9 (2005, 2008)	1	3	1	2	3	3	4	2	3	3	2	3
	Grade 10 (2006, 2009)	1	2	4	3	4	4	2	1	2	4	3	3
	Grade 11 (2007, 2010)	5	2	4	4	3	4	3	2	4	4	5	6
		2,33	2,33	3,00	3,00	3,33	3,67	3,00	1,67	3,00	3,67	3,33	4,00
LO	Grade 9 (2005, 2008)	1	1	0	3	3	3	3	2	4	2	2	4
	Grade 10 (2006, 2009)	4	1	1	4	4	4	2	2	2	3	3	3
	Grade 11 (2007, 2010)	4	3	5	4	5	4	4	3	2	3	2	3
		3,00	1,67	2,00	3,67	4,00	3,67	3,00	2,33	2,67	2,67	2,33	3,33

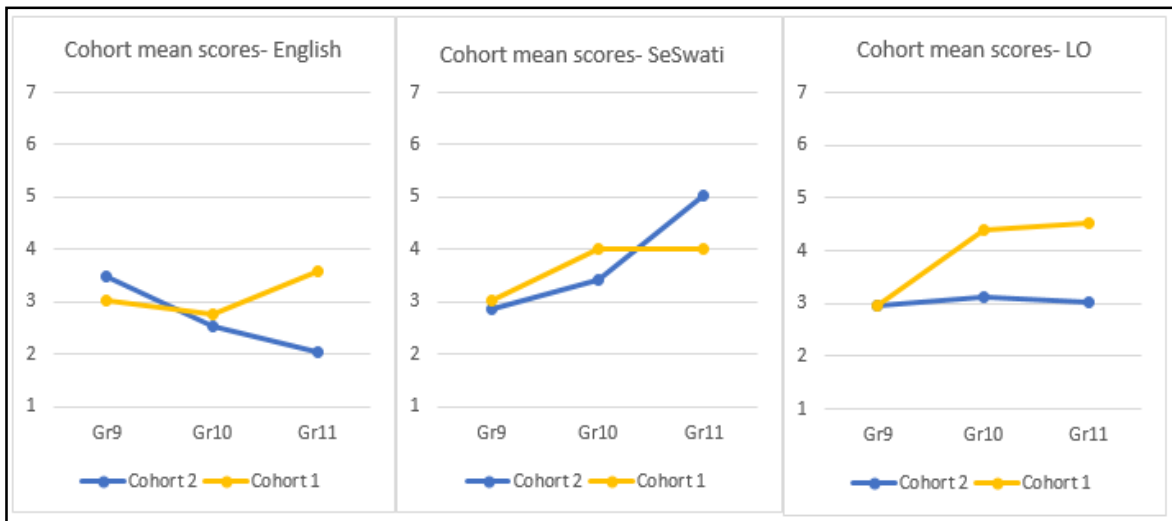
**Figure 5.4: Range and Mode performance scores for Cohort 1 and Cohort 2**

Academic patterns for Life Orientation indicate the same overall Range for the entire Cohorts, with a higher overall Range in Cohort 2 for Grade 9, higher Range for Cohort 1 in Grade 10, and the same Range for Grade 11 between both Cohorts. For males, patterns indicate higher Range in Cohort 2 and for females in Grade 9 and 10, but lower Range in Grade 11 for Cohort 2.

When looking at the Mode, it is evident that the most frequent performance means scores were found between scores of 2 and 4 (between 30 and 59%). By studying Figure 5.4 above, one can see that scores between 2 and 3 (30-49%) were most commonly found in both cohorts for English -- both for males and females. For SeSwati, overall performance scores were higher in Cohort 2 (indicating higher Mode), with higher female's academic performance in Grade 11 (a Mode of 6: 70-79%). Lastly, for Life Orientation, the Mode was found between performance scores of 3 and 4 (39-59%) in Cohort 1 across the years, and between 2 and 3 (30-49%) for Cohort 2 across the years. Similar patterns existed for females, yet this was higher for males in Cohort 1, with a Mode of 5 (60-69%) in grade 11 for Cohort 1.

### 5.3 SUMMARY AND CONCLUSION

When observing patterns of academic performance between the two Cohorts (see Figure 5.5 below) inconsistencies exist. There are no general trends indicating steady increases or declines in academic performance scores in the three subjects across the three measured years for both cohorts.



**Figure 5.5: Line graphs of mean scores for the three subjects for Grade 9 - 11 mean performance scores for Cohort 1 and 2**

The range allowed us to note that trends in academic performance were sometimes stark (with large differences among performance scores between students in a cohort), whilst at other times, the range was smaller, which indicated that most students achieved similar scores in that specific year.

The mode indicates scored which were achieved most frequently. From the results, although scores were generally found to be varied within and between cohorts, *generally scores of 3 (40-49%) were found in the subject English for both cohorts. Patterns indicated higher mean scores and higher mode scores in SeSwati in Cohort 2 and LO in Cohort 1 (scores of 3, 67/ 56%).* Going back to the initial hypothesis, patterns in academic performance across the two cohorts painted a *picture of instability in academic performance (within and between the two cohorts).*

Measuring performance as an outcome variable for pathways to resilience could, thus mirror the swayed navigation between inevitable risks and protective resources,



despite partnerships as a possible protective resource. Looking at the data, it therefore becomes more evident that trying to relate patterns of performance to a partnership could be part of a process consisting of many possibly impacting variables involved in a students' favourable academic performance. By triangulating this data with qualitative findings - some possible contributing factors to these students performance - is therefore discussed in the next chapter (Chapter 6). Additionally, despite the fact that patterns in access were not adequately accounted for as an outcome variable, elaboration of possible reasoning and interpretation of the findings will also be discussed in the forthcoming chapter.

In this chapter, I presented the quantitative results by means of descriptive statistics. By observing patterns in the data, specifically regarding the outcome variables intended to study, the research questions could be addressed. In the next chapter, I tie the findings from the qualitative and quantitative strands together within the theoretical framework and extant literature, whilst also providing limitations and suggestions for further research.

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## CHAPTER 6

# DISCUSSION, LITERATURE CONTROL AND CONCLUSION

### 6.1 INTRODUCTION

In the previous two chapters, I provided the qualitative and quantitative research results. In this chapter, I discuss these results in response to relevant research. The research questions will also be readdressed in order to answer the initial propositions. I also reflect on the meaning of the findings based on the theoretical framework that I selected. This chapter concludes with an explanation of the limitations and recommendations for future research.

### 6.2 SUMMARY OF THE CHAPTERS

I now briefly provide an overview of what has been addressed in the previous Chapters. In **Chapter 1**, I described the rationale for the study, which leads to the proposed research questions. I also explained the theoretical framework that underpinned the study. The methodological procedures were also discussed in this chapter.

**Chapter 2** comprised of relevant literature, creating a contextual foundation for what I aimed to explore in my research endeavour. Key constructs that were explored included the rural school context, in relation to risks and resources; resilience and the pathways thereof; supportive school climate; partnerships with rural schools, with a more specific focus on Educational Psychology partnerships. The literature review concluded with an analysis of the assumptions guiding the study.

**Chapter 3** encapsulated the methodology of the study, explaining the paradigmatic perspective and research design. In this chapter, I discussed the methods of collection and analysis in this mixed method study. I also concluded by providing reflections of my role as a researcher in the research process, complete with a final discussion of quality criteria and ethical proponents.

In **Chapter 4 and 5**, I presented the qualitative and quantitative research findings. In the former, I presented the themes that emerged from the thematic analysis of the

semi-structured interviews. In the latter (Chapter 5), I presented the quantitative research findings from the descriptive statistical procedures.

### 6.3 ANSWERING THE RESEARCH QUESTIONS

The predominant reason for this study was to determine whether partnerships services (including Educational Psychology services by students from a University) with a rural school contribute to students' pathways to resilience. The primary research question explored how partnerships contribute to an enabling climate that engenders adaptation in students. In this section, I provide answers to the initial research questions set forth in relation to emerged themes. I discuss the findings from both components of research, since the quantitative strand aimed to support the findings of the qualitative strand. I begin by answering the research sub-questions and conclude this section by answering the primary research question, before revisiting the theoretical framework.

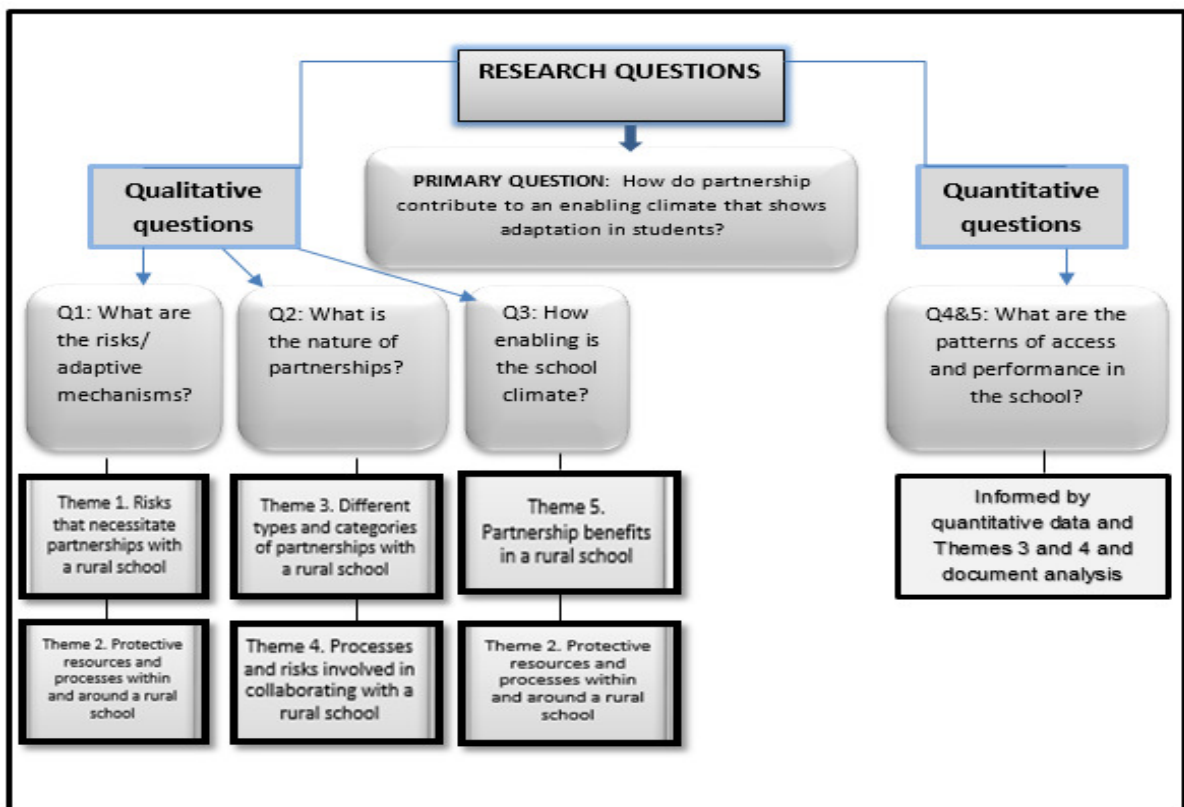


Figure 6.1: Graphical representation of the research questions and emerging themes that assisted in answering the questions

### 6.3.1 WHAT ARE THE RISK FACTORS AND ADAPTIVE MECHANISMS IN THE SCHOOL?

According to the interviews, there are many risk factors that plague the school. The greater part of risks emerged in the following areas: Finance and infrastructure, the rural school context itself, lack of human resources, performance of students, language and literacy backlogs, limited parental involvement, family demands/responsibilities that impact the students, and risky student behaviour (such as theft, the formation of gangs and teen pregnancy). The risks found in this study are indicative of risks pertaining to rural schools from the literature reviewed, in relation to the lack of basic needs (Marrow, Panday, & Richter, 2005; Vambe, 2005), poor human resources (Department of Education, 2006; Marrow, Panday, & Richter, 2005), poor infrastructure (Van Deventer, 2002), education backlog/ literacy concerns (Department of Education, 2006; Pillay, 2004; Ministerial Seminar, 2005) and risky behaviour (Department of Education, 2006; Pillay, 2004). What is striking regarding the risks in this study is that this specific school is overwhelmed by so many cumulative risks that were evident in many various studies. It is not surprising that such risks could, therefore have a negative influence on students' pathways to resilience, as observed in academic performance. Literature from rural schools indicates that familial factors can be associated with poor or erratic school attendance and drop-outs (UNICEF, 2005a). Research also confirms that the death of a parent increases the child's risk for abuse and exploitation, as was evident in this study (i.e. girls being raped by their uncles or caregivers). In the light of the infrastructural constraints, literature findings in this study are similar to existing knowledge that express that, for rural schools, access to information is a challenge due to physical distance and lack of resources (Sekete, Shilubane, & Moila, 2001). Christie (in Tintswalo, 2014) argued that many of the risks that rural schools face stem from geographical isolation. Sekete et al. (2001) added to this view, by stating that so many risks can result in grade repetition or dropping out, as children are missing work content or too tired to concentrate.

Apart from the risks present in the school which were elaborated on, the following were viewed as risks specific to the partnership process: The lack of sustainability seen in some partnerships, and the logistics that are concerned (specifically time that it takes to initiate and maintain certain partnerships). According to the

Compassion Capital Fund National Resource Centre (2010), barriers to successful partnerships are: failure to inspire, lack of mutual collaboration, lack of commitment, communication problems, too little time for consultation, and failure to learn. In contrast, teacher-participants explained that motivation, sustainable support and mutual collaboration characterised many of their school partnerships.

An understanding of the tug-of-war relationship between the risk and protective resources in resilience processes assists in understanding students' pathways to resilience. Despite the alarming amount of risks, protective resources were also indicative in the research. Theme 2 is indicative of protective processes that teachers reported, namely teamwork in the school and collaboration with parents. Teamwork was present amongst the staff members in the school but also encouraged by partners, as indicated by the participants. Teachers were committed to find strategies that would involve parents as partners to support the students. According to literature regarding South African public schools (Ministerial Review Committee, 2003), lack of teamwork emerged as a stark weakness in many schools in South Africa. Literature indicated that the lack of participation and collaboration from parents in rural schools is often a concern (Tintswalo, 2014) with many rural schools not providing opportunities to involve parents in school matters (Mkhatshwa, in Tintswalo, 2014). In contrast, teachers in this rural school appear to use teamwork and attempts for parental involvement as protective resources against potential risks.

### **6.3.2 WHAT IS THE NATURE OF THE PARTNERSHIPS IN THE SCHOOL?**

Theme 3 indicates different types and categories of partnerships (see Figure 6.1). Governmental support indicated provision of both financial and practical support, such as the assistance of obtaining identity documents of students. Knowledge about healthcare and safety was also provided to the school from government partnerships. Tintswalo (2014) emphasised the correlation between safe schools and students' academic performance. The physical, financial and infrastructural constraints (found in Theme 1), as well as educational backlogs in this rural school are exacerbated by a lack of information, as well as access to information and guidance. Other forms of partnerships included corporate support, assistance from non-governmental organisations and volunteers. These partnerships provided

tangible and financial resources, such as money for sport equipment, computers and internet connectivity, fund raising initiatives, donating goods, as well as promoting arts and culture in the school. Such forms of partnering are often evident in literature on rural schools (UNICEF, 2005a). Partnership support also included services such as Educational Psychology interventions to students and teachers as part of university academic service learning.

Other partnership services mentioned in rural school research (and silent in data in this study) include: child welfare, mental health, juvenile justice, and special educational supports (Ungar et al., 2013). Building on such partnerships may promise an interesting future collaborative study with this rural school.

The rural school employed innovative strategies through partnerships, namely: networking, asking for donations, sharing knowledge with partners, receiving ideas and input from partners, and accessing new found knowledge or resources. The partnership processes also included: identifying the school's needs, resources and risks; initiating community involvement; collaborative monitoring and reflecting on progress made. The partnership processes aimed at securing protective resources to buffer against risk so that students can learn and teachers can teach (despite the high risk).

### **6.3.3 HOW ENABLING/ OR NOT IS THE CLIMATE WITHIN THE SCHOOL?**

Theme 2 shows that the climate in the rural school is enabling in the sense that there is an atmosphere of teamwork and collaboration with parents (as discussed above). The school displayed their ability to maximise these factors despite the seemingly overwhelming and cumulative risk factors mentioned. When reflecting on pathways to resilience, the partnerships appear to leverage the existing protective resources in the school (and additionally from required resources associated with partners). Thus, when considering the school climate in light of the potentially overwhelming risks, the fact that teamwork and collaboration emerged as common themes already affirms an atmosphere of care and enablement. Additionally, Theme 5 demonstrates that teachers continuously strive to accommodate students and support their learning by accessing information, implementing supportive strategies in school, and caring for orphaned students. These factors indicate an enabling educational climate

in school for students. In relation to rural school literature, both partners and the school display evidence that students are enabled to be motivated (to dream), to connect with others (through opportunities for collaboration) and information and practical skills are provided to realise dreams. These components (dreaming, connecting and doing) form Theron's three-pronged programme (Jefferis, Van Rensburg, Khambule, Bouwer, & Theron, 2013) to support resilience processes.

Waters, Cross and Runions (2009) stated that a student's feeling of connectedness to school helps to mitigate health, social and academic risks. With the specific challenges seen in academic performance, the value of students' feelings of care and connectedness is more visible. Waters et al. (2009) stated that the protective aspects of the student environment (characteristic of an enabling climate) and how this is fostered, assist in satisfying needs for competence. It follows that the school climate (indicated by interactions discussed) are educational pathways to students' resilience, or favourable adaptation. This navigation and negotiation process is facilitated in a space of safety and care, and is encapsulated by relationships/partnerships relationships (Ebersöhn, 2012; Ungar, 2008).

#### **6.3.4 WHAT IS THE PATTERN OF ACCESS IN THE SCHOOL?**

Quantitative data does not adequately account for access (as a student's outcome variable for partnerships as an educational pathway to resilience). Accurate sampling was limited as students' records in the rural school were not meticulously documented. Consequently, only a limited view of the patterns of access across academic years for a cohort study could be obtained. Results showed more female students in both cohorts. This seems believable as enrolment rates for secondary schools in Mpumalanga (Department of Education, 2011) also indicate more females than males enrolled in rural schools. Exploring such gender differences and possible significance, thereof, could be an interesting area to explore in future studies.

In addition, it is significant to link the challenges and risks that were delineated in the interviews (such as poor performance and absenteeism) and how such risks could potentially impact on throughput/access. Poor patterns in performance (which I discuss below) recursively impact access/drop outs. This emphasises the importance of educational intervention relating to learning support for students in

rural schools. In the light of the risks present in the rural school, collaboration from partners also becomes more important. What remains a question though, is whether abundant partnerships are sufficient protective and enabling resources to support students in access/continuous access in rural schools. According to recent literature on partnerships as contributors to urban and rural youth's pathways to resilience (Ungar, Liebenberg, Armstrong, Dudding, & Van de Vijver, 2013), positive partnership experiences facilitate resilience processes, which in turn is noticed in favourable outcomes (pro-social behaviour, school engagement and participation in community). However, it was noted that the quality of services and supports available to the youth superseded the quantity of supports.

Since the advent of democracy some progress has been made towards increasing access for all students, especially those in rural areas in South Africa (Department of Education, 2007). Despite the fact that enrolment rates have increased for African (Black) South African students, they still comprise the majority of out-of-school children in three provinces (Gauteng, Mpumalanga and the Western Cape) including the Mpumalanga province, in which the school in this study is situated (Department of Education, 2007). Governmental (especially in educational sectors) and Higher Education partnerships remain crucial partners for rural schools, as signified by teachers, to provide informational and services that could influence student access.

Harber and Mncube (2011) explained that organisation and management backlogs prevail in South Africa, as a developing country. Poor administration appears to stymie the South African rural school context, as is evidenced by misplaced or lost documents (Mkhatshwa, in Harber, & Mncube, 2011). It would appear that the struggle to sample from an accurate school administration log may not be an uncommon occurrence to anticipate when conducting research in a rural school.

### **6.3.5 WHAT IS THE PATTERN OF PERFORMANCE IN THE SCHOOL?**

No distinct differences in academic performance were evident in cohorts who received Educational Psychology services from a higher education partnership. What did emerge in both cohorts were the inconsistencies/fluctuations in a student's academic averages and generally low averages (averaging 45%). Thus, despite numerous educational pathways of student support towards resilience (partnership



processes, school climate encapsulating support and motivated teachers), students in a rural school still find it incredibly challenging to perform well academically. Literature agrees in saying that many urban minority, rural, and students from poverty tend to have multiple precipitating factors and stressors that put them at risk for school failure (Bryan, 2005). The school in this study thus, appears challenged by a wealth of risks, obviously making it exponentially more challenging to perform well academically.

I found that the performance scores in the cohorts of students at the rural school fluctuated (within their own average scores over the years and between students). Inconsistencies in performance scores were also noted in other rural school research (Department of Education, 2007). Similarly, triangulated in the qualitative interviews, the teachers explained the critical concerns with students' performance in general. In contextual studies, Development Indicators (The Presidency, 2008) indicate alarming rates of poor performance in national systematic assessments, especially when making international comparisons. Furthermore, many students, according to the Department of Education (2007), have little exposure to English outside of the classroom, thereby explaining the level of English performance in the study (The Presidency, 2008). As it was stated by the South African Minister of Education (Department budget vote, May 2007, n.p), "The levels of underperformance in our education system are unacceptably high..."

The risks mentioned, pushing against learning in the school impact on academic performance in the following ways (UNICEF, 2005a): erratic and poor performance, absenteeism and lack of interest or motivation. Implied risks noted in rural school literature are: responsibilities at home, lack of stable family structure, backlogs in language and literacy, lack of human resources leading to impacts on optimal teaching climate, and lack of resources leading to inability to complete school work. Consequently, one could expect that partnership interventions could potentially serve as educational pathways to resilience, to counteract physical constraints and add resources to the school (in terms of books, computers, and skilled informants). However, in the case of this rural school studied, despite partnerships academic performance remains low. This is not difficult to understand when the wealth of risks that these students face daily is considered. Rice (2003) explained that teacher

quality is a prominent factor associated with student achievement. Teachers in this study worried about the availability of adequately trained teachers. Student performance together with teacher availability and training, therefore remains an additional point of inquiry.

Patterns regarding gender differences in academic performance were also not clear-cut in this study. Rather, inconsistencies were present for both males and females over the three years in both cohorts. In contrast, National Senior Certificate statistics indicate that pass rates are increasing, with males achieving slightly higher scores than females (Department of Basic Education, 2012).

Factors which are also considered regarding performance (such as abilities and context) fell outside of the scope of this study. Abilities may be developed through cultural experiences, thoughts, perceptions, and values (Baker, & Taylor, 1995; Bandura, 1993; NEA, 2007; Simons, & Cleary, 2006). If a child is not performing at their potential or ability, one should question whether risks are outweighing resources. Context also undoubtedly has the potential to foster/hinder resilience in the student (NEA, 2007). It is therefore suggested that trying to track academic performance as an outcome variable (of educational pathways to resilience) may in future studies, be considered through a transactional-ecological lens (Ferreira, & Ebersöhn, 2012; Theron, 2012), with a comprehensive understanding of the risks plaguing students in rural schools.

### **6.3.6 HOW DO SCHOOL PARTNERSHIPS CONTRIBUTE TO AN ENABLING CLIMATE THAT INDICATES ADAPTATION IN STUDENTS, OR NOT?**

From the research sub-questions discussed, it is clear that education in the rural school in this study is challenged by many of the risk factors evident in literature, overwhelmingly and cumulatively so. Together with risks, school-community protective resources buffer risks and partnerships form a climate of support to students and teachers alike. Although teachers reported that enabling partnership support is supportive for students' adaptation (increased motivation, as well as behavioural and academic change), students' patterns of performance remain low. So although teachers referred to observed positive adaptation by students, ascribed to partnerships, (seen in less gangsterism, more positive vision for the future, more

motivation and a renewed attitude towards school), students continue to find high achievement challenging.

In their study of resilience processes, Ungar et al. (2013) also found no significant relationship between service use history and resilience, but (again as evident in the current study) that students' perceptions and resilience is noteworthy. In this study, it is evident that teachers experience partnerships as educational pathways to assist them with information and to motivate students academically, but that academic gains of partnerships as educational pathways to resilience was not evident.

## **6.4 REVISITING THE THEORETICAL FRAMEWORK IN RELATION TO THIS STUDY**

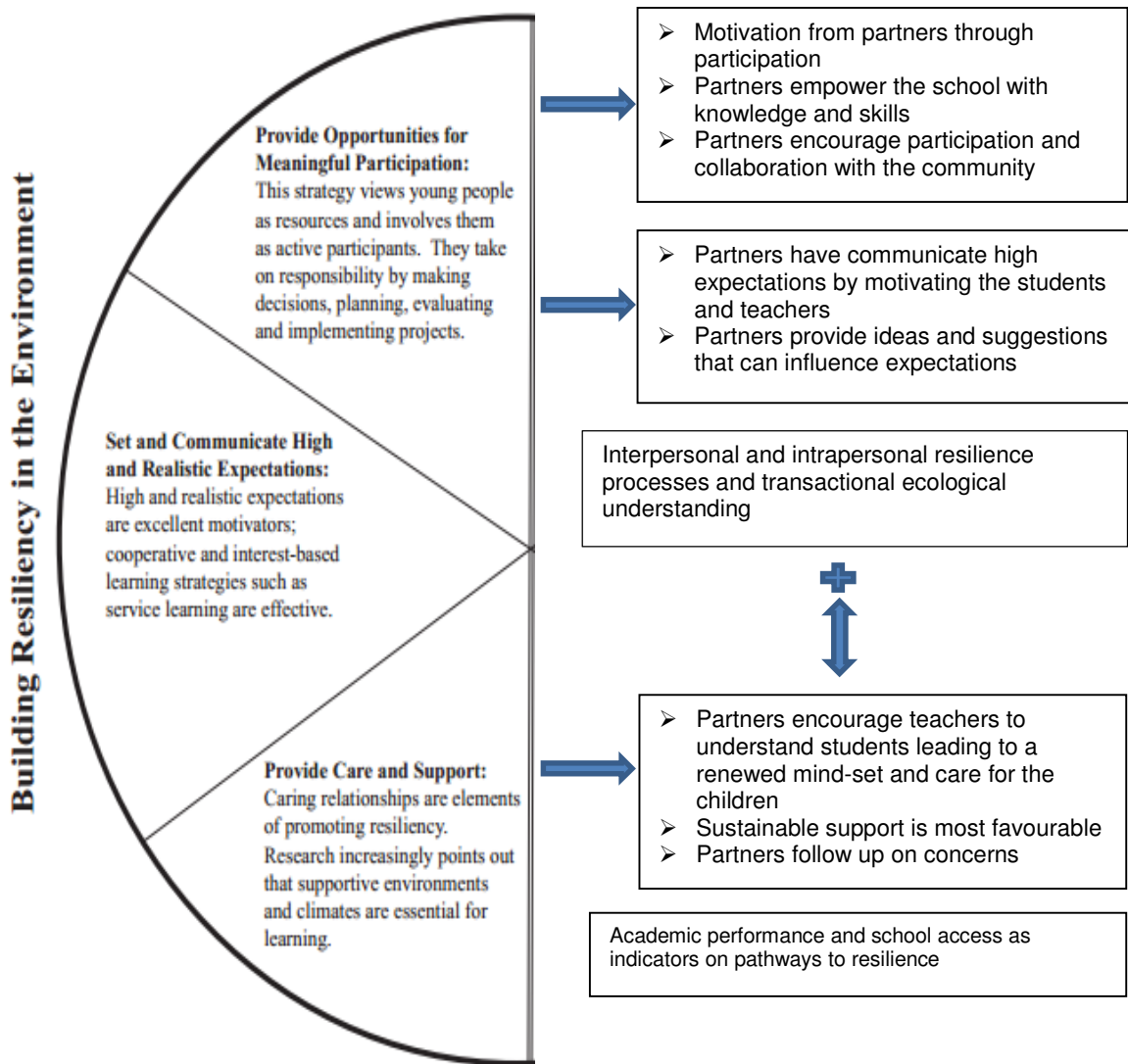
I now return to the theoretical framework proposed in Chapter 1 – the Resiliency Wheel (Henderson, & Milstein, 1996). Based on the insights discussed in Chapter 4 and 5, I propose a revised version of this model based on the current findings, including the ways in which partnerships with a rural school may serve as educational pathways to resilience. In the left half of the wheel in Figure 6.2, resilience is promoted by providing meaningful support; setting and communicating high expectations; and providing care and support. Based on findings, I deduced what my study could mean in relation to the overarching research question.

### **6.4.1 PARTNERSHIPS AS AN EDUCATIONAL PATHWAY TO RESILIENCE**

Providing opportunities for meaningful participation is a pathway to building resilience. More opportunities for social connections and participation in activities in the outside community assist people to lead physically and mentally healthier lives (Henderson et al., 2007). In this study, providing opportunities for meaningful participation refers to opening up spaces for connections to be made (within and outside of rural school), so that protective resources could be maximised. I found that partnerships provided opportunities for meaningful participation to broker resources between the school and various community-partners.

Rural school students could benefit from such partnership connections, especially financially and by receiving collaborative services. Teachers reported that

partnerships with students were especially meaningful in motivating the rural school students to pursue active career goals. With information about their strengths and careers, students developed career aspirations. Teachers felt better able to support students based on advice and information provided by the FLY partnership.



**Figure 6.2: Resilience Wheel quadrants and correlating evidence** [adapted from: Henderson, & Milstein, 2003)

It is therefore believed that the above-mentioned is considered as providing opportunities for students to engage meaningfully in education at school and aspire for career lives. Oliver et al. (2006) also stated that meaningful participation could alone enhance a young person’s sense of connectedness, belonging and valued participation and thereby impact on mental health and well-being. Hence, it could be deduced that the partners contributed towards students pathways to resilience

through these processes of fostering and providing opportunities for active participation in society.

#### **6.4.2 SETTING AND COMMUNICATING HIGH AND REALISTIC EXPECTATIONS AS A PATHWAY TO RESILIENCE**

Partners were believed to set and communicate high standards by motivating the teachers and students, through the provision of other teachers or professionals coming to the school (such as outside teachers coming in to assist with suggestions to teaching methods/content through FLY). It was also identified in the interviews that partners had assisted in providing skills and suggestions, such as suggesting a counselling room or community project initiatives. The teachers at the rural school, therefore, gained knowledge which recursively impacted on the way in which they viewed their students. Such changes led to shifts in the teachers' perceptions and the manner in which they treated the students, which was reflected through their expectations. This also led to motivation and skills development.

One should, however, bear in mind that setting and communicating high expectations should be studied cautiously, since contextual and multi-cultural differences certainly exist in relation to expectations, both socially and academically. Nonetheless, whether a school is rural or urban, some similarities may be present in the student's pathways to resilience. Bryan (2005) stated that students face many precipitating stressors that risk poor performance at school. Thus, since setting and communicating high and realistic expectations is a way in which to build resilience, it is also believed that partners managed to contribute to students' pathways to resilience through such processes. Similar evidence was found in the FLY partnership, where career guidance was one vehicle for support. Not only was this found to assist students with advice about careers but also guidance towards tangible services, such as bursary options. Indirectly, the partners indicated that students are often motivated by the University students alone – they see that they have to work hard to achieve. Thus, students could also place different expectations on themselves to achieve and participate in the community.

Apart from what has been considered so far, in the light of extant research, I believe that other factors should be considered when exploring students' pathways to

resilience in relation to what is expected from them, such as: a student's effort, self-concept, abilities, circumstances and culture (NEA, 2007). Bryan (2005) suggested the following from the Resilience Wheel when partnering with a rural school in order to foster academic achievement and resilience: the aspects already mentioned on the wheel, as well as offering enrichment activities at/after school and building students' self-concept (Bernard, 1995; Herbest, 1999; Wang, 1997, in Bryan, 2005). Therefore, a comprehensive understanding of the interpersonal and intrapersonal factors involved in learning and what is expected from students should be considered.

### **6.4.3 PROVIDING CARE AND SUPPORT AS A PATHWAY TO RESILIENCE**

According to the Care and Support for Teaching and Learning (CSTL) framework (Panday, Kumalo, & Rozani, n.d.), mentioned in Chapter 1, students require care and support in order to flourish. This brings me to the third and most important quadrant on the wheel in relation to building resilience: providing care and support.

Partnerships (specially the FLY partnership) demonstrated support to the school by teaching the teachers to understand the students better. As an Educational Psychology partnership, FLY encouraged teachers to consider the reason behind the student's behaviour, to consider the many risks that they face in relation to the outcomes at school, and even to consider the benefit of a counselling room to assist students at school with personal concerns (which could impact performance). Thus, care and support strategies were also enabled in the school by this partnership. Evidence from the interviews also indicated the results of such processes, such as notable impacts on students' behaviour and motivation, as well as teacher motivation. With this knowledge shared, teachers gained a refreshed mind-set and heart-set, as they began to adopt<sup>8</sup> students. With the extent of orphaned children and child-headed households, teachers realised that adopting students was something that would contribute to a climate of care and support. Thus, it became evident that partners were contributing towards a positive school climate.

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<sup>8</sup> This does not refer to legal adoptions, but to teachers taking students into their full care since the students does not have a family or support structure.

Teachers found themselves feeling more love for the students, taking orphaned students into their care, and finding ways to integrate parents/caregivers in supporting their children at school. Similarly, in a study of culturally-diverse students in a rural school, the factors which protected them in the face of poverty, family stressors, and risky environmental conditions, included a supportive and caring home or school climate and enrichment programmes (Bryan, 2005).

The school exhibited gratitude for the partnership support. The notion alone of partners being willing to notice them in their remote setting, and by wanting to connect with them, was supportive already according to the participants. The school also felt even more valued and supported when some partners continued their support and collaboration over time. Following up on concerns also led to feelings of care and support by the school whereby the partnerships could feel that despite being physically distant, they were not separate from the collaborations with partners.

## **6.5 LIMITATIONS OF THE STUDY**

The limitations of this study are generally seen in the methodology, whereby I could not adequately account for access as an outcome variable. I therefore, tried to account for and understand patterns of access through the qualitative data that spoke to this, as well as existing literature pertaining to access in rural schools in South Africa. This limitation relates to barriers in school administration, or recordkeeping of documents in the rural school. Students' names were captured differently (varied spelling) across years, which impacted statistical analysis. This meant that I was unable to account for a student whose name was not spelled the same across the years, as this may not have been the same student. Thus, due to the nature of the retrospective cohort study (following the same sample back time) and challenges in school administration, 368 students could not be accounted for; a substantial number, considering the measured sample ( $n=53$ ). Not including the unaccounted 368 students, the Grade 12 performance schedules (for 2008) were not available at the school, and I was therefore unable to sample cohort data up to Grade 12. Apart from natural attrition, this limitation can be seen as an additional sample limitation. As I discussed previously, age (which was initially considered as

a demographic variable to include in sampling) could also not be included since it was not provided on the performance schedules.

Additionally, I was unable to conduct member-checking interviews with both teacher-participants. I therefore, had to rely on the data that I had obtained from the two interviews and the one member-checking interview.

## **6.6 RECOMMENDATIONS FOR FUTURE RESEARCH AND TRAINING**

### **6.6.1 RECOMMENDATIONS FOR RESEARCH**

Considering the challenges in adequately accounting for the outcome variables in the study (in light of the numerous partner benefits from the qualitative strand), studying academic outcomes prospectively in a future study may, therefore provide a better account of students' performance. Ensuring a larger sample could also be considered in a follow up of this study. I could also remind researchers that when exploring a variable such as access, one should be cautioned in using a cohort study design. Furthermore, I recommend that future studies also include student-self reports of partnerships as educational pathways to resilience. According to Ungar (2005b), bringing the students' voices into the equation when exploring and attempting to understand their pathways to resilience, is essential. This could therefore act as an interesting extension to this study.

Recent literature from the Resilience Research Centre ([resilienceresearch.org](http://resilienceresearch.org)) found value in the use of the Pathways to Resilience Youth Measure (PRYM) as a tool, used retrospectively to explore: young people's resilience, risks faced, supports available to them and their service use patterns (Ungar et al., 2013). I believe that using such a tool in this study could have contributed to a more comprehensive understanding attributed to reasons for poor patterns of performance in students. In this way, the risks reported by the teacher-participants and the risks perceived by the students themselves (taken from the PRYM) could be used collaboratively to explore educational pathways to resilience. More in depth accounts of specific pathways to resilience could also be explored through path analysis (Munford, Sanders, Thimasarn et al., 2013). Furthermore, Minner and Hiles (2005) suggested 'large-scale' research to be promising, so that generalisations can be made and



lessons shared across contexts. As pathways to resilience cannot be viewed as a snapshot in a student's life, I believe that longitudinal inquiries could assist mental health practitioners, policymakers and in turn communities to be aware of what works, what is sustainable and what routes are best to consider in a student's road to resilience (Theron, & Theron, 2010).

A limitation which was discussed related to poor school administration. Researchers should be cautioned to be prepared for such risks when conducting research in rural schools. The multitudes of risks in a school can impact the resources available to researchers (such as available participants or documents). Just as certain partners maintained contact with the rural school, researchers are also urged to maintain contact with the research participants at a rural school – this can ensure that they are more prepared when researchers arrive at the research site.

#### **6.6.2 RECOMMENDATIONS FOR TRAINING AND PRACTICE**

Regarding Educational Psychology practice, it was found that learning and development is substantially hindered in rural school contexts, evidenced by various risks seen in both local and international literature. Educational psychologists and mental health practitioners, therefore, need to be not only familiar with the diversity in rural school contexts, but also be aware of the multitude of coinciding and cumulative risks that rural school communities face. Practitioners involved in policy development are also urged to consider the alarming evidence of risks in line with the beneficial impact of partnership support.

Researchers and practitioners affiliated to the fields of education or Educational Psychology, who show interest in Academic Service Learning can benefit from findings of this study in relation to partnership processes, benefits and risks, both for training and practice. This study found that higher education/Academic Service Learning (ASL) partnerships can serve as a beneficial channel of support to rural schools. An entry point for such partnerships could therefore consider language and literacy programmes, teacher training, and career development as these areas have proven to be beneficial to rural schools. The findings from this study also pointed to appreciation in partnerships that are sustainable (and long-term) in nature. The results of this study could also inform potential partners and practitioners about the

importance of sustainability when partnering. This may also encourage potential partnerships to engage longitudinally with schools. Community involvement was also seen as way to assist rural schools in obtaining local support and share their knowledge with the community. Practitioners are therefore urged to assist rural schools in exploring possible local partnerships that the school can support and be supported by, which could also enable sustainable support.

From the theoretical components, it was indicated that partners with the rural school have nurtured resilience in the school and that the areas on the Resilience Wheel act as pathways to resilience in students. This knowledge could therefore be considered in theory and practice for any potential partners, researchers or ASL institutions when considering pathways to resilience in students in rural schools.

## **6.7 CONCLUSION**

Brooks (2006) emphasised the importance of children being surrounded by nurturing, supportive relationships. From this study, it became evident that the numerous partnerships, in their various natures and types, have assisted students in some way on their pathways to resilience. The study has shown that supporting high expectations, fostering care and support and opening space for meaningful participation, are some areas that are known to build resilience in students in a rural school. It was stated earlier in Chapter 2 that limited research exists as to whether partnerships with rural schools contribute to fostering positive adaptation of students (Wilson, Sinclair, Taylor, Pithouse, & Sellick, 2004). From the evidence above, partnerships with a rural school function as an educational pathway to resilience by contributing towards the reported positive adaptation, and even resilience (as seen through motivation and career aspiration) of students by promoting an enabling climate. The Resiliency Wheel offered a framework to contemplate moving beyond only studying the particular nature of protective resources in an individual, but rather towards a relationship-oriented model.

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# **APPENDIX A – Example of spreadsheets with data inputs (names hidden) and**

Mrs C Huddle - T12021 - Data capture Sheet				CH1 2006 GR10		
LEARNER-ID	NAME	GENDER	H-LANGUAGE	ENGLISH	LO	SESWATI
1		F		3	4	4
2		M		2	4	4
3		F		1	4	4
4		M		1	5	3
5		M		2	3	2
6		F		2	4	3
7		M		1	2	1
8		F		2	4	3
9		F		4	5	3
10		M		2	4	4
11		F		4	5	4
12		M		2	4	2
13		M		1	4	3
14		M		4	5	4
15		M		3	4	4
16		F		3	4	5
17		F		5	5	6
18		M		1	4	3
19		F		3	4	3
20		M		2	4	4
21		F		4	4	4
22		F		1	3	3
23		F		2	4	4
24		F		2	4	3
25		F		1	4	2
26		F		1	4	4
27		F		2	4	3
28		F		1	4	4
29		M		2	4	3
30		M		1	4	1
31		M		1	4	1
32		F		2	4	3
33		M		3	4	2
34		F		4	4	3
35		F		1	4	2
36		F		1	2	1
37		F		1	1	2
38		F		2	4	2
39		F		1	4	4
40		M			3	
41		M		1	4	2
42		M		1	3	2
43		M		1	3	2
44		F		1	4	3
45		M		1	1	1
46		M		1	3	1
47		M		2	5	2
48		F		1	4	4
49		M		1	4	3
50		M		2	4	2
51		F		4	5	4
52		F		4	5	4

# **APPENDIX B – Samples of Interview transcriptions with coding**

## Christelle Huddle

### Dissertation - Interview 1

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R: Researcher

I: Interviewee

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(Ethical matters discussed and dictophone turned on).

1 R: so I'll just be asking a few questions based on the one ones I  
2 have indicated before.

3 I: OK

4 R: your role in the school, what would that be? Are you a  
5 teacher?

6 I: I am a teacher but I am also an assistant to the library since we  
7 do not have a teacher for the library. So I am just assisting to  
8 the library since we do not have an educator just to keep the  
9 ball rolling so that when the learners need information the  
10 library will be open so that at least the learners can get some  
11 information.

**Commented [C1]:** Risks that necessitate partnerships - lack of human resources

**Commented [CH2]:** Protective resources and processes - teamwork/ collaboration with parents

12 R: yes, ok.

13 I: that means that I am a teacher and that I am assisting in the  
14 library.

15 R: ok and what do you do as a teacher? What subject?

16 I: I am teaching tourism and grade 10, 11 and 12 and I am also  
17 teaching history in grade 10 and 11 but I majored in English.

**Commented [CH3]:** Risks that necessitate partnerships

18 R: OK

19 I: I was teaching English for the past 6 years then I decided to  
20 experience some other learning areas that I have not majored  
21 in.

22 R: ok, lovely.

23 R: so you said that you have been at Nxx since 2006?

24 I: yes, I think this is the 8<sup>th</sup> year.

**Commented [CH4]:** Protective resources and processes -  
teamwork/ collaboration with parents

25 R: So since 2004?

26 I: no I think 2003 round there, JA.

27 R: OK and I wanted to ask you about the partnerships  
28 specifically at [the school], since you've been there for so long , I  
29 would like to know more or less if you can tell me about the  
30 partnerships that are existing at [school] ?

31 I: ok, there are ... I can definitely start at the back of how we  
32 started with the partnership- we met Lxx[partner] and the other  
33 partner, Rxx if I am not mistaken?

34 R: yes

35 I: you know the time they came to the school, we didn't know  
36 the package, the content. So we were all uncertain, we were  
37 afraid, we asked ourselves, why, why our school? As there are so  
38 many schools. Ours is a very deep rural school, why did they  
39 have to choose our school?

**Commented [CH5]:** Risks that necessitate partnerships

40 R: yes...

41 I: so we were uncertain, the time when they introduced  
42 themselves they introduced the partnership, we didn't know  
43 what was happening but anyway we decided to take the  
44 opportunity we said that we are going to learn things as time  
45 goes on. So at first we did not know what was happening,  
46 eventually as time goes on we then knew that oh, these people  
47 are here and they want to assist us.

**Commented [CH6]:** Protective resources and processes -  
teamwork/ collaboration with parents

**Commented [C7]:** Partnership benefits

48 R: OK.

49 R: yes, so apart from the FLY project (Lxx's project) are there any  
50 other partnerships that are currently at the school? Any other  
51 service providers or anything like that at Nxx?

52 I: no not exactly. This one that we are having with the University  
53 of Pretoria is the only existing one.

**Commented [C8]:** Different types and categories of partnerships - sustainable support

54 R: wow. Ok.

55 I: Ja cos I can't mention the other partnership like mtn because  
56 they just came to the school they assisted us with the  
57 computers and they [mtn] left us there

**Commented [C9]:** Different types and categories of partnerships - provision of tangible resources

**Commented [C10]:** Processes and risks of partnerships - lack of sustainability

58 R: OK

59 I: but, with the university of Pretoria they are always there and  
60 we know when the year starts they are going to phone us and  
61 tell us that they are coming.

**Commented [C11]:** Partnership benefits - sustainable support

62 R: OK, so would you say that it is beneficial because it is a long-  
63 term partnership?

64 I: yes, it is an on-going process, yes.

**Commented [C12]:** Partnership benefits - sustainable support

65 R: OK , so in terms of other people like mtn that just come in and  
66 provide computers and resources is there anybody else, even  
67 government sponsored things that have been given to the  
68 school?

69 I: no like for an example we do not have an educator that can  
70 teach computers to the learners

**Commented [C13]:** Risks that necessitate partnerships - lack of human resources

71 R: OK

72 I: so what our school has done it just picked one of the  
73 educators as it has done to the library , they just took an  
74 educator but the fortunate part of it, the one who is running the  
75 computer centre is one of our groups.

76 R: OK I see.

77 I: so what Lxx and Rxx [edu psych partners] taught us, they said  
78 that we must work for the school, going an extra mile, it will not  
79 harm you.

**Commented [C14]:** Different types and categories of partnerships - educator motivation/ informational

80 R: ok, so that is good.

81 I: I am now having a big load having the classes and also having  
82 the library but because of what they always teach us we must  
83 always be there and we must sacrifice with our time we must  
84 put more effort, we must go an extra mile that is why I find  
85 myself in the library and the other educator she is just an  
86 educator but now she is stationed at the computer centre trying  
87 to assist the learners.

**Commented [C15]:** Risks that necessitate partnerships - lack of human resources

**Commented [C16]:** Different types and categories of partnerships –informational support - educator motivation

**Commented [C17]:** Risks that necessitate partnerships- lack of human resources

88 R: OK

89 I: yes... so MTN - there is no one that has been employed or paid  
90 by the school so that he can run the computer centre .we are all  
91 those who come from the group that has been nurtured by Lxx  
92 [ed psych partner] and the other.....

**Commented [CH18]:** Risks that necessitate partnerships - financial and infrastructure constraints/ lack of HR

**Commented [C19]:** Different types and categories of partnerships - FLY

93 R: instructors? Yes... So that must be quite difficult for you  
94 taking on such a heavy load? How do you cope?

95 I: It is very difficult especially when you are free, you say that  
96 you have got your time now, you have to push your lessons  
97 plans , then you find that a group of learners come inside the  
98 library, they will ask you “we are looking for.. Such and such  
99 information” and you cannot just say” ok here are the books  
100 “just go over. You have to assist them because looking for  
101 information in encyclopaedias. You know those learners, they  
102 don’t know how so you have to assist them, show them how to  
103 find the information.

**Commented [C20]:** Risks that necessitate partnerships -lack of human resources

**Commented [C21]:** Protective resources and processes – facilitate learning

104 R: yes...

105 I: it’s about it but just because we've got a passion you don’t feel  
106 inner stress because, what you want to do ,what you want in the

**Commented [C22]:** Protective resources and processes - motivation

**Christelle Huddle**

**Dissertation - Interview 2**

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C: Christelle (researcher)

F: Mr. F xx (interviewee)

---

1 C: So as I have explained, this is going to be for research. I'll be  
2 asking you a few questions like the ones that we discussed.  
3 Before I begin asking you the questions I just want to verify. Your  
4 role in the school is that the deputy principal?

5 F: yes that's true.

6 C: and how many years have you been at the school?

7 F: its 14

8 C: 14, shoo! I realise that your knowledge is extensive at [the  
9 school] and 14 years at the school is a long time so I imagine that  
10 you have a lot of knowledge to share with me so I'd like to ask  
11 you about the school partnerships until now at [the school]

12 F: ja well there . There are a number of partnerships we have .  
13 The one of them is university of Pretoria. And another one is with  
14 the government sectors, especially the department of health,  
15 that's 8 years. Also the department of social service.

16 C: ok

17 F: also with SAPS. Also the other departments like home affairs,  
18 we also have partnerships with them. And the other one we are  
19 busy with right now is agriculture.

20 C: ok

**Commented [CH1]:** Different types and categories of partnerships – academic-educational psychology

**Commented [CH2]:** Different types and categories of partnerships – govt-health services

**Commented [C3]:** Different types and categories of partnerships – govt-home affairs

**Commented [CH4]:** Different types and categories of partnerships – govt- agricultural support



52 to come in to explain to learners, you know the disadvantages of  
53 crime and drugs and things like that .. So that is how they help us  
54 and also we have a cop that he is part of us [school community],  
55 that has been adopted. So that cop helps us so that when we  
56 have got problems. Maybe he'll discipline and all that , especially  
57 those cross ones at a higher level that we can't get rid of .. So that  
58 is how they help us... and they help when we come to the health  
59 issues we have got good partnership. Because they realise when  
60 they ask for permission slips they go there they will point at the  
61 headache, but we discovered that most of them are having the  
62 STI's you know the sexually transmitted infections . So we then  
63 rope them in. They come in, they help us .

**Commented [CH10]:** Different types and categories of partnerships – INFORMATIONAL/GOVT-crime prevention support

**Commented [C11]:** Different types and categories of partnerships - health support

**Commented [C12]:** Risks that necessitate partnerships- risky behaviour/risks

64 C: so they also give information?

65 F: Yes information about STIs and all that and how to protect  
66 themselves.. So with respect to home affairs they normally come  
67 ... our community you know sometimes we find that our kids  
68 don't have birth certificates and IDs and all that. So they come in  
69 and they help the learners... Take ID's at school and after that  
70 they send them back to the school and then we distribute them.  
71 So that is how they help.

**Commented [CH13]:** Different types and categories of partnerships - provision of information and services/govt

**Commented [C14]:** Different types and categories of partnerships – practical/tangible support from home affairs

**Commented [CH15]:** Risks that necessitate partnerships - lack of human resources

72 C: mmm

73 F: there is the other one that I have forgotten now .... I want a  
74 good name for them.. You know if you've got a lot of  
75 information you sometimes forget other things... (laughs)

76 C: oh yes, I understand that (laughs)

77 F: other things they let me check here - there is this one of  
78 human rights.. It's a project, it is different from the university of  
79 Pretoria because they deal with actually.. They educate through  
80 music, arts and performance... You know teaching people about  
81 human rights- 'it's a human rights education centre, it's around  
82 us on the mountains there.

**Commented [C16]:** Different types and categories of partnerships - informing school about rights/academic/informational

83 C: ok so it is a non-government organisation?

113 F: that one was provided by MTN. So MTN provided us with that  
114 one. And one other partnership we have the American guys ,  
115 you know those guys send that from America they help . So  
116 they were there previously so those books in the library they  
117 were sent by the partnership that we had with them , that they  
118 were able to ask for donations overseas and then we got the  
119 books in the library. And also from the University of Pretoria we  
120 got some books. Sorry.. You know its overlapping but I try to  
121 remember most of it.

**Commented [C27]:** Partnership nature of support- Corporate- provision of tangible resources

**Commented [CH28]:** Different types and categories of partnerships - volunteer work

**Commented [CH29]:** Different types and categories of partnerships -s- provision of tangible resources

**Commented [C30]:** Different types and categories of partnerships - provision of tangible resources/information/academic

122 C: no its fine, not to worry. And anything you forget , I'll be here  
123 at the school on Monday, so you could always let me know if  
124 you think of anything else.

125 F: I think you must structure it at the end of the day but mtn  
126 has provided us with those computers, I think that there are 60  
127 computers in there . So also provided us with the net, the  
128 internet. So we are able to connect to the internet but at the  
129 present moment we have a challenge since one of our modems  
130 was stolen. One of the naughty learners in 2009 came and stole  
131 one of our modems.

**Commented [C31]:** Different types and categories of partnerships – corporate/provision of tangible resources

**Commented [C32]:** Risks that necessitate partnerships - risky student behaviour

132 C: oh no...

133 F: now we have a challenge of connecting . But we still  
134 negotiating with MTN actually even when the modem was  
135 there we have a problem with connection...

**Commented [CH33]:** Risks that necessitate partnerships

136 C: oh with the signal? ..

137 F: Ja sometimes the signal is not right, so i think that is, with  
138 respect to computers. And the other aspects which was from  
139 the corporates of the school, that we have from the school ..  
140 But that does not mean we are not moving out. We are still  
141 writing proposals. We trying to check where else can we get  
142 funding. Because right now we are thinking of the others  
143 partners these other ones they adopt a school as I've indicated,  
144 but now I want to take it from national point of view because

**Commented [CH34]:** Processes and risks of partnerships - strategies for receiving support

**Commented [CH35]:** Processes and risks of partnerships - strategies for receiving support

145 there are this big weeks every week who are running that  
146 particular project. So we still want to write to them and also  
147 want to approach the side of the presidents wives . Because we  
148 realised that they have got a number of foundations to support  
149 these schools. So we still want to penetrate this to see if they  
150 can help us.

**Commented [CH36]:** Processes and risks of partnerships - strategies for receiving support

151 C: yes I suppose any opportunity you can take could be  
152 beneficial...

153 F : so those are some of the avenues we would like to open as  
154 the year goes by.

**Commented [C37]:** Processes and risks of partnerships - strategies for receiving support

155 C: ok , and the long term projects, which of those are long term  
156 projects or partnerships?

157 F: actually , the long term partnerships they are in University  
158 of Pretoria- this one it is long term because we will benefit in a  
159 number of ways apart from the psychological point of view you  
160 know that they help us to concentrate on the aspect ,you know  
161 sometimes we as educators we also connect to the academic  
162 aspects you know about the mind of the child... with the  
163 university of Pretoria the students they get it back ... and we  
164 learn and tend to know our learners more as individuals. So I  
165 think that one will be a long term one. Apart from the  
166 psychological part of it, the educational part is also good , you  
167 know the students come they leave and because they know  
168 their career path, one may become a professor and brings more  
169 other academics later you know from different fields. LXX  
170 [partner] also with the partnership brings other academics to  
171 the school too, like you know mathematics and all that.

**Commented [CH38]:** Partnership benefits - sustainable support

**Commented [C39]:** Different types and categories of partnerships - educator support and learning to understand the learners

**Commented [CH40]:** Partnership benefits - mutual growth

**Commented [C41]:** Different types and categories of partnerships –academic/informational- provision of practical resources and skills development

172 C: ja...

173 F: that helps us because we get some more information to  
174 approach other aspects in the subjects , you know maths is a  
175 challenging subject these days. And also previously they  
176 brought engineers to us and that was motivating. On the side of

**Commented [C42]:** Different types and categories of partnerships –academic/informational- provision of practical resources and skills development

**Commented [C43]:** Different types and categories of partnerships –academic/informational- provision of practical resources and skills development

177 our students, because they interacted and sometimes you know  
 178 depending on the students that are bored and previously we  
 179 realised that the students of Pretoria were also doing the  
 180 career, you know, exhibition, rising knowledge to our learners  
 181 about careers as they are not exposed to all this before. They  
 182 are exposed only to few knowledge before. And this partnership  
 183 it keeps going so this is good. Concentrating on this school, you  
 184 know it also expands to involve the community. As in the school  
 185 there is this group that is Tembaleto, a group that acts as a  
 186 springboard which is concentrating on involving the  
 187 community. Introducing some of the factors that are affecting  
 188 the community... this came from ideas from the university.

189 C: yes

190 F: social factors are involved, so I think this one is a long term  
 191 one. And the others also MTN is a long term one, as mtn is still  
 192 providing us because you know the connection to the server,  
 193 they pay everything.

194 C: ok

195 F: so we have got funds to connect there so it is a long term one  
 196 (mtn). We don't know when the contract is going to end. And  
 197 apart from that they also run some competitions during the  
 198 year.

199 C: oh ok nice

200 F: these also involves the learners you know in various fields like  
 201 music, and all of that these are skills so they are, growing a  
 202 number of skills. So also that one is a long term one. With the  
 203 government department that is obvious.. That is an on-going  
 204 process you've always interact with them we'll always need one  
 205 another.

206 C: ok and with the MTN one, more or less how many times did  
 207 they come through for these competitions and things like that?

**Commented [C44]:** Different types and categories of partnerships – acad/info-provision of information to learners

**Commented [C45]:** Risks that necessitate partnerships - lack of human resources

**Commented [C46]:** Partnership benefits - sustainable support

**Commented [CH47]:** Different types and categories of partnerships - encouraging school to engage with community

**Commented [CH48]:** Different types and categories of partnerships – acad/informational-generation of ideas

**Commented [C49]:** Different types and categories of partnerships –corporate-provision of financial resources

**Commented [CH50]:** Partnership benefits - sustainable support

**Commented [C51]:** Different types and categories of partnerships – NGO/corporate/financial support through fundraising

**Commented [C52]:** Different types and categories of partnerships - provision of skills to learners

**Commented [CH53]:** Different types and categories of partnerships - mutual process

331 been a change in terms of communication ,on a more  
332 comprehensive note.

333 C: ok

334 F: even though others are struggling, there is an improvement.

335 C: ok good

336 F: and that is been shown for instance most of these learners ,  
337 there has been a debate group and most of the learners who  
338 participated , others are from grade 9 others are from grade 10  
339 . So these are the learners who have been interacting in  
340 partnership and they have been taught, using some of the skills  
341 that have been obtained through the partnerships . So that  
342 motivated the learners. Like in the sciences, you know science,  
343 we have had an opportunity of interacting with other students  
344 who are doing engineering they were able to speak to the  
345 learners, to tell them the nature of the subjects that they are  
346 doing.

347 C: ok, so informing them?

348 F: yes, what are the demands and what is expected of them in  
349 those particular subjects. So that helped other learners a lot.  
350 And others are still trying. Those were the more opportunities  
351 being at res. Yes they are trying even if they are struggling, but  
352 they are saying , no we are not leaving. We will get hope . So at  
353 least the learners have been motivated in so many ways. And  
354 that has changed the picture the school , in terms of  
355 performance even though you know performance depends on  
356 the individual .. So you can't maintain it it's the particular  
357 individual does not reach the expected level. But overall we  
358 have seen a change in terms of performance and other areas.

359 C: ok , so in general so would say that they have been  
360 motivating factor which has led to various benefits?

361 F: yes

**Commented [CH77]:** Processes and risks of partnerships - tracking/ reflecting on progress

**Commented [CH78]:** Partnership benefits - instilling positive change- educator/ student motivation and/or empowerment

**Commented [CH79]:** Different types and categories of partnerships - providing opportunities for learning and development

**Commented [C80]:** Different types and categories of partnerships - providing opportunities for learning and development

**Commented [CH81]:** Protective resources and processes - teamwork / collaboration with parents

**Commented [CH82]:** Protective resource- +school climate- learner motivation

**Commented [C83]:** School climate- positive change

**Commented [CH84]:** Partnership benefits - instilling positive change- educator/ student motivation and/or empowerment

## Member checking

Ms P

5 September 2012

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Introduce the process of member checking

Give a summary of the interview done in May

A copy of the transcript was given to Ms P prior to the interview for her to peruse prior to the member checking

Summary of topics covered in the previous interview

- Role in the school- many responsibilities and short staffed school
- Current partnerships
- The UP one and sustainability of it
  - o Empower
  - o Mutual learning experience
  - o Mind-set change
  - o Training of educators- knowledge shared
  - o Supportive partnership- following up
  - o Teachers attitude towards learners
  - o Counselling services that have come from knowledge created
  - o Teachers willing to go extra mile
  - o Career assistance gr9
  - o Resources
  - o Encouragement of teachers- empowered as teachers – not just a job
  - o Community involvements- tembaletso
  - o Challenges
  - o Gaps in learning
  - o Lack of parental care
  - o Emotional challenges that learners experience
  - o Attitude of the learners
  - o Love for the school and teachers willing to go extra mile
- Clarify what is uncertain
  - o Ms P explains that all is true in the interview
  - o So I clarify uncertainties

1

2 R; Lets talk about our last talk.. let's cover the sustainability of partnerships..

3 I: The other partnerships some they come and go but this one from UP they come  
4 for some time and for years to come they will still come

**Commented [C1]:** Nature of Partnerships- Academic/informational

**Commented [CH2]:** Partnership benefits-sustainable support

5 R: So you said that you would describe the school as resource-scarce?

6 I: Deep rural school.. Deep rural... sometimes difficult for learners to get assistance  
7 that will assist them- like places where you can buy newspapers. Some don't have  
8 set of TV at home. They may have to go to community hall- close [to the school]. I  
9 remember when there was a project and found that only 2 or 3 learners did it  
10 because it was too late to go to the community hall to watch the TV. So this place  
11 it's deep rural. So in terms of getting information it is not easy- they rely on  
12 information in terms of what educators bring. So recent things like London  
13 Olympics, they don't know... so it affects their learning.

**Commented [C3]:** Risks that necessitate partnerships - Rural school context

**Commented [CH4]:** Risks that necessitate partnerships - financial and infrastructure constraints

14 R: Is there something you can do as educators?

15 I: Yes you can go way out- do a lot for the learners- the practical learning is not easy  
16 for them- or we need to bring the information to the learners- so sometimes I feel  
17 like I'm spoon-feeding them but there is no other source they can get info from.

**Commented [CH5]:** Risks that necessitate partnerships - financial and infrastructure constraints/ lack of human resources

**Commented [CH6]:** Risks that necessitate partnerships - financial and infrastructure constraints/ lack of human resources

18 R: How can the partners help?

19 I: We can sit down so they can identify the needs maybe by so doing, they can come  
20 up with things they can best assist with. We can tell them this is what we need and  
21 they can assist. Perhaps with career guidance... you know the partners have  
22 assisted us you know with careers- we have a high numbers of learners that have  
23 now applied. You know they realised they have to get good marks and then they  
24 have to apply. This year there is a big change- that is why I say the partnership it  
25 has helped us a great deal.

**Commented [CH7]:** partnerships- nature of support- generation of ideas

**Commented [CH8]:** partnerships- nature of partnerships- career guidance for learners

**Commented [CH9]:** partnerships- nature of partnerships- motivation for learners

**Commented [C10]:** Partnership benefits - instilling positive change

**Commented [C11]:** Partnership benefits - instilling positive change

26 R:What do you think it is? Why do they want to apply/ what are the learners  
27 thinking?

28 I:Now they have been motivated. And maybe now they have dreams, they know  
29 where do I want to be in 5 years' time- that has assisted the learners

**Commented [C12]:** Partnerships- nature of support- Giving learners hope for the future

**Commented [CH13]:** Partnership benefits- instill pos change

30 R:The challenges in the learners' learning- apart from lack of information (distance).  
31 Is there anything specific to the school that can be a challenge to learning?

32 I:Lack of commitment- sometimes you go an extra mile and bring the info to them  
33 but they don't use the information but then you have to force them- so they lack  
34 commitment.

**Commented [C14]:** Challenges- lack of learner commitment

**Commented [CH15]:** Protective resources and processes - educational initiative or support

**Commented [C16]:** Risks that necessitate partnerships - performance of students/ performance of students

35 R:The grade 12's we have now they lack commitment but they are university  
36 material. You know not many people are role models to the kids- you find that most  
37 of the homes they don't have people that are educated within the family. So the  
38 one doing grade 12, it's an achievement- so that doesn't help with motivation

**Commented [C17]:** Risks that necessitate partnerships - performance of students and rural school context

39 : So the school and the partners motivate the learners

**Commented [C18]:** Risks that necessitate partnerships - family responsibility/ lack of parental involvement

40 R:The last time you spoke about lack of parental involvement? Is that the same?

41 I:There is a change- we have made a new programme- we now give the parents the  
42 reports so we can have a 1 on 1. This is much better. The last 2 meetings with the  
43 parents, we told them there is a problem with absenteeism- some of parents are  
44 surprised- they didn't know they are not going to school- so they are in between  
45 home and school. So we were able to bring up challenges. And then every time  
46 reports are issued, we analyse marks together, and this helped for parents to  
47 understand. The first time we met with the parents, at that stage only 4 learners  
48 passed. Now after meeting with the parents there is a bit of an improvement- 6  
49 learners have passed. So out of 123 learners grade 10 only 18 passed- when we  
50 analyse results with parents they can see they also need to motivate their children.

**Commented [CH20]:** Protective resource and processes- collab with parents

**Commented [C21]:** Risks that necessitate partnerships - performance of students/ lack of parental support/ involvement

**Commented [C22]:** Risks that necessitate partnerships - lack of parental involvement

**Commented [CH23]:** Protective resources and processes - teamwork/ collaboration with parents

51 R:Does this affect the way that the parents view or treat their children, do you  
52 think?

**Commented [CH24]:** Protective resources and processes - teamwork/ collaboration with parents

**Commented [CH25]:** Risks that necessitate partnerships - performance of students

**Commented [C26]:** Protective resources and processes - teamwork/ collaboration with parents

53 I:Yes because you know we as parents- we think the chores, we shift it to the  
54 children. The children talk and they say that they don't have time for themselves-  
55 they go to mountains to fetch cattle and the firewood and so the learners talk- so  
56 the principal told the parents that they must not shift their burdens and  
57 responsibilities to the little ones. Some of the parents are also to be blamed- they  
58 pile their children with work and they get tired- you know- 7 o clock when they are  
59 supposed to sit with school work they are too tired from the housework

**Commented [CH27]:** Risks that necessitate partnerships - family responsibility

**Commented [C28]:** Protective resources and processes - teamwork/ collaboration with parents

**Commented [C29]:** Risks that necessitate partnerships - family responsibility

60 R:Do you think that the school climate has changed in any way, because of this  
61 communication with the teachers?

62 I:Yes, we understand the setup at home- you know.. you think that if you  
63 understand the learner better it helps- what I have learned- these children's are  
64 giving the parents a headache- the learners behave like adults- they want to be  
65 scolded, rebuked, go out as they please, they do such funny things- there are no  
66 places for entertainment- no facilities- so the only way is to go to the tavern- so  
67 they need to go to recreational facilities that are more educational

**Commented [CH30]:** Protective resources and processes - teamwork/ collaboration with parents

**Commented [CH31]:** Risks that necessitate partnerships - risky student behaviour

**Commented [C32]:** Risks that necessitate partnerships - rural school context

68 R:Whose idea was it to think of this way to give feedback to the parents in this way?

**Commented [CH33]:** Protective resources and processes - teamwork/ collaboration with parents

69 I:I think it was the head of grade 10. All of us... so from the teachers themselves



## **APPENDIX C – Permission to use guiding theoretical framework from author**



**Christelle Gleimius** christelgleimius@gmail.com

to nhenderson ▾

Jan 16



Good day,

I trust that you are well.

I am a Masters student in Educational Psychology from the University of Pretoria, South Africa.

I am currently in the process of writing my disseration (thesis) and I came across your resiliency wheel.

My study is on how Educational Psychologists are promoting resilience among youth in rural schools. Thus, I found your resilience most useful in conceptualising my research.

Could I please ask for your permission in using this theoretical wheel? Please note that appropriate referencing for your works will be ensured.

Kind regards,

Christelle



**Nan Henderson** nhenderson@resiliency.com

to Christelle ▾

Jan 17



You have my permission. Good luck!

Nan Henderson



..

## **APPENDIX D – Example of performance schedules**

NAME OF LEARNERS	M/F	LEVELS	HOMELANGUAGE	FIRST ADD LANG	MATHEMATICS	MATHEMATICAL LITERACY	LIFE ORIENTATION	PHYSICAL SCIENCES	LIFE SCIENCES	AGRICULTURAL SCIENCES	ACCOUNTING	BUSINESS STUDIES	ECONOMICS	GEOGRAPHY	HISTORY	JOURNA	TOTAL	AVERAGE	P/N	
[REDACTED]	M	C E P L	0 4 10 1	2 2 4 1	0 4 4 1		10 13 23 1	1 0 7 1	12 3 15 1	11 5 16 1							79	41 NP		
[REDACTED]	M	C E P L	13 34 47 3	5 14 19 1	5 6 11 1		14 26 40 3	5 6 11 1	12 6 18 1	13 9 22 1							168	24 NP		
[REDACTED]	M	C E P L	12 28 40 3	5 11 16 1	3 0 3 1		14 19 33 2				7 6 13 1	7 4 11 1	7 5 12 1					128	18 NP	
[REDACTED]	M	C E P L	12 32 44 3	8 28 36 3	6 25 31 2		12 34 46 4	9 10 18 1	14 16 30 2	17 25 42 3							247	35 P		
[REDACTED]	M	C E P L	14 26 40 3	5 35 40 3	7 5 12 1		15 25 40 3				10 20 30 2	7 23 30 2	9 21 30 2					222	32 P	

*Handwritten signature and date: 10/12/05*

*Handwritten signature*

10 DEC 2005  
PROFESSOR ELUMQUANE 118  
MPOUMALMAGA PROVINCE

# **APPENDIX E – Consent letters: permission to sample documents**

**Letter of Consent regarding Research Project at [REDACTED]**

Dear Mr [REDACTED],

I am currently working as a co-researcher in the FLY Partnership (Flourishing Learning Youth) facilitated by Prof [REDACTED] from the University of Pretoria. I am currently busy with my Masters studies in Educational Psychology. For the fulfilment of my Masters degree I am required to complete a research document (dissertation). With regards to my current study, I would like to explore student's resilience in relation to partnerships with your school. In order to do this I would like to collect some learner documents (which I will specify) and I will be interviewing two teachers from the school. I would like to ask for your permission to collect the following documentation over the following years to assist me with my research:

- Grade registers
- Promotion schedules/Report cards

For the following years: 2005 (grade 9); 2006 (grade 10); 2007 (grade 11); 2008 (grade 12); 2008 (grade 9); 2009 (grade 10); 2010 (grade 11); and 2011 (grade 12).

I would like to commence with sampling these documents as from the 4th of May, if this is possible. Or perhaps you could kindly indicate whom I may contact in order to obtain the relevant documents.

The information will not reveal the identity of any learners and the best interest of the learners and the school will be upheld at all times.

Thank you for your assistance in this regard and for the opportunity for me to conduct my research at [REDACTED]. I look forward to being a part of this partnership with your school.

Kind regards,

Mrs Christelle Huddle  
(Student Psychologist and researcher)

I, Mr. [REDACTED] give permission for the above-mentioned documentation to be copied for research purposes.

Mr. [REDACTED]  
(Principal of [REDACTED] School)

Date:

A. H. [REDACTED]

04/05/12

## **APPENDIX F – Spreadsheet for data inputs**



COHORT	YEAR	GRADE	LEARNER-ID	GENDER	H-LANGUAGE	ENGLISH	LO	SESWATI

# **APPENDIX G – Teacher-participant consent forms**



**Faculty of Education**  
**Department of Educational Psychology**

### **Letter of Consent for Interviewees**

To whom it may concern,

I am a second year Masters student in Educational Psychology at the University of Pretoria. For the fulfilment of my degree, I am conducting research on exploring student's resilience through partnerships at [REDACTED]. The results of the research that I will collect will be disseminated in a research report (dissertation) and possibly a research article. Please note that no names will be released, only false names and numbers, in this way your identity will not be revealed.

I will be collecting documents at [REDACTED] regarding the enrolments and performance of learners over several years. For this portion of the study, I would be appreciative if you could take part in an interview regarding the partnerships with [REDACTED] School. Your participation is voluntary and you may withdraw at any time that you wish. However, I would appreciate it if you could share your thoughts and experiences with me. Should you choose not to take part, you will not be affected in any way. Please feel free to ask any questions or alternatively contact me, Mrs Christelle Huddle on [REDACTED], or my research supervisor, Dr Ruth Mampane on [REDACTED].

The interviews will be audio-recorded by means of a recorder. The reason for this is so that I can accurately record what you tell me in order to interpret this interview accurately, without having to take in depth notes. Additionally, before the results are recorded or published, I would like to meet with you again (later in the year) to verify that I have written what you have told me.

If you agree to participate in these interviews, could you please fill out and sign the consent section on the following page.

Thank you for your time and patience in assisting me with my research. I look forward to learning from you.

Kind regards,

Mrs Christelle Huddle

---

Interviewee Consent

I, [REDACTED] (Name and Surname) agree to take part in an interview regarding the school that I work at [REDACTED] and the University of Pretoria. I understand that the interview will be conducted as part of the fulfilment of the researcher's Master's degree at the University of Pretoria.

I have been informed that my participation in this interview is voluntary, meaning that I can withdraw at any time. I realise that my contribution towards this study is valued and appreciated.

I have been informed that my name will not be used in any documentation or in any writing at a later stage. This will be ensured by using numbers, so that no one will be able to identify me.

The interviews will be audio-recorded by means of a recorder. I have agreed to the use of this device so that the researcher can interpret what I say correctly.

What I say will also be verified by the researcher at a later stage to make sure that she has correctly recorded and interpreted the interview.

Signature:

  
\_\_\_\_\_

Date:

05/05/12  
\_\_\_\_\_

---

Interviewee Consent

I, [REDACTED] (Name and Surname) agree to take part in an interview regarding the school that I work at [REDACTED] and the University of Pretoria. I understand that the interview will be conducted as part of the fulfilment of the researcher's Master's degree at the University of Pretoria.

I have been informed that my participation in this interview is voluntary, meaning that I can withdraw at any time. I realise that my contribution towards this study is valued and appreciated.

I have been informed that my name will not be used in any documentation or in any writing at a later stage. This will be ensured by using numbers, so that no one will be able to identify me.

The interviews will be audio-recorded by means of a recorder. I have agreed to the use of this device so that the researcher can interpret what I say correctly.

What I say will also be verified by the researcher at a later stage to make sure that she has correctly recorded and interpreted the interview.

Signature:

[Handwritten Signature]

Date:

05-04-19

## **APPENDIX H – Interview schedule**

## **Interview Schedule**

**Date:**

---

Name of Participant:

Pseudonym:

Role/position at school:

Number of years present at the school:

---

### **DISCUSS:**

- My research: Educational Psychology-Rural school partnerships: exploring youth's resilience (briefly explain).
  - Consent form (explain and have signed)
    - o Voluntary Participation
    - o Confidentiality
    - o Anonymity
    - o Audio-recording
  - Questions?
- 

<b><u>Semi-structured Interview Questions:</u></b>
1. What is the nature of school partnerships currently in the school?
2. What is the contribution of educational psychology services in the school?
3. In your opinion what is it that the FLY partnership does in the school?
4. What kinds of services do other service providers offer to your school? (probe- NGO's? government? Other institutions?)
5. What do you believe are the greatest needs for the school/ what does the school benefit from most?
6. Would you say that partnerships with the school are assisting in providing for this need? (Investigate other partnerships and FLY).
7. What would you say have stood out for you as the most effective services offered to the school/learners over the last six years?
8. What are your views of the youth's learning in relation to an Educational Psychology-school partnership?
9. What is your view of partnerships with regards to provision of care and support?
10. Is there anything that you would like to add regarding school partnerships?





# **APPENDIX I – Research diary samples**

## RESEARCHER DIARY EXCERPTS

*Getting started....*

5 September, 2011

So the research journey begins... I have met with my supervisors regarding the onset of my research. I now need to put this together so that I can write a proposal and defend this in front of a panel of lecturers. I am feeling quite apprehensive since I feel like I need to apply what I have learnt over the years and tie a study together in one research paper!

I have been told to read, read and read some more at this phase, so this is what I will do, to ground myself in the topic at hand.

*Making sense of the process*

22 January, 2012

I have realised how challenging it can be to try and combine all of the literature consulted, in a process of sense-making and summation in order to contextualise my study. Although there is so much literature out there, trying to find what is contextually appropriate, and trying to find a model that could work for understanding this study, is quite challenging. I keep wondering if I will find a more relevant or better suited model later once I have found one that I feel works now. For now, I have found an interesting model that appears well suited to my study, I have faith that it will guide and inform my study well. The model I found is Henderson and Milstein's Resiliency wheel. My supervisors also agree that they like this model. I was just in awe at how they can suggest and comment on things that I would not have considered, it brings me peace and more excitement into the research process, although I certainly still feel like a novice!

*Familiarisation with the literature*

10 April, 2012

I have been delving into many articles and am feeling quite excited at the thought that I will hopefully be publishing my findings in the near future too. I am quite alarmed at the difference between the research on resilience in countries such as the United States and Australia, in relation to the extent of South African research. I have also been interested to see the evolution that the concept: resilience,

has undertaken. From a very trait-related phenomenon to a very social constructionist understanding. It is almost time for me to defend my research proposal and hear if my study is feasible. I am feeling quite nervous at the prospect of having my study scrutinised by several research experts. I however also confident that my supervisors have guided me in the right direction and given me adequate expert guidance this far.

### *Collecting data*

1 May, 2012

Proposal defended, interview schedules done, consent granted...It is time for me to collect data! I am feeling a bit nervous although I have interviewed research participants before in my Honours research project. I am looking forward to going to the school and seeing how it is there. I wonder if it will be similar to the rural context that I have read about and seen in other parts of South Africa. I wonder whether there will be any language barriers to encounter in the interviews.

### *Pre-Data collection reflection*

3 May, 2012

I went to the school to meet the principal and the research participants and arrange to sign the consent forms that they had agreed to consent to for my research. On arrival to the school, the principal was not available and therefore I needed to allow the deputy to sign the forms. I arranged to go to the school for my Masters service learning practical training through the FLY partnership around the time of my data collection. It is quite a long trip (about 3 and a half hours away) to the school from where I live, therefore I thought that this was a good opportunity to go then. Through this I realised that as a researcher, one needs to be prepared and think of certain things ahead of time before arriving to start with interviews and data collection.

Reflecting on the school itself, I had been intrigued to see whether the school context was similar to rural and resource scarce schools. As I drove there, I realised that the physical distances are quite dramatic and that the school is really in a remote location, away from the main town (one which is nothing like the urban towns). Dirt roads, roaming goats and chickens, and small children walking around, is a norm to note in the scenery around the school. When I got closer to the school, I noticed many children walking in different school uniforms, which made me question whether there were several schools around the area or if the children walk exceptional distances to school. As I drove closer to the school, it felt desolate and remote, yet beautifully nestled in the mountains...where goats

and chickens run freely. I therefore, noticed the school environment to resonate with the information that I have been reading about the rural school context, especially in terms of the few resources (dilapidated school property, broken ceilings, etc.) which reflect financial constraints. In the classrooms, ceilings were falling through and many window panes are broken. Tiles on roofs are coming off and pit toilets are so bad that I would imagine students do not want to go throughout the day. It was interesting the people around the community looking at us driving there as though I was something foreign. I soon realised that a convoy of university vehicles must be something that does not happen frequently. I saw curious facial expressions from onlookers.

On the other hand, I was interested to see that the students walk around with cell phones and earphones, this painted a very interesting picture for me as I saw a melange of a resource scarce environment, with certain elements that reminded me of school children in urban schools. So it made me feel like in some ways, the rural school is not completely disconnected from the wider community - especially with telecommunications.

When I arrived with the University team, I was touched by the sincere warm welcome by the school staff.

After my research practical with the FLY team, I introduced myself to the participants that I was going to interview. The one participant called my by name before I introduced myself. He must have remembered this from the communication that we shared prior to the interviews. This put me at ease and creating a sense of mutual understanding that was formidable. The participants were so accommodating of the interviews that they asked if there was any information that they could read though before the interviews to prepare them. They were also willing to drive to where I would be staying, so that it would assist me, and as it was not far from their homes, as it was a weekend (something which they were as kind to assist with on their weekend). This really gave me a sense of willingness to help and also reminded me of their passion to help and care and support that I have been seeing in the literature. Wow!

*Data collection* (Qual)

5 May, 2012

Today, I conducted both of the interviews. I found it fascinating talking to the participants and hearing how they value the input and connection with the various partners. They were both so grateful and humble during the talk. I also found that the semi-structured interviews are a valuable tool in research since they allow the researcher to have a skeleton to follow whilst also adding the research conversation. So after the interviews today, I feel a sense of enlightenment. The partners appear to

be a source of expression for the school- they empower the school to use what they have. There are concerns but the school tends to remain positive about what there is and what there is to come. When the school is empowered, the students feel that the ethos which filters through the corridors. When educators are given the tools, they also feel more confident to venture out and share that with the community.

Something that also stood out for me was that despite the participants amazing willingness to be involved in my study, they demonstrated something which put me out of my comfort zone and created a disparity between rural and urban areas- concept of time. I realised how time-concerned and driven urban life is – or maybe this is something that is resonant in my life... but it was interesting to see that participants were not perturbed if they were an hour or two late for an interview. This was an interesting fact for me to observe.

After the first interview, I thought I had gained so much information and thought, in my ‘inexperienced researcher’ state that this was heaps of information. Soon after the second interview, did I realise the valuable credibility in multiple sources of information.

### *Making some progress*

03 July, 2012

I have finally transcribed my interview transcripts- word by word. Many pages later, I feel that it actually was a worthwhile process, since I am very familiar with my data now and looking forward to starting with the coding. I have also agreed to present my preliminary findings at a research indaba in October, at the university, so this will be some more motivation to get my coding started. I have also managed to find statisticians that have advised me on the best way forward with my statistical analysis. I will input the data into a spreadsheet and they will assist with the analysis of this.

### *Data Collection (Quan)*

16 September, 2012

I went to the school today to sample the documents. I came to find that there was a photocopier but that it did not work correctly. I therefore, decided to take photographs of the documents. I was given a pile of workbooks that resembled school books, covered in all different types of wrapping paper. I looked at the books for the appropriate years and grades that I am studying. This was a bit of a daunting task, since I did not want to make any mistakes in selecting the correct books, but I also did

not want to compromise on clarity of the photographs. Despite the obvious physical challenges, children are smiling, intrigued by the strange faces visiting the school. The school staff are incredibly welcoming and a feeling of care engulfs me.

The deputy principal allowed me into his office to work on my sampling while he went to teach. I think, looking back now, that the document analysis was more stressful. I had to call the deputy principal several times to make sure that I could have access to the appropriate records, but I was never certain that I would definitely have access to them, as the deputy principal had a very calm and relaxed approach which never gave me certainty of the availability of all of the documents. Only when I was at the school, did I realise that I would not be able to access the grade 12 years. From this, I realised the complexities of, not only working in a rural school, but also the essential fact that a researcher has to be flexible and ready for uncertainties.

### *Overwhelmed in data*

17 September, 2012

I feel like I have a mountain of raw data in front of me. I got to the stage of questioning why I decided to conduct a mixed method research study! I have two interviews to transcribe and many photos to look at and to fathom into a spreadsheet. Now I see why research can take so long.... I suppose I better start somewhere and take it step by step.

### *Member checking interviews*

17 September, 2012

I am experiencing mixed feelings at this stage – I was a bit disheartened that one of my participants was not available for the member checking interview. Although this is a reality of research... Yet, I gained much insight from the member checking interview. I really feel hopeful that the partners have contributed significantly to the school. I also feel humbled to have been a part of this school and realised the value of mutual collaboration, an appreciation for the little things in life, and the critical value of multi-cultural respect and understanding of the researcher.

### *Complications*

30 July, 2013

I am feeling frustrated and possibly even more inept as a researcher than when I started. I feel like this process is dragging on and that I have too many research constructs to work with. This has also

lead to my titled taking more than one change. I realised that my titled previously insinuated learner resilience (as a trait) rather than a relationally-mediate outcome... what was I thinking!?! In fact, I realised that I need to step back from my data, from my literature and regain a renewed perspective. Research can take many complicated twist and turns that can lead a researcher to have to re-evaluate and continuously seek advice from their supervisors, so as to have another perspective. IN between my frustrations, I have realised that major limitations have crept up in the cohorts. My sample size is going to be very small due to poor record keeping and because I need to only study those participants that go from grade 9 to grade 11 and do not leave or enter. I will need to explain this well in my dissertation. In between this, I have decided to leave out retention as an outcome variable that I initially wanted to study resilience from (along with performance and access). This outcome variable now seems quite redundant. Once again, I reflect on flexibility of the researcher and the importance of doing what is best for the study as it evolves.

### *Thematic Analysis continues*

15 October, 2013

After much deliberation with making sure that I understood my method of thematic analysis, I had my codes verified with my research supervisor. She gave me some constructive criticism and agreed with most of the codes created. I now feel a little more at ease with the completion of my coding.

### *Quantitative analysis*

03 November, 2013

I have been reading up so much on methods of statistical analysis and yet I still feel overwhelmed by the many methods available and whether my methods are correct. I am grateful for the advice around me, yet my statistician recently informed me that he is retiring. Luckily I have basically completed what is necessary, and I also realised that gender had been omitted as a variable in the statistical data outputs. So luckily this has been processed again and ready for me to enter into new graphs. From the graphs, I just realised again how alarming the rates of academic performance were in the school. This led me to double check with my raw data that this was actually correct. Sadly, these figures were correct.

*Almost there*

5 March, 2014

Things are finally coming together after my chapters have undergone continuous revision ... time is creeping up for submission. I must say, I am really looking forward to getting this dissertation in. I feel like I have been nurturing a child and waiting ages for her to start walking! So far, I have found that the most challenging part has been the process of fine tuning and the uncertainties to try and fathom those uncertainties, yet the process of character building in the end has made this journey a life experience. I also hope that after this research venture, through which I have grown in my capabilities to act more independently and confidently as a researcher. It was interesting for me to see progress when I read back to earlier in my research journal. I had written that these reflections, in a way, were a 'self-supervision', as they allowed me to process my thoughts more as I wrote them rather than allow them to stir in my mind and possibly be forgotten. So it was as though my hand, mind and book, were in conversation (as I had put it). Finally, I have seen, not only from my conclusions of this study, but from other reading, that there is so much more research inquiry necessary (especially in the rural school context) - so I wait for the next venture in my PhD studies...



## **APPENDIX J – Example of Table of qualitative themes**

THEME, SUBTHEME, CATEGORY	LINE	INTERVIEW	EVIDENCE	COLOUR CODE
Partnership benefits - instilling positive change	158	1	we've seen an improvement because what the partners have taught us we must love the children	dark purple
Processes and risks involved in collaborating - partnership processes	159	3	And it seems that you understand them better now .	dark purple
Partnership benefits - educators / student motivation and/or empowerment	587-589	1	if it wasn't for them I was just going to say, my day is a clock, I go to class, I teach, I don't care about the learners, I don't care about the environmen	dark purple
Partnerships- benefits- educator motivation	414	1	JA we were motivated in the meeting at sangola [with partners]	dark purple
Partnerships- benefits- motivation	164	1	the partners they have empowered us	dark purple
Partnership benefits - instilling positive change	135	3	So the partners really laid the foundation	dark purple
Partnership benefits - instilling positive change	583-584	1	JA [partners] have really brought a change to our school . They have really given us something we will never forget.	dark purple
Partnerships- benefits- skills taught and skills used	342-346	2	been a debate group and most of the learners who participated , others are from grade 9 others are from grade 10 . So these are the learners who I	dark purple
Partnership benefits - sustainable support	388	1	Like for that one for bid work the group they were there always every day.	dark purple
Partnership benefits - gratitude towards partners	22-23	3	This year there is a big change- that is why I say the partnership it has helped us a great deal .	grey
Partnership benefits - gratitude towards partners	733	2	it's [partnership] given us something at the end and we appreciate it.	dark purple
partnerships- benefits- close collaboration	46-47	1	, these people are here and they want to assist us.	dark purple
Partnerships- benefits – instill pos change- higher enrolment rates	316-317	2	Since 2008 we have seen more of them enrolling at higher institutions of learning.	dark purple
Partnership benefits - instilling positive change	358	2	And that has changed the picture the school	dark purple
Partnership benefits - mutual growth	112-113	3	- so through the partnership we learned that we should adopt a social worker and policeman that can help and advise us.	dark purple
Partnership benefits - mutual growth	599	1	they learn something from us, we learn something from them. Yes .	fusia
Partnerships- benefits- gratitude for partners/ mutual growth	733	2	it's given us something at the end and we appreciate it.	dark purple
Partnership benefits - instilling positive change	198-199	1	they provided information which assists us we did not know that within the school premises we must have a room for counsellors and learners	dark purple
Partnership benefits - instilling positive change	607-611	1	There is a lot that we have learned from [partners] and our school has improved. We no longer have gangsters... You know our school there was a l	dark purple
Partnership benefits - instilling positive change	570-572	2	And the school will benefit in that way and whatever route... So all the partners, actually they are benefiting the school most. With each of the things	dark purple
Partnership benefits - instilling positive change	362	2	. But overall we have seen a change in terms of performance and other areas.	dark purple
Partnership benefits - educators / student motivation and/or empowerment	181-182	3	. So they are excited with the partnership. They know they are going to learn something from them and it makes them happy.	dark purple
Partnership benefits - educators / student motivation and/or empowerment	604-605	2	. That most of them are more motivated to be somebody one day	dark purple
Partnership benefits - educators / student motivation and/or empowerment	299-231	2	. I would say to a greater extent we have seen a change in the mind-set of our learners as they grow after the interaction.	dark purple
Partnership benefits - educators / student motivation and/or empowerment	606-608	2	professions are obtained by the instit utions of higher learning.. So that is what has benefited our youth on that side. We don't see most of them or	dark purple
Partnership benefits - educators / student motivation and/or empowerment	612-614	2	motivation and getting motivation makes you to be more focused and know where you go , and that's how they have been treated.	dark purple
Partnership benefits - educators / student motivation and/or empowerment	700-701	2	the freedom of expression in our partnership and that motivates us a lot .	dark purple
Partnership benefits - educators / student motivation and/or empowerment	701-702	2	And you know to see... living 300 kilometres and coming down to a rural area, you know it motivates us.	dark purple
Partnership benefits - mutual growth	732	2	So you it shows its flowing back, the university, is gaining,	dark purple
Partnership benefits - mutual growth	167-168	2	the university of Pretoria the students they get it back ... and we learn and tend to know our learners more as individuals.	dark purple
Partnership benefits - instilling positive change	138-141	3	Yes I can say there is a change- when I look at the learners scoring higher levels; they are occupying better positions in their careers. You can see the	dark purple
partnerships- benefits- positive change (higher enrolment rates)	320-321	2	we have had a lot of them enrolling now, I think the numbers are increasing every year.	dark purple
Partnerships- benefits- positive change in educators	17	2	Also the other departments like home affairs	dark purple
Partnership benefits - instilling positive change	94	3	, yes it's because of the partnership that is what we have the change in the educators.	dark purple
Partnerships- benefits- sustainability of partnership	199	2	so we have got funds to connect there so it is a long term one	dark purple
Partnerships- benefits- sustainability of partnership	216	2	.. So over the past three years it [the partnership] has been there	dark purple
Partnership benefits - sustainable support	695	2	they [ed psych partners] are the only ones who has been there since 2005 ,	dark purple
Partnership benefits - sustainable support	161-163	2	, the long term partnerships they are in University of Pretoria- this one it is long term because we will benefit in a number of ways	dark purple
Partnership benefits - sustainable support	187	2	And this partnership it keeps going so this is good	dark purple
Partnership benefits - sustainable support	60-61	1	the university of Pretoria they are always there and we know when the year starts they are going to phone us and tell us that they are coming.	dark purple
Partnership benefits - instilling positive change	476-481	2	helped us in a number of ways, like seeing our learners changing their attitude, becoming more positive, coming early at school, wearing school unif	dark purple
Partnerships- nature of partnership support- identifying risks	120	1	that we brought forward to our partners. You know they are so assisting: they assisted us in many ways.	fusia
partnerships- nature of partnership support- provision of resources for learning ai	100	2	because others they go there and they learn some skills based on agriculture and all that	fusia
Partnerships- nature of partnership support- awareness programmes for educato	379	1	we also have a bid work project. It was all the effort of the partnership...	fusia
Partnerships- nature of partnership support- care and support- gratitude	689-690	2	on the partnership with the university, we are so grateful under the circumstances ,	fusia
Partnerships- nature of partnership support- community involvement	410	1	We working close with our community.	fusia
Partnerships- nature of partnership support- acad and informational	12-13	2	There are a number of partnerships we have . The one of them is university of Pretoria	fusia
Types and categories of partnerships - academic and informational support	106	3	Yes they have advised us that we need to be closer to the learner and better understand them	fusia
Partnerships- nature of partnership support- acad and informational	612	1	, they supported us they showed that they love the school..	fusia
Partnerships- nature of partnership support- acad and informational	82-84	1	they always teach us we must always be there and we must sacrifice with our time we must put more effort, we must go an extra mile	fusia
Partnerships- nature of partnership support- educator motivation	77-78	1	Lxx and Rxx [edu psych partners] taught us, they said that we must work for the school, going an extra mile, it will not harm you.	fusia
Partnerships- nature of partnership support- acad and informational	374-375	1	ja bringing us together with the community, they encouraged us and we must not only be teachers, we must also try to look what is happening in t	fusia
Partnerships- nature of partnership support- acad and informational	91-92	1	who come from the group that has been nurtured by Lxx [ed psych partner] and the other	fusia
Types and categories of partnerships - academic and informational support	163-166	2	apart from the psychological point of view you know that they help us to concentrate on the aspect, you know sometimes we as educators we also fusia	fusia
Types and categories of partnerships - academic and informational support	326-328	2	. You know teachers have also learned a number of skills, especially the language ones: because we had , from the university , they brought people fusia	fusia
Partnerships- nature of partnership support- acad and informational	591-592	1	now they have opened my eyes that I must always go an extra mile.	fusia
Partnerships- nature of partnership support- acad and informational	188	2	Concentrating on this school , you know it also expands to involve the community	fusia
Processes and risks involved in collaborating - partnership processes	18-19	3	We can sit down so they can identify the needs maybe by so doing, they can come up with things they can best assist with	fusia

Processes and risks involved in collaborating - partnership processes	188	1	encouraged us to have a counselling room we have that one in our school.	fusia
Partnership benefits - gratitude towards partners	584-586	1	Sometimes I think I owe everything to the partners because I think all the ideas, everything that I do is because of them empowering me	fusia
Partnerships- nature of partnership support - instil pos change	25-26	3	Now they have been motivated . And maybe now they have dreams, they know where do I want to be in 5 years' time- that has assisted the learners	fusia
Processes and risks involved in collaborating - partnership processes	115-116	1	most of the time they want to know about the risks on school climate that we are facing. Then we had to prioritise with them.	fusia
Processes and risks involved in collaborating - partnership processes	131-132	1	we brought forward to our partners and they tried to assist us with the books at the library.	fusia
Processes and risks involved in collaborating - partnership processes	137	1	So the partners we sat down with them,	fusia
Processes and risks involved in collaborating - partnership processes	35-37	2	So they adopt us as a school, where we are now there are a lot of needs that we have so we think that if we get the high profile people.. It might hel	fusia
Processes and risks involved in collaborating - partnership processes	373-374	2	we need more financial support , maybe from various sectors to support,	fusia
Processes and risks involved in collaborating - partnership processes	396-398	2	Maybe the second one [need]will be a structural development . Especially the development of our laboratories. Because we are not managing to de	fusia
Processes and risks involved in collaborating - partnership processes	117-119	3	the group came to our school and said we must identify the problems- bring the offenders to book to the counselling room and from that time	fusia
Processes and risks involved in collaborating - partnership processes	146	1	they follow up on those concerns	fusia
Processes and risks involved in collaborating - partnership processes	114-115	1	... there is one thing that I like about this partnership: they call us, we sit down, we discuss things,	fusia
Processes and risks involved in collaborating - partnership processes	391	1	working together with our community we have got community members: we have formed a group called tembalet	fusia
Processes and risks involved in collaborating - partnership processes	399-400	1	let us go to the community, let us call them so that we can find out from them what is it that they want to do in the project.	fusia
Processes and risks involved in collaborating - partnership processes	403	1	then we invited the community we drew the constitution together. They said that we must bring the constitution to their office . That constitution	fusia
Partnerships- nature of partnership support- initiation of community projects	498-499	1	we have another one that we brought into our partnership... Our sister school, they also have a group	fusia
Partnerships- nature of partnership support- - initiation of community projects in	488	1	it's a group that we created and with our partner	fusia
Partnership benefits - instilling positive change	207-209	1	Thinking that all these years we were there just sitting without knowing that there are such things happening in our school- so really the partners th	fusia
Partnerships- nature of partnership support- lessons learnt	172	1	so those are the things that the partners have taught us, so immediately when	fusia
Types and categories of partnerships - academic and informational support	199-200	3	They have assisted with different strategies to meet the learner's needs and they have empowered us with knowledge and skills	fusia
Processes and risks involved in collaborating - partnership processes	626-629	2	Th ey say, how are you going ? You know with partnerships with the other schools around. How are they doing? Can you brief us even over the pho	fusia
Partnership benefits - educators / student motivation and/or empowerment	306-310	2	. You know it made them to realise them the importance of them being at school, that one day we have to get somewhere, and lead a better life. I t	fusia
Partnership benefits - educators / student motivation and/or empowerment	21-22	3	You know they realised they have to get good marks and then they have to apply.	fusia
Partnership benefits - educators / student motivation and/or empowerment	35	3	So the school and the partners motivate the learners	fusia
Partnership benefits - educators / student motivation and/or empowerment	311-314	2	students that have been here, maybe they are in their 23's but also some 45 so now they are able to compare to say our life starts there . 'Which r	fusia
Partnerships- nature of partnership support- mutual process	207-208	2	government department that is obvious.. That is an on-going process you've always interact with them we'll always need one another.	fusia
Partnership benefits - educators / student motivation and/or empowerment	303-304	2	somebody young talking to you,,, motivates you , they think that one day , I can also get there	fusia
Partnerships- nature of partnership support- - partnerships for the future	34-35	2	because we are still planning we also enter the premiers office, we want to get them on board into this school.	fusia
Types and categories of partnerships - academic and informational support	349-350	2	opportunity of interacting with other students who are doing engineering they were able to speak to the learners, to tell them the nature of the su	fusia
Partnerships- benefits - sustainability	3-4	3	The other partnerships some they come and go but this one from UP they come for some time and for years to come they will still come	fusia
Partnerships- benefits - sustainability	52-53	1	University of Pretoria is the only existing one.	fusia
Partnerships- nature of partnership support- - teaching learners new skills	366	1	. The partners showed them this. They assisted us .	fusia
Partnerships- nature of partnership support- assisting with learning and developr	127-128	1	by doing so they are going to be fluent- it's going to be easier for them to understand,	fusia
Partnerships- nature of partnership support- sharing ideas for community involve	638-640	2	community motivation[project] developed from the school actually, we got the idea from the whole partnership from the university of Pretoria ...	fusia
Partnerships- nature of partnership support- sharing ideas for community involve	429	1	So they told us we must go inside the community, we are not only teachers in the school but we must also try to assist the community.	fusia
Partnerships- nature of partnership support- motivationand close collaboration	703-704	2	It shows that we exist and there is somebody who is gaining from us. It is not only us gaining, it's a two way realistic relationship.	fusia
Processes and risks involved in collaborating - partnership processes	189-192	2	Tembalet, a group that acts as a springboard which is concentrating on involving the community. Introducing some of the factors that are affectin	fusia
Processes and risks involved in collaborating - partnership processes	394-397	1	we are trying to assist the community so the last time we attended a partnership meeting at isabula with Lxx and the other groups from PM, you r	fusia
Types and categories of partnerships - academic and informational support	504-505	2	motivated colleagues that in each and every subject you are teaching you are not teaching the content but remember that you are teaching the wh	fusia
Types and categories of partnership - governmental support	72-74	2	So they come in and they help the learners... Take ID's at school and after that they send them back to the school and then we distribute them. So th	fusia
Types and categories of partnerships - academic and informational support	364-366	1	Now in the library when the learners want to search for the different type of a courses they go to the library they also have applications for the burs	fusia
Types and categories of partnerships - academic and informational support	141	1	English resources they took their resources they were helping their learners	fusia
partnerships- nature of partnership support- provision of tangible resources and s	215	2	and the school won R3000	dark purple
partnerships- nature of partnership support- provision of tangible resources and s	363-364	1	so I think they really helped our school especially when bringing the resources.	dark purple
partnerships- nature of partnership support- provision of tangible resources and s	587-589	2	the services we get , it's on various aspects: its academic , the other one it's financial help, like the government is providing that you know	fusia
Types and categories of partnerships	500-502	2	partnerships that are there as they come in different ways .. And they come with their own factors that are there to enhance the development of t	fusia
partnerships- nature of partnership support- provision of tangible resources and s	119	2	the American guys, you know those guys send that from America they help	green
Types and categories of partnerships - governmental support	510-512	2	and then the other one is more social based from social service ...from home affairs , you know, that deals with the social aspect of the being	fusia
partnerships- nature of partnership support- provision of tangible resources and s	21-23	2	school as a spring board for the community so we use it for ploughing for vegetables and that so we can use them at school so that they can sell at f	fusia
partnerships- nature of partnership support- provision of tangible resources and s	93-94	2	Then the other, they understand that some of them are involved with them because they are promoting gardening you know?	fusia
Types and categories of partnerships - governmental support	104	2	so they are supplying this side with vegetables . You see it is an opportunity for our learners..	fusia
partnerships- nature of partnership support- provision of tangible resources and s	101-103	2	. Because if you look at that area it is rich in agriculture so when you look at the other side, we have got things developing, so they are supplying this	fusia
Types and categories of partnerships - corporate, non-governmental organisation:	38-39	2	Jacob Zuma foundation , it is promoting the African music...it plays on SABC 1 every Saturday.. So that one is for helping us it's a national partnersh	fusia
Types and categories of partnerships - corporate, non-governmental organisation:	81-84	2	It's a project, it is different from the university of Pretoria because they deal with actually.. They educate through music, arts and performance... You	fusia
Types and categories of partnerships - corporate, non-governmental organisation:	204-206	2	involves the learners you know in various fields like music , and all of that these are skills so they are, growing a number of skills .	fusia
Types and categories of partnerships - corporate, non-governmental organisation:	108-109	2	The Transnet one as of now Transnet is pumping a lot of money into sports at school with national .	fusia
partnerships- nature of partnership support- provision of tangible resources and s	201	2	they also run some competitions during the year.	fusia
Types and categories of partnerships - corporate, non-governmental organisation:	196-197	2	as mtn is still providing us because you know the connection to the server, they pay everything.	fusia
partnerships- nature of partnership support- provision of tangible resources and s	435	1	were expecting funds from the government .	fusia

Types and categories of partnerships - corporate, non-governmental organisation:	451-452	1	: ja we still have money that was profited from bid work- that is still in the school	fusia
Types and categories of partnerships - governmental support	578-579	2	one service that is provided is the health one.	fusia
partnerships- nature of partnership support- provision of tangible resources and s	60-61	2	So that is how they help us... and they help when we come to the health issues we have got good partnership.	fusia
risk - financial and infrastructure constraints	69-70	2	home affairs they normally come... our community you know sometimes we find that our kids don't have birth certificates and IDs and all that	fusia
Types and categories of partnerships - academic and informational support	730	2	And she has promised a lot in terms of resources for maths and science.	fusia
partnerships- nature of partnership support- provision of tangible resources and s	587	2	..Another service is academic	fusia
Types and categories of partnerships - academic and informational support	352-353	1	[partnerships assist in...]engaging with our school especially career guidance, they guide the learners and choosing their career path and following ifusia	
Processes and risks involved in collaborating - partnership processes	431-433	1	Then she advised me. She gave me the information, and then I took it to the group... So when we sat down with the group, they said that they would fusia	
Types and categories of partnerships - academic and informational support	138-139	1	they bought training resources to our school. They gave the language educators we think if we can use this one and if we can try this skill,	fusia
partnerships- nature of partnership support- provision of tangible resources and s	352-353	2	yes, what are the demands and what is expected of them in those particular subjects. So that helped other learners a lot.	fusia
Types and categories of partnerships - academic and informational support	183-185	2	the students of Pretoria were also doing the career, you know, exhibition, rising knowledge to our learners about careers as they are not exposed to fusia	
Types and categories of partnerships - academic and informational support	174-175	2	LXX [partner] also with the partnership brings other academics to the school too, like you know mathematics and all that.	fusia
Types and categories of partnerships - academic and informational support	177-178	2	that helps us because we get some more information to approach other aspects in the subjects ,	fusia
partnerships- nature of partnership support- provision of tangible resources and s	180	2	also previously they brought engineers to us and that was motivating	fusia
partnerships- nature of partnership support- provision of tangible resources and s	359-360	1	We had a workshop with the learners... They also brought materials from the universities...	fusia
partnerships- nature of partnership support- provision of tangible resources and s	55-56	1	other partnership like mtm because they just came to the school they assisted us with the computers	fusia
Types and categories of partnerships - academic and informational support	122	1	Now we are talking about a library, some of the books that are in the library have been donated by our partners...	fusia
Types and categories of partnerships - academic and informational support	125-127	1	so they donated books so that these learners may go to the library , borrow books, take the books home with them so that they can read ... and by fusia	
partnerships- nature of partnership support- provision of tangible resources and s	242	1	Now I think we have got the right- we have got a computer centre	fusia
partnerships- nature of partnership support- provision of tangible resources and s	466	1	well those are from the government .[computers, desks..]	fusia
Types and categories of partnership - governmental support	467	1	scholar transport is from the government and also they have issued bicycles.	fusia
Types and categories of partnerships - corporate, non-governmental organisation:	87-89	2	an non-government organisation.. So that's how they help us also with respect and discipline and misbehaviour at the school.	fusia
partnerships- nature of partnership support- provision of tangible resources and s	91-92	2	one time we invited them.. They spoke to a certain class that was causing chaos in the school.	fusia
partnerships- nature of partnership support- provision of tangible resources and s	240-245	2	now Transnet has donated the sports equipment. So others are from donations, others are from government, the department of sports then provided fusia	
Types and categories of partnerships - corporate, non-governmental organisation:	246	2	the, normally they give us some soccer boots and all that.	fusia
partnerships- nature of partnership support- provision of tangible resources and s	19	2	And the other one we are busy with right now is agriculture .	fusia
Types and categories of partnerships - corporate, non-governmental organisation:	44-46	2	we saw it as a fund raising project because they are selling DVD's and if we sell one DVD the school gets R2-00 so we want to look at the bulk of DV fusia	
Types and categories of partnerships - governmental support	69	2	Yes information about STIs and all that and how to protect themselves..	fusia
Types and categories of partnerships - governmental support	14-15	2	And another one is with the government sectors, especially the department of health,	fusia
Types and categories of partnerships - academic and informational support	503	2	The partnerships also help with the advice that learners get	fusia
partnerships- nature of partnership support- provision of tangible resources and s	400-402	1	One person advises me, they said go to social service they have got files of which we did not know about...	fusia
Types and categories of partnerships - academic and informational support	19-21	3	We can tell them this is what we need and they can assist. Perhaps with career guidance you know the partners have assisted us you know with care fusia	
Types and categories of partnerships - corporate, non-governmental organisation:	130	2	mtm has provided us with those computers , I think that there are 60 computers in there . So also provided us with the net, the internet.	fusia
Types and categories of partnerships - corporate, non-governmental organisation:	121	2	books in the library they were sent by the partnership that we had with them , that they were able to ask for donations overseas and then we got t fusia	
partnerships- nature of partnership support- provision of tangible resources and s	95	2	Also the solar power that's what they are trying to do, to promote solar power in the village .	fusia
Types and categories of partnerships - corporate, non-governmental organisation:	461-462	1	They donated the materials for us... The beads, the partners bought the beads	fusia
Types and categories of partnerships - governmental support	57-60	2	we have a cop that he is part of us [school community ], that has been adopted. So that cop helps us so that when we have got problems. Maybe he' fusia	
Types and categories of partnerships - governmental support	53-55	2	SAPS as you know it is all about criminality, it's all about drugs and things like that so they help us normally to come in to explain to learners, you kn fusia	
partnerships- nature of partnership support- provision of tangible resources and s	591	2	and there comes the SAPS , providing security and all that ....	fusia
Partnerships- nature of partnership support-provision of resources- advice- partn	584-585	2	maybe there will be a recommendation that your approach should be in line with who they are . And that will help us	fusia
Partnerships- type of partners	117	2	that one was provided by MTN. So MTN provided us with that one.	red
Partnerships- type of partners	695	2	, the long term partnerships they are in University of Pretoria- this one it is long term because we will benefit in a number of ways	red
Partnerships- types of partners	69	2	home affairs	red
Partnerships- types of partners	24	2	agricultural department	red
Partnerships- types of partners	38	2	Jacob Zuma foundation	red
Partnerships- types of partners	53	2	SAPS (South African Police Service)	red
Partnerships- types of partners	13	2	University of Pretoria	red
Partnerships- types of partners	108	2	Transnet	red
Partnerships- types of partners	451	1	Bid Work	red
Partnerships- types of partners	240	2	Transnet	red
Partnerships- types of partners	466	1	government [support]	red
Partnerships- types of partners	510	2	Home Affairs [govt]	red
Partnerships- types of partners	119	2	American guys [volunteers]	red
Partnerships- types of partners	17	2	Home Affairs department [govt]	red
Partnership benefits - instilling positive change	142-143	1	now at least there is quite an improvement this is what the partners are doing in our school	fusia
Partnerships-type of partners	17	2	also with SAPS	red
Partnerships-types of partners	15-16	2	Also the department of social service .	red
protective resource- + school climate- supportive educators	626	1	you cannot just say" ok here are the books "just go over. You have to assist them because looking for information in encyclopaedias.	yellow
protective resource/process- + school climate- care and support	95-98	3	don't focus only on academics but also look at the needs of the learners . You know I have adopted 2 learners. You know when they go to the matric yellow	

protective resource/process- + school climate- care and support	560-562	1	I'll just call them come come darlings lets go and pick the papers... we will be talking, joking and they will be picking the papers without them feelir	yellow
protective resource/process- + school climate- care and support	559-561	1	the class rep would give me their names... I will just call them and they will stand up without complaining they will do everything I propose, I don't w	yellow
protective resource/process- + school climate- care and support	507	1	I enjoy being there yes I enjoy being there [in the school].	yellow
protective resource/process- + school climate- care and support	533-534	1	JA... every day I think the love that I have for the school it's renewed	yellow
protective resource/process- + school climate- care and support	509-511	2	let the learners know why they are here, give them reasons, let them see why they are here... and also present yourself in a way and they will see w	yellow
Protective resources and processes - collaboration with parents	474-475	2	and I think that completes the triangle that is expected. The teacher is there, the parent is there and the learner is there.	yellow
protective resource/process- + school climate- care and support	126-127	3	these ideas come from them [learners] - so they won't spoil it 'cos it comes from their hearts	yellow
protective resource/process- + school climate- care and support	515	1	I like Nxxx [school's name]. I like this school very much	yellow
protective resource/process- + school climate- care and support	518	1	There are schools nearby but you know, Nxx [school's name] is part of me .	yellow
protective resource/process- + school climate- care and support	234-236	1	you are not only an educator you are also a parent to the learner you must also try to provide to the learner where you feel that you can.	yellow
protective resource/process- + school climate- educator initiative	169-171	3	So I said you know you are enjoying this and doing it from your heart... so I said why don't we start an enviro club?	yellow
protective resource/process- + school climate- educator initiative	653-655	2	we form this group. It actually came in line with that to identify projects that they were put in place in the school that would be able to help the lear	yellow
Processes and risks involved in collaborating - partnership processes	144-145	2	that does not mean we are not moving out. We are still writing proposals. We trying to check where else can we get funding.	yellow
Processes and risks involved in collaborating - partnership processes	148-152	2	but now I want to take it from national point of view because there are this big weeks every week who are running that particular project. So we sti	yellow
protective resource/process- + school climate- educator vision for the future	725-726	2	it takes time but so with time we know, more will come . We have gained a lot in the past, and more is still coming	yellow
protective resource/process- + school climate- educator vision for the future	719-720	2	Educational psychology, but know we are pushing that we will get into the others wings,	yellow
risks - lack of parental involvement	526	2	the involvement of the parents as they are coming in more and more.	yellow
protective resource/process- + school climate- high expectations on learners	134	3	they know that if we want to achieve at a high level this is what is expected	yellow
protective resource/process- + school climate- high expectations on learners	498-499	2	people now are getting to know what is expected and are getting to grips with everything	yellow
Partnership benefits - instilling positive change	470-472	2	Maybe it is due to the fact that we are becoming more transparent and open and we are giving them more information into what is expected of le;yellow	yellow
Partnership benefits - instilling positive change	176	3	those at the back we believe they will learn from the ones doing better	yellow
protective resource/process- + school climate- impact of climate on learners	523-524	2	that the climate because it's positive it makes them to remain in the school , trying their level best...	yellow
protective resource/process- + school climate- learner motivation	185-186	3	Yes I think so, its motivation on its own. Like XX, you know the last test for economics- he was the highest. He said I don't want to disappoint.	yellow
protective resource/process- + School climate- learner motivation	527-528	2	So the learner can now see that you know , I am supported here.. So why shouldn't I try my best.	yellow
protective resource/process- + school climate- learner motivation	100-102	3	shoo I don't want to disappoint m'am XX [educator]. You know the more I did for him the more he felt he wants to work hard and achieve at a high	yellow
protective resource/process- + school climate- learner motivation	233-237	2	at the school is also the extracurricular activities that they .. Like soccer, these is also netball, volleyball, and also these indoor games like chess, scr;	yellow
protective resource/process- + school climate- positive adaptation	515-516	2	we use the word 'healthy'.. It is a healthy climate ... but i wouldn't say 100% but I'd say 90% it's healthy. There are challenges, you know, if there is yellow	yellow

## **APPENDIX K – Professional editing letter**

To Whom It May Concern:

I declare that I have edited Christelle Huddle's Research Report entitled Educational pathways To Resilience In Rural School Partnerships, for submission towards being awarded a Master's Degree at the University of Pretoria, South Africa.

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