Perceptions of risk and resilience of girl youths during an equine-assisted intervention

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Perceptions of risk and resilience of girl youths during an equine-assisted intervention

by

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ETHICAL CLEARANCE CERTIFICATE

UNIVERSITEIT VAN PRETORIA
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Faculty of Education

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	**CLEARANCE NUMBER:** EP 15/05/02
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Please note:
For Master's application, Ethics Clearance is valid for 2 years.
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This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:

- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
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- Registered title, and
- Data storage requirements.

ETHICAL STATEMENT

The author, whose name appears on the title page of this dissertation, has obtained, for the research described in this work, the applicable research ethics approval. The author declares that she has observed the ethical standards required in terms of the University of Pretoria's *Code of Ethics for Researchers and the Policy Guidelines for Responsible Research.*

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Linda Nienaber
March 2017

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DECLARATION OF AUTHENTICITY

I, Linda Nienaber (student number 27284337), declare that the study titled: **Perceptions of risk and resilience of girl youths during an equine-assisted intervention,** which I hereby submit for the degree Magister Educationis in Learning Support, Guidance and Counselling at the University of Pretoria, is my own work and has not been previously submitted by me for a degree at this or any other University. All resources and citations from literature have been acknowledged in-text and referenced in full.

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Linda Nienaber
March 2017

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ACRONYMS

AAII	Animal Assisted Interventions International
AAT	Animal Assisted Therapy
CBEIP	Certification Board for Equine Interaction Professionals
EAI	Equine Assisted Interventions
EAGALA	Equine Assisted Growth and Learning Association
GGG	Growing Great Girls Program
PATH	Professional Association of Therapeutic Horsemanship International
Shumbashaba	Shumbashaba Community Trust

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SUMMARY

Girl youth, especially those residing in resource-constrained communities such as Diepsloot, constitute a vulnerable population group because of the daily risks they face (Watts & Zimmerman, 2002). Researchers report that chronic exposure to risks can have a negative impact on girl youth's ability to cope and adjust (Hawke, 2000). However, interventions focused on addressing risk draw on western paradigms of resilience, not accounting for cultural aspects of resilience. Therefore, understanding how girls in Diepsloot conceptualise risk and resilience is an important step in fostering resilience among girl youth.

In the present study, I draw on an ecologically-oriented systemic approach to explore how girl youth from Diepsloot make meaning of risk and resilience during an equine assisted intervention called the *Growing Great Girls* program. Equine assisted interventions, in particular equine assisted interventions that follow an *Equine Assisted Growth and Learning Association* model approach, has been found beneficial in promoting resilience among youth (Boyce, 2016). In the present study, equine assisted interventions played an important role in the process of gaining an understanding of risk and resilience from the perspectives of girl youth from Diepsloot.

Using a qualitative exploratory case study design, I collected data from eight girl youth from Dieplsoot who attended the *Growing Great Girls* program over a period of eight weeks. From open-ended focus group interviews, photovoice, journal entries and observations as data sources, I used inductive thematic analysis to interrogate how girl youth make meaning of the risks they face to discover the source and nature of their resilience. Three themes emerged as the research results and included theme 1- individual psychosocial characteristics and family climate, theme 2- community related social issues and theme 3- broader societal issues. The findings of the present study contribute towards a broader understanding of risk and resilience that is ecologically relevant to the lives of girl youth from the Diepsloot community.

Key concepts

- Risk
- Resilience
- Girl youth
- Resource-constrained communities
- Equine assisted interventions (EAI)

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CHAPTER 1
SETTING THE STAGE

1.1 INTRODUCTION

In the present study, I examine risk and resilience from the perspectives of girl youth from the high risk and resource-constrained community Diepsloot. The Diepsloot community, in Johannesburg, is characterised as a community with high crime, violence and unemployment rates and with foul, hazardous living conditions (Crime Stats SA, 2014; Mahajan, 2014; Carruthers, 2008; Cornelius, 2008). As such, youth from the Diepsloot community are considered to be at-risk to be exposed to an array of risk factors including poverty, family conflict, abuse, violence and crime (Crime Stats SA, 2014; Carruthers, 2008; Cornelius, 2008). However, researchers report that girl youth in particular are at an even greater risk of being exposed to risk factors that include sexual abuse, trafficking and kidnapping, prostitution, pornography and health related problems such as sexually transmitted diseases (Campbell, 2002; Runyan, Wattam, Ikeda, Hassan, & Ramiro, 2002; Watts & Zimmerman, 2002). What is of great concern is that exposure to risk factors are often associated with long term negative consequences such as the development of cognitive impairments, behavioural problems and mental health disorders (Schultz, Remick-Barlow, & Robbins, 2007; Saltzman, Pynoos, Layne, Steinberg, & Aisenberg, 2001; Graham-Bermann, 1996).

It is documented that some youth are resilient in that they function well despite exposure to stressful life events and risk factors (Luthar, 1991). As such, researchers report that prevention and intervention initiatives increasingly focus on promoting resilience among youth exposed to risk factors in an attempt to avoid the negative consequences associated with the exposure to adverse life experiences and risk factors (Aisenberg & Herrenkohl, 2008). However, researchers argue that literature informing the development of resilience-oriented prevention and intervention initiatives has largely been based on westernised understandings of risk and resilience and not on literature that is specific and applicable to different cultural and minority groups (Didkowsky, Ungar, & Liebenberg, 2010; Aisenberg & Herrenkohl, 2008; Ungar, 2008; Ungar, Brown, Liebenberg, Othman, Kwong, Armstrong, & Gilgun, 2007).

As such, in the present study I set out to examine and gain an in-depth understanding of risk and resilience that is specific to girl youth from the Diepsloot community. The examination of risk and resilience will take place during the course of an equine assisted intervention (EAI). EAI, in particular EAI that follow an *Equine Assisted Growth and Learning Association* (EAGALA) model approach, has been found to promote resilience among youth by creating

opportunities in which youth work with horses in an experiential and solution-focused process that allows for metaphorical learning, self reflection, the development of problem solving skills, inner healing and the development of an increased level of self awareness, self esteem, self efficacy and confidence (Boyce, 2016; Brandt, 2013; Schultz et al., 2007; Kersten & Thomas, 2000). Examining risk and resilience during the course of an EAI will allow for the opportunity in which girl youth can reflect on and metaphorically explore risk and resilience that is specific to their lives. As such, making the examination of risk and resilience during the course of an EAI an important part of gaining an in-depth understanding of risk and resilience from the perspectives of girl youth from the Diepsloot community.

1.2 CONTEXT OF THE PRESENT STUDY

1.2.1 YOUTH AT-RISK

Researchers have documented that youth are at an increased risk of being exposed to risk factors (Voisin, 2007; Finkelhor & Dziuba-Leatherman, 1994). In a national survey on child victimisation rates by Finkelhor and Dziuba-Leatherman (1994), it was pointed out that youth are two to three times at higher risk of being exposed to risk factors than adults. According to Rak and Patterson (1996), the possible consequences or outcomes related to the exposure to risk factors may place youth at-risk of not achieving success in life, not reaching their full potential as adults and not developing the ability to self support and form healthy relationships with others.

In Rak and Patterson's (1996) article, *Promoting Resilience in At-Risk Children*, factors that place youth at risk are categorised as biological risk factors and environmental risk factors (Honing,1984). Biological factors include congenital defects and low birth weight (Rak & Patterson, 1996). The occurrence of such risk factors are normally ascribed to mothers who have limited resources and have a low income who fail to get the necessary nutrients and medical assistance during pregnancy. In addition, drug abuse during pregnancy may also place the unborn child at-risk of developing serious psychological and physical problems in his/her life (Rak & Patterson, 1996). Environmental factors include poverty, family conflict, family disorganisation, divorced parents, inadequate adult role models, poor parental monitoring, more than four siblings living together, parents with limited education, parental mental illness, substance abuse, attitudes among youth that favour high risk behaviour, abuse, violence and crime (Rak & Patterson, 1996; Luthar, 1991).

When these risk factors accumulate in youth's lives they are at risk of developing cognitive impairments that may result in poor academic achievements in school as well as school failure (Seedat, Van Niekerk, Jewkes, Suffla, & Ratele, 2009; Saltzman et al., 2001). Youth exposed

to risk factors are also more likely to develop psychological difficulties and may experience increased levels of anxiety, depression, low self esteem, anger, guilt, withdrawal, post traumatic stress disorder, poor concentration and suicidal ideation (Graham-Bermann, 1996). In addition, exposure to risk factors may also increase youth's tendency towards negative behaviour and outcomes, such as criminal and aggressive behaviour, violence, cruelty towards animals, substance abuse, suicide, occupational instability, unemployment and poor social relationships later in life (Graham-Bermann, 1996; Luthar, 1991).

Researchers report that some youth function well despite exposure to stressful life events and risk factors (Luthar, 1991). These youth are labelled "resilient" as they manifest competence despite being faced with adversity and challenges to adaptation and normal development (Masten & Coatsworth, 1998). A great amount of earlier research on risk and resilience have been conducted in western countries and have highlighted the important role individual level characteristics play in resilience. Individual level characteristics regarded as contributing towards an increased level of resilience include good problem solving skills, self regulation, self efficacy, self confidence and self esteem. (Didkowsky et al., 2010; Aisenberg & Herrenkohl, 2008; Ungar, 2008; Luthar, Cicchetti, & Becker, 2000; Masten & Coatsworth, 1998). More recent research on risk and resilience indicate that, in addition to individual level characteristics, several family, environmental and cultural factors also play an important role in improved psychosocial functioning and competence among youth during or after stressful and adverse life events. Such family, cultural and environmental factors that contribute towards an increased level of resilience include cultural beliefs systems, good relationships with peers, close relationships with caring adult figures inside and outside the family, authoritative parenting, connections to supportive family networks, connections to prosocial and supportive organisations and attending effective schools (Theron, Theron, & Malindi, 2012; Masten & Coatsworth, 1998; Rak & Patterson, 1996; Zimmerman & Arunkumar, 1994; Luthar & Zigler, 1991; Masten, Best, & Garmezy, 1990).

1.2.2 GIRL YOUTH AT-RISK

Although both, boy youth and girl youth, are at risk of being exposed to various biological and environmental risk factors, girl youth in particular are more vulnerable in terms of being exposed to environmental risk factors that are sexually oriented in nature. For example, sexual coercion, rape, forced prostitution, incest, female genital mutilation and trafficking (Campbell, 2002; Runyan et al., 2002; Watts & Zimmerman, 2002). A national survey on the scope, variety and consequences of child victimisation by Finkelhor and Dziuba-Leatherman (1994) indicate that the rate of sexual abuse among girls are substantially higher than the rate among boys. Finkelhor (1994) report the rate of sexual abuse among girl to be 7-36%, much greater

than the rate among boy youth at 3-29%. Finkelhor and Dziuba-Leatherman (1994) also found that girls are at higher risk of being kidnapped than boys. Girl youth are also frequently at an increased risk of being exposed to enforced malnutrition, lack of necessary medical care, lack of access to education and bonded labour (Watts & Zimmerman, 2002; Hawke, 2000). Although the physical scars of sexual and physical abuse are more visible, the psychological abuse that frequently goes with it often goes unnoticed. Many girl youth who are victims of physical and sexual abuse are at the same time also exposed to various forms of psychological abuse, such as repeated humiliation and insults, deception, limitations to social mobility, forced isolation, lack of economic resources and continuous threats of violence (Watts & Zimmerman, 2002; Hawke, 2000).

Girl youth living in high risk communities, where exposure to risk factors is a daily occurrence, are compelled to develop strategies and ways to cope in a response to the continuous intimidation, the loss of personal control and the threats to safety, physical well being and psychological well being (Aisenberg & Herrenkohl, 2008). Some girl youth display resilience in that they are able to develop healthy coping strategies. However, for other girl youth developing such healthy coping strategies may prove to be a challenging task, especially because the perpetrators of violence and abuse are usually known to the victim (Hawke, 2000; Finkelhor & Dziuba-Leatherman, 1994). Also, abuse and violence usually occur at home, a place that should provide comfort and safety (Hawke, 2000). Researchers caution that girl youth exposed to risk factors, such as sexual abuse, are at greater risk of revictimisation later in their lives, suggesting the cumulative nature of the problem (Arata, 2002; Roodman, 2001). However, what proves to be of major concern is that the exact magnitude of the problems relating to girl youth at risk is difficult to determine due to several barriers to reporting (Jewkes & Abrahams, 2002; Watts & Zimmerman, 2002). Many girl youth who have been victims of crime, violence and/or abuse refrain from reporting such incidents as they may lack physical access to police, they may fear that they will not be believed, they may fear retaliation by the perpetrator, they may fear poor treatment and rudeness from police offers and they may fear the painful emotions that is often associated with recalling such traumatic experiences (Jewkes & Abrahams, 2002; Watts & Zimmerman, 2002; Jewkes, Penn-Kekana, Levin, Ratska, & Schrieber, 1999).

1.2.3 RISKS IN RESOURCE-CONSTRAINED COMMUNITIES

Research on risk and resilience indicate that environmental characteristics play an important role in risk and resilience among youth (Theron et al., 2012; Masten & Coatsworth, 1998; Rak & Patterson, 1996; Zimmerman & Arunkumar, 1994; Luthar & Zigler, 1991; Masten et al., 1990). Researchers report that youth living in high risk and resource-constrained communities

are at an increased risk of being exposed to risk factors (Mahajan, 2014; Krug, Dahlberg, Mercy, Zwi, & Lozano, 2002; Rak & Patterson, 1996). South Africa is home to several high risk and resource-constrained communities, in layman's terms also frequently referred to as "squatter camps" or "informal settlements", including Tembisa, Soweto, Diepsloot, Katlehong, Alexandra and Daveyton (Housing Development Agency, 2012). The picture that is often painted when referring to such high risk and resource-constrained communities is one where masses of people are tightly huddled together in an area with foul living conditions (Mahajan, 2014).

Characteristically, housing in high risk resource-constrained communities usually comprise of illegal residential structures that are mostly build from scrap material without provision made for essential services such as sewerage removal or access to water (Mahajan, 2014). Research conducted on the status of informal settlements highlights the high poverty rate among community members of high risk resource-constrained communities, with 42% of households in high risk resource-constrained communities in Gauteng earning less that R800,00 a month in 2011 (Housing Development Agency, 2013). Resource-constrained communities also frequently lack availability of basic public and health services, such as access to education and medical care. The high level of poverty and unemployment together with the scarcity of necessary resources in high risk resource-constrained communities often contribute towards the high levels of crime, violence and abuse that occurs in resource-constrained communities (Mahajan, 2014; Housing Development Agency, 2013).

1.2.4 RISKS IN THE DIEPSLOOT COMMUNITY

A high risk resource-constrained community of particular interest in the present study is the Diepsloot community. Diepsloot is a densely populated impoverished community situated in the north of Johannesburg and is home to over 138 329 individuals of which approximately half are adolescents and children under the age of 19 (Stats SA Census 2011, 2012; Carruthers, 2008). Public structures and resources such as tarred roads, water sanitation, electricity and access to education and public health services within the Diepsloot community are limited if not completely absent (Mahajan, 2014). The high level of unemployment among Diepsloot community members, the unequal availability and access to basic public services as well as the overwhelming amount of violence, crime, xenophobia, vigilantism and public protests occurring within the Diepsloot community makes Diepsloot an unsafe and high risk community, especially for the youth of this community (Crime Stats SA, 2014; Mahajan, 2014; Cornelius, 2008; Voisin, 2007). As such, youth from the Diepsloot community are identified as being at-risk due to the lack of basic living necessities and resources as well as being exposed

to various hazards and adversities within the Diepsloot community (Mahajan, 2014; Crime Stats SA, 2014; Cornelius, 2008; Voisin, 2007).

1.2.5 SHUMBASHABA COMMUNITY TRUST IN DIEPSLOOT

Shumbashaba Community Trust (Shumbashaba), a non-profit organisation situated in Diepsloot agricultural holdings, focuses on implementing prevention and intervention initiatives to assist and support youth from the Diepsloot community. The prevention and intervention initiatives hosted by Shumbashaba are developed in such a way that horses are incorporated as key players in a process of promoting resilience and restoring a sense of self worth and purpose. Therapy where horses are incorporated in the therapeutic process is more commonly referred to as equine assisted interventions (EAI) (Pendry & Roeter, 2013; All & Loving, 1999). The EAI prevention and intervention initiatives hosted at Shumbashaba ranges from sport and recreation programs to learning and psychologically oriented interventions (Shumbashaba, n.d.).

Of particular interest in the present study are the EAI at Shumbashaba that focuss on psychological support and life skills development. These psychologically oriented interventions are based on the Equine Assisted Growth and Learning Association's (EAGALA) approach to EAI and describes a non-traditional, experiential and solution oriented approach to therapy where horses are incorporated in the therapeutic setting to facilitate a process and create opportunities in which individuals gain an increased level of self awareness and engage on a journey of emotional growth, meaning and purpose (Boyce, 2016; Brandt, 2013; Schultz et al., 2007; Kersten & Thomas, 2000). Research in the field of psychologically oriented EAI indicate that EAI are effective in promoting self efficacy and self esteem (Bizub, Joy, & Davidson, 2003; MacDonald & Cappo, 2003; MacKinnon et al., 1995), decreasing feelings of depression among youth at-risk (Bowers & MacDonald, 2001; Frame, 2006), decreasing anger amongst boy youth with special educational needs (Kaiser, Smith, Heleski, & Spence, 2006) and decreasing feelings of regret, guilt and resentment (Klontz, Wolf, & Bivens, 2000).

The present study will be conducted at Shumbashaba during the course of a psychologically oriented EAI intervention known as the *Growing Great Girls Program* (GGG). The GGG has been designed to focus specifically on the needs of girl youth in terms of promoting resilience by challenging girl youth to access their noetic (spiritual) dimensions in a journey of self-discovery, conscience-led decision making, problem solving, and hope. In addition, the GGG aims towards promoting girl youth's self awareness and self esteem, relationship skills, responsibility for choices and actions, and developing the ability to adopt a constructive attitude towards things that happen in life. Through a process of facilitation by a therapeutic team and working with horses, opportunities are created in the GGG in which girl youth

recognise that they have unquestionable worth and that in spite of their current life situation there is hope for a meaningful future and a better life (Boyce, 2015; Shumbashaba, n.d.).

1.3 PROBLEM STATEMENT

Researchers verify that pinpointing the exact magnitude of the problems relating to girl youth at-risk, particularly in terms of sexual, physical and psychological abuse, hold limitations mostly as a result of underreporting (Jewkes & Abrahams, 2002; Watts & Zimmerman, 2002). However, even though the exact magnitude of the problems are difficult to determine, researchers agree that girl youth are at greater risk of being exposed to risk factors that are sexually oriented in nature and consequently also risk factors that are physically and psychological degrading and damaging (Watts & Zimmerman, 2002; Hawke, 2000; Finkelhor, 1994). Researchers report that the barriers to reporting is a problem that contributes towards the problems related to girl youth at-risk because a great amount of girl youth who are victims of abuse and crime goes unnoticed and fails to get the necessary medical treatment and psychological support. Researchers also agree that such abuse of girl youth not only causes far reaching physical and psychological problems and dysfunctions, but also increases the risk for future risky behaviours, revictimisation and fatal outcomes (Arata, 2002; Watts & Zimmerman, 2002; Roodman, 2001; Hawke, 2000).

To address the problems related to girl youth at-risk, researchers have suggested that prevention and intervention initiatives focus on fostering an increased level of resilience among girl youth (Aisenberg & Herrenkohl, 2008). However, what has proven to be of concern in South Africa, as indicated in *The Second South African National Youth Risk Behaviour Survey of 2008*, is that there is an absence in adequate and effective prevention and intervention development, implementation, monitoring and evaluation to assist and support youth, including girl youth who have been victims of abuse, crime and violence (Reddy et al., 2008).

Researchers who have conducted ecologically-oriented research on risk and resilience ascribe the problems concerning inadequate and ineffective prevention and intervention initiatives to gaps in the literature that inform the development of prevention and intervention initiatives focussing on addressing risk and fostering an increased level of resilience among youth (Aisenberg & Herrenkohl, 2008). A great amount of earlier research conducted on risk and resilience has been oriented mainly towards focussing on individual level characteristics as a means to foster resilience (Luthar et al., 2000; Masten & Coatsworth, 1998). For example, the development of good problem solving skills and developing a positive self esteem. Indeed, individual level characteristics do have a major impact on an individual's response to risk and his/her ability to recover following traumatic events (Masten, 2001). However, focusing exclusively on individual level characteristics to promote resilience proves to be narrow and

limiting (Fergus & Zimmerman, 2005). Several additional studies, focussing not only on individual level characteristics, have found that family, environmental/contextual and cultural factors also play an important role in risk and resilience among youth at-risk (Theron et al., 2012; Masten & Coatsworth, 1998; Rak & Patterson, 1996; Zimmerman & Arunkumar, 1994; Luthar & Zigler, 1991; Masten et al., 1990). Therefore, researchers across the world have increasingly started shifting their understanding of risk and resilience towards incorporating a multi systemic, more transactional-ecological explanation of risk and resilience (Theron et al., 2012; Ungar, 2011; Ungar et al., 2007; Masten, 2001).

In addition, what has also contributed towards inadequate and ineffective prevention and intervention initiatives is that the understanding of what constitutes risk and resilience has been based to a great extend on research that has been conducted in communities in western countries. As a result, conceptualisations of risk and resilience has largely been based on westernised understandings and paradigms of risk and resilience and has to a great extent been generalised across cultures and minority groups. In other words, definitions of risk and resilience is not a true reflection of what cultural and minority groups outside of western countries would ascribe to risk and resilience (Didkowsky et al., 2010; Aisenberg & Herrenkohl, 2008; Ungar, 2008; Ungar et al., 2007). As community members of a particular community of interest would have an expert understanding of what it is like to live in a particular community and have an in-depth understanding of what risk and resilience entails in that particular community of interest, not incorporating community members' understanding of risk and resilience would result in culturally irrelevant conceptualisations of risk and resilience and consequently also the development of ineffective prevention and intervention initiatives (Didkowsky, et al., 2010; Aisenberg & Herrenkohl, 2008; Ungar, 2008).

1.4 RATIONALE

The increasing concern of researchers regarding the problems related to girl youth at-risk as well as the absence of adequate and effective prevention and intervention initiatives to assist and support youth in South Africa, makes it clear that there is a need for the development of prevention and intervention initiatives that will effectively address the problems related to girl youth at-risk (Reddy et al., 2008; Watts & Zimmerman, 2002; Hawke, 2000; Finkelhor, 1994). However, it has been made clear that the absence of effective prevention and intervention initiatives can be ascribed to limitations in the literature informing the development of prevention and intervention initiatives (Aisenberg & Herrenkohl, 2008). Researchers indicate that a great amount of research has focused primarily on individual level characteristics as a means to foster an increased level of resilience, not taking into account the role that family, contextual/environmental and cultural factors play in risk and resilience (Luthar et al., 2000;

Masten & Coatsworth, 1998). In addition, conceptualisations of risk and resilience has been based to a great extent on westernised understandings of risk and resilience, making such conceptualisations culturally irrelevant to cultural and minority groups outside of western countries (Didkowsky et al., 2010; Aisenberg & Herrenkohl, 2008; Ungar, 2008; Ungar et al., 2007).

As such, in the present study I set out to examine risk and resilience that is specific to girl youth from the Diepsloot community. More specifically, in the present study I will take on an ecologically-oriented multi systemic approach and examine risk and resilience from the perspectives of girl youth from the Diepsloot community to obtain a culturally relevant conceptualisation of risk and resilience that is subjectively true and specific to the girl youth's lives. The findings of the present study will contribute towards the existing literature on risk and resilience and will contribute towards informing the future development of prevention and intervention initiatives focussed on risk and resilience specific to girl youth from the Diepsloot community (Aisenberg & Herrenkohl, 2008).

1.5 CONCEPT CLARIFICATION

For the purposes of the present study, the following concepts will be used as defined below:

1.5.1 HIGH RISK AND RESOURCE-CONSTRAINED COMMUNITIES

In the present study, the term "high risk" and "resource-constrained" communities will be used when referring to communities, such as Diepsloot, where large amounts of people are crowded together in small areas with foul living conditions (Mahajan, 2014). Such communities are also reported to have high levels of poverty and unemployment, violence, crime, abuse, xenophobia, vigilantism and public protests (Crime Stats SA, 2014; Mahajan, 2014; Cornelius, 2008; Jewkes & Abrahams, 2002). Community members of such high risk and resource-constrained communities are also frequently limited in terms of access to clean water, tarred roads, electricity, housing and access to basic education and public and medical health services (Mahajan, 2014; Dass-Brailsford, 2005).

1.5.2 YOUTH

In the present study, the term "youth" will be used interchangeably with the term "youth at-risk", "youth living in a high risk environment" and "youth from a resource-constrained community". The term "youth" will describe individuals between the ages of 14-35 years, who live in high risk, rural and resource-constrained communities, such as Diepsloot, and who are considered to be at risk due to multiple and chronic exposure to hazards and adverse life

experiences within their community (Castellano, Stringfield, & Stone, 2002). The term youth will also be used in conjunction with the terms "girl" or "boy". Girl youth will refer to female individuals who fit within the definition of youth. Boy youth will refer to male individuals who fit within the definition of youth.

1.5.3 RISK FACTORS

In the present study, an ecologically-oriented conceptualisation of risk and risk factors will be used (Jenson & Fraser, 2011). In the present study, the terms risk and risk factors will refer to factors that affect an individual directly or indirectly and that places an individual at greater risk of developing cognitive difficulties, behavioural problems and mental health disorders (Graham-Bermann, 1996; Luthar, 1991). The range of risk factors youth living in a high risk resource-constrained community, such as Diepsloot, are exposed to are multi systemic and include factors related to the individual, the environment/context, time, and socio political history (Mahajan, 2014; Jenson & Fraser, 2011; Fraser, Galinsky, & Richman, 1999).

Examples of individual factors that can place an individual at-risk include an individual's age, gender, skin colour, personal skills, values, intelligence, motivation and personality (Fraser et al., 1999; Luthar, 1991). Examples of environmental factors include family problems, poverty, crime, violence, abuse, availability of resources, job opportunities, unemployment, community culture and values (Fraser et al., 1999; Coie et al., 1993). Examples of time factors include past experiences, change and development. The legacy of apartheid is an example of a factor related to South-Africa's socio political history (Bitter, 2014; Rak & Patterson, 1996; Bronfenbrenner, 1993, as cited in Tudge, Mokrova, Hatfield, & Karnik, 2009).

1.5.4 RESILIENCE

Resilience is described as an individual's ability to adjust and function well despite exposure to chronic adverse experiences and stressful life events (Luthar, 1991). As such, a great amount of earlier research has focused mainly on individual level characteristics as a means to foster resilience (Luthar et al., 2000; Masten & Coatsworth, 1998). However, what is often excluded from such understandings of resilience involves the role cultural and contextual/environmental factors play in resilience (Aisenberg & Herrenkohl, 2008; Theron et al., 2012). For example, an individual's interaction with supportive features within the community has the potential to have a positive impact on an individual's development of resilience (Ungar, 2008; Luthar et al., 2000).

Therefore, in the present study an ecologically-oriented conceptualisation of the term resilience will be used (Fraser et al., 1999). In the present study the term resilience will refer to a

multidimensional construct that refers to both; an individual's capacity, despite being in the midst of environmental and/or psychological adversity, to find a way to health-sustaining resources including opportunities to experience feelings of well being; and a condition of the individual's family, culture and community to provide such experiences and health-sustaining resources in culturally meaningful ways (Ungar, 2008; Luthar et al., 2000; Fraser et al., 1999).

1.5.5 PROTECTIVE FACTORS

In the present study, the term protective factors will refer to an array of health-sustaining factors that are present in the lives of resilient youth (Aisenberg & Herrenkohl, 2008; Ungar, 2008). More specifically, the term protective factors will describe factors on a multi-systemic level that buffer the negative effects of stressful life events and chronic adversity that contributes towards a greater level or resilience (Fraser et al., 1999; Coie et al., 1993). The range of potential protective factors are far ranging and includes factors related to the individual, family, community/environment and culture (Aisenberg & Herrenkohl, 2008; Theron et al., 2012; Ungar, 2008; Luthar, 1991).

Individual level protective factors includes personal characteristics such as good problem solving skills, positive self esteem, high level of self efficacy, good social skills, good intellectual functioning and an internal locus of control (Luthar et al., 2000; Masten & Coatsworth, 1998; Fine, 1991; Luthar, 1991). Family level factors include good relationships with caring adult figures inside the family, parental support, authoritative parenting, family cohesion and connections to supportive family networks (Aisenberg & Herrenkohl, 2008; Ungar et al., 2007; Plybon & Kliewer, 2001). Community/ environmental protective factors include access to prosocial and supportive organisations (including educational, health, recreational, religious and social service organisations), positive experiences, close relationships with peers and close relationships with caring adult figures outside the family (Aisenberg & Herrenkohl, 2008; Ungar et al., 2007; Fergus & Zimmerman, 2005). Cultural protective factors are subject to a community's cultural orientation in terms of values, norms and practices that are considered to be related to coping and achieving success in life. For example, some cultural groups may regard "doing good in the community" as a protective factor (Aisenberg & Herrenkohl, 2008), other cultural groups may value the importance of education as a protective factor (Ungar et al., 2007; Theron et al., 2012), other cultural groups may emphasise the importance of their cultural history, such as engaging in a nomadic lifestyle, as a protective factor (Ungar et al., 2007). A study by Ungar et al. (2007) provides examples of cultural practices serving as protective factors (Ungar et al., 2007).

1.5.6 EQUINE ASSISTED INTERVENTIONS (EAI)

EAI is an umbrella term used to refer to therapeutic practices and/or programs in which horses (equines) are incorporated in the therapeutic setting and used as key role players in therapeutic processes. Of particular interest in the present study are EAI that are focussed on psychological support, counselling and life skills development. In particular, in the present study the focus will be on the EAGALA approach to EAI. The EAGALA approach to EAI involves an experiential and solution-focussed approach to psychological support, counselling and life skills development in which horses are incorporated in the therapy process to facilitate emotional growth and learning (Schultz et al., 2007; Kersten & Thomas, 2000). More specifically, the EAGALA approach involves a joint effort between a horse specialist and a mental health professional working with horses and patients to address treatment goals (Kersten & Thomas, 2000).

1.6 RISK AND RESILIENCE ECOLOGICAL CONCEPTUAL FRAMEWORK

The risk and resilience ecological framework will serve as a valuable conceptual framework for the purposes of the present study. In this section, I will provide a brief overview of the risk and resilience ecological framework and how this framework will serve as the conceptual framework in the present study. A more in-depth discussion of the risk and resilience ecological framework will be addressed in Chapter 2.

Researchers increasingly recognise the limitations related to prevention and intervention initiatives focussing primarily on individual level factors to address risk and foster an increased level of resilience (Corcoran & Nichols-Casebolt, 2004; Fraser, Kirby, & Smokowski, 2004). Research has shown that the most effective prevention and intervention initiatives target risk and protective factors across multi-systemic levels to enhance resilience among individuals (Durlak, 1998; Smokowski, 1998). To allow professionals to identify and target risk and protective factors across multi-systemic levels, the risk and resilience ecological framework was developed to serve as a framework to identify, conceptualise and organise risk and protective factors across multi-systemic levels and consequently to also serve as a goal setting tool for the development of multi-systemic prevention and intervention initiatives (Corcoran & Nichols-Casebolt, 2004).

The risk and resilience ecological framework is based on a multi-systemic ecological perspective that includes focussing on the individual as well as the environment in which the individual lives (Corcoran & Nichols-Casebolt, 2004). The social ecology of an individual is understood as comprising of interdependent and often “nested” parts or systems that interact reciprocally over time. For example, from childhood the individual is part of a family that lives

in a community/neighbourhood which may change over time. From childhood the individual will also attend schools, form part of peer groups and later after adolescence enter the working environment (Fraser, 2004). As such, from a multi-systemic ecological perspective an individual, throughout his/her life, will from part of a range of "nested" systems, each posing a range of challenges, risks and protective factors and resources, that reciprocally interact within and across systems and ultimately directly or indirectly influence an individual's functioning and level resilience (Corcoran & Nichols-Casebolt, 2004; Fraser, 2004).

Following an extensive literature review and incorporating research findings from across the world, the risk and resilience ecological framework identifies groups related to risk and resilience across three systemic domains (Corcoran, & Nichols-Casebolt, 2004; Fraser et al., 2004; Durlak, 1998; Smokowski, 1998):

- Micro systemic level- factors related to the individual (biological and psychological) and the family. For example, individual temperament and family stability/instability (Corcoran & Nichols-Casebolt, 2004; Fraser et al., 2004).
- Mezzo systemic level- factors related to the individual's immediate social environment. For example factors related to the neighbourhood context, school, culture, church/religious involvement and availability and accessibility of resources in the community (Corcoran & Nichols-Casebolt, 2004; Fraser et al., 2004).
- Macro systemic level- factors on the broader societal level such as income, employment, discrimination and segregation (Corcoran & Nichols-Casebolt, 2004; Fraser et al., 2004).

The development of prevention and intervention initiatives is beyond the scope of this study, however the risk and resilience ecological framework will serve to guide the data collection and data analysis processes in the present study and will serve as a framework to identify, order and conceptualise factors related to risk and resilience from the perspectives of girl youth from the Diepsloot community across the multi systemic domains (micro system, mezzo system and macro system).

1.7 PURPOSE OF THE PRESENT STUDY

The purpose of the present study is to examine risk and resilience from the perspectives of girl youth from the Diepsloot community. In other words, the purpose of the present study is to examine how girl youth conceptualise risk and resilience. Such examination of risk and resilience will take place during the course of an EAI as the present study is also concerned with examining the role horses play in the process in which girl youth identify and make

meaning of risk and resilience. As such, the overarching purpose of the present study is to gain an in-depth understanding of the meanings girl youth ascribe to risk and resilience and to gain an understanding in terms of how horse can help girl youth to make meaning of risk and resilience that is subjectively true for them and their lives.

1.8 RESEARCH QUESTIONS

1.8.1 MAIN RESEARCH QUESTION

How do girl youth in a resource-constrained community ascribe meaning to risk and resilience during an EAI?

1.8.2 SUB-RESEARCH QUESTIONS

i) How do girl youth conceptualise risk during an EAI?

ii) How do girl youth conceptualise resilience during an EAI?

iii) How can horses help girl youth to make meaning of risk and resilience in their lives?

1.9 REASEARCH METHODOLOGY

This section will serve as a brief introduction to the paradigmatic perspective, research design and research methodology that will guide all research practices in the present study. Chapter 3 will provide a more detailed description and an overview of the application of the research methodology that will be utilised in the present study.

1.10 PARADIGMATIC PERSPECTIVES

1.10.1 META-THEORETICAL PARADIGM

The present study will be guided by the interpretivist meta-theoretical paradigm. The interpretivist paradigm developed out of a need for an in-depth understanding of how humans experience the world through local and historical situations, language and the intersubjective actions of those involved (Moss, 1994). The ontology of the interpretivist paradigm revolves around the assumption that the reality to be investigated comprise of people's subjective experiences of the world (Terre Blanche & Durrheim, 2006). The reality can therefore be investigated by means of the stories people tell us or through observations that are recorded in language (Durrheim, 2006a; Terre Blanche & Durrheim, 2006).

The interpretivist paradigm represents an appropriate meta-theoretical paradigm for the present study. In line with the ontology of the interpretivist paradigm, the present study seeks to gain

an understanding of girl youth's (from the Diepsloot community) subjective perspectives and experiences of risk and resilience that is specific to their lives. As such, in line with the purpose of the present study, the interpretivist paradigm provides a framework for the reality to be investigated through the stories told by the girl youth and the meanings that they ascribe to risk and resilience (Terre Blanche & Durrheim, 2006).

1.10.2 METHODOLOGICAL PARADIGM

Forming part of the methodological paradigm incorporated in the interpretivist meta-theoretical paradigm, the present study will utilise qualitative research methodologies for the purposes of the present study (Terre Blanche & Durrheim, 2006). Qualitative research methodologies refers to research methods that focuss on interpreting and describing people's feelings and experiences in human terms rather than through the manipulation, quantification and measurement of data (Durrheim, 2006a). The most common qualitative research methods used includes interviews, observations and document analysis. However, what should also be considered as an important part of qualitative research is the researcher's central role in the application of the qualitative research methods and procedures. The researcher's insights and informed value judgements that steers the entire research process up to the interpretation of data collected is also of importance (Patton, 1999).

Adopting a methodological paradigm in the present study that is qualitative in nature is considered to be a vital part in the present study as qualitative research methodologies will allow me to examine risk and resilience on a level that is subjectively true for the girl youth from the Dieplsoot community (Durrheim, 2006a). I argue that by incorporating qualitative research methodologies in the present study, including focus group open-ended interviews, observations, personal documents and photovoice, that an in-depth understanding of girl youth's subjective accounts of their experiences and perceptions of risk and resilience related to their lives will surface. Therefore, allowing information to be gathered that is of such a nature that the research questions of the present study can be addressed.

1.11 RESEARCH DESIGN & METHODOLOGY

1.11.1 RESEARCH DESIGN

Case study research will represent a suitable research design for the purposes of the present study. Case study research designs involve an intensive exploration of the complexity and uniqueness of a particular phenomenon, for example a specific project, event, institution, policy, program, system, intervention or of a group of individuals in real life context (Simons, 2009; Baxter & Jack, 2008). Case study research designs involve selecting a "case" or "unit of

analysis", which involves selecting a small amount of research participants from a small geographical area to represent the "case" or "unit of analysis" to be examined (Baxter & Jack, 2008; Zainal, 2007).

In the present study, the particular case study research design that will be utilised is more commonly known as the "exploratory single holistic case study design" (Baxter & Jack, 2008; Zainal, 2007). The single holistic orientation of this research design involves selecting and delineating a particular "case" for research purposes with the intent of investigating the case in its whole, "holistically", as opposed to considering the various sub-units existing within the selected case (Yin, 2013; Baxter & Jack, 2008; Zainal, 2007). The exploratory nature of this particular case study research design allows the researcher to explore a range of phenomenon in collected data that the researcher deems of interest and that is relevant to the particular research being conducted (Zainal, 2007).

A case study research design proves to be an appropriate research design for the purposes of the present study. In line with the purpose of case study research designs, the present study sets out to explore the complexity and gaining an in-depth understanding of phenomenon that relates to a particular population in a particular geographical area (Simons, 2009; Baxter & Jack, 2008). More specifically, the present study is concerned with risk and resilience from the perspectives of girl youth from the Diepsloot community. In addition, the rationale for selecting the exploratory single holistic case study design is because in the present study, the focus is on gaining an in-depth understanding of risk and resilience from the perspectives of girl youth as a whole as opposed to "zooming" in on an individual level (Rowley, 2002). Also, as there is no clear indication as to the data that will present in the present study, the exploratory nature of the research design is deemed of immense value (Zainal, 2007).

1.11.2 CASE / UNIT OF ANALYSIS

The "case" in case study research is defined as a phenomenon of some sort that occurs in a bounded context. The unit of analysis is therefore in effect the case to be investigated (Grunbaum, 2007). As such, the "case", and consequently the "unit of analysis", to be investigated in the present study is the meanings girl youth from the Diepsloot community ascribe to risk and resilience during an EAI.

1.11.3 CASE BINDING

Delineating the case to be investigated forms the basis of case study research designs. However, it is also important to establish what will not be part of the case. A major pitfall of case study research is that many researchers delineated a case to be investigated that is too

broad or that has too many objectives to address in one study. As such, it is important to place boundaries on a case to ensure that a case remains reasonable in scope (Baxter & Jack, 2008). Boundaries can be placed on a case by providing a concise definition of the case and/or of the various elements that forms part of the case. Boundaries can also be placed on a case in terms of time, place and activity (Baxter & Jack, 2008; Yin, 2003; Stake, 1995). In Chapter 3, I provide description of the boundaries placed on the case to be investigated in the present study.

1.11.4 SAMPLING PROCEDURES

It is difficult and sometimes even impossible to conduct research on all members of a particular population that is of interest to a researcher (Morgan & Sklar, 2012). Therefore, researchers refer to sampling procedures to select a smaller amount or subset of individuals that forms part of a particular population that is of interest. In other words, for research purposes researchers select a sample of a particular population under study that will serve to provide insight and in-depth information relevant to answering the research questions of a particular study (Emmel, 2013; Morgan & Sklar, 2012).

Both, non-probability purposive sampling and non-probability convenience sampling will be utilised to guide the sample selection procedures in the present study. Non-probability purposive sampling involves purposefully selecting a small sample that is typical of the population being studied that will yield rich and in-depth information about the topic under investigation (Durrheim, 2006a). Non-probability convenience sampling involves selecting a sample according to ease of access and availability (Ritchie et al., 2003). A group of girl youth from the Diepsloot community will purposefully and conveniently be selected from a group of girl youth that will be identified and invited by Shumbashaba to participate in an EAI called the GGG. A Shumbashaba representative will inform the invited girl youth of the research. Girls who are interested in participating in the GGG and research will be grouped together. Girls who are only interested in participating in the GGG will be grouped together. The group of girl youth who indicate to be interested in participating in both the GGG and the research will be selected to represent the research sample. This group of girl youth will be selected purposefully (non-probability purposive sampling) as they represent the population of interest in the present study (Durrheim, 2006a). In addition, selecting a research sample in such a way is also considered convenient (convenient sampling technique) as the research sample will be selected from a pre-selected and invited group of girl youth (selected and invited by Shumbashaba to participate in the GGG) who show interest in participating in the research. As such, making the research participants easily accessible and available (Ritchie et al., 2003).

1.11.5 SAMPLING CRITERIA

Although the actual group size of the girl youth who will indicate to be interested in participating in the GGG and the research is not yet finalised, other sampling criteria specifics includes selecting girl youth between the ages of 14-18 years who have been identified and invited by Shumbashaba to participate in an EAI called the GGG.

1.11.6 DATA COLLECTION

Data collection in social research refers to a process in which data collection techniques, for example questionnaires, interviews and observations, are utilised in order to collect information for the purposes of gaining clarity on a particular research topic and for the purposes of answering research questions (Kelly, 2006a). In the present study, a combination of qualitative data collection techniques will be utilised, including open-ended focus group interviews, observations, personal documents and photovoice. These data collection techniques have been chosen selectively for the purposes of allowing multi-faceted information to be gathered in the present study and to gain an in-depth understanding of the topic/research problem under investigation.

1.11.7 OPEN-ENDED FOCUS GROUP INTERVIEWS

Open-ended focus group interviews, also referred to as group interviews, is a qualitative method of data collection in which the researcher conducts interviews in a group format. The researcher typically uses a conversational style to obtain information, beliefs and attitudes around certain aspects without establishing beforehand what the questions will be (Seabi, 2012). In the present study, focus group interviews will be conducted before the start of the GGG and after completion of the GGG, with both interviews being audio recorded to insure that all information is captured (Kelly, 2006a).

The rationale for incorporating this particular data collection technique is based on the assumption that it will allow me to obtain an in-depth understanding of the social reality of the girl youth in term of risk and resilience through conversations initiated and through stories that are told during the interviews (Kelly, 2006a; Seabi, 2012). Also, this data collection technique is considered to be valuable in the sense that it allows for unique opportunities in which I can engage with the girl youth on a personal face to face level, taking note of important body language cues and gaining first hand information that come directly from the girl youth (Babbie, 2008; Kelly, 2006a).

The open-ended nature of this data collection technique is considered to be important in the present study as the girl youth may be nervous and anxious about sharing personal information with me, an adult that they do not really know. Conducting interviews that are open-ended may facilitate an increased level of comfort among the girl youth as there will be no pressure to answer specific questions and the girl youth will be free to share what they feel comfortable with (Seabi, 2012; Kelly, 2006a). Conducting interviews in a group format is also valuable as group dynamics could potentially give rise to aspects of the topic under investigation that would not have been discovered during individual interviews (Babbie, 2008).

1.11.8 PHOTOVOICE

In the present study, photovoice will be used as a data collection technique during the course of the GGG. Photovoice is a qualitative data collection technique that involves research participants taking photographs that represent their daily realities. Photovoice also involves research participants engaging in discussions around the photographs taken and telling their stories of their realities that are portrayed in the photographs (Wang, 1999). As such, in the present study the girl youth research participants will be provided with disposable cameras to take home for the duration of the GGG to take photographs of their realities in terms of risk and resilience. In other words, girl youth will be asked to take photographs of the various things that according to them represent risk and resilience that is specific to their lives. The disposable cameras will be collected from the 5th session of the GGG and the photographs will be developed thereafter. A photovoice discussion will then be held after the GGG, after the second focus group interview. The photovoice discussion will give girl youth an opportunity to engage in discussion around the photographs and to share their stories and the meanings behind the photographs that they took (Wang, 1999). All discussions will be audio recorded to ensure that all information is captured (Kelly, 2006a).

The rationale for choosing the photovoice method to form part of the present study's data collection techniques is because I believe that through the photovoice method valuable information will be gathered that will contribute a great deal towards answering the present study's research questions. Having the girl youth take photographs limits the potential of researcher bias and gives the girl youth the freedom to capture their own subjective experiences and perception of their everyday lives concerning risk and resilience (Schulze, 2007; Clark, 1999). The photographs will provide concrete visual examples of what constitutes risk and resilience according to the girl youth and as a result also contribute towards gaining a better understanding of how girl youth conceptualise risk and resilience (Wang, 1999). In addition, incorporating photographs in a discussion is deemed to be a valuable tool that is often used to evoke comments and memory. It also aids in keeping conversations focused on the topic at

hand (Schultze, 2007; Harrington & Schibik, 2003; Wang, 1999). As such, the concrete visual examples of risk and resilience that will be incorporated in the photographs together with the verbal explanation of the photographs during the photovoice discussion will yield the kind of information that will contribute towards gaining a more detailed and in-depth understanding of the meanings that the girl youth ascribe to risk and resilience that is subjectively true to their lives.

1.11.9 UNSTRUCTURED OBSERVATION

The present study will employ a non-participant unstructured approach to observation. This data collection technique involves a process in which the researcher collects data by relying on his/her senses (seeing, hearing or touching) without questioning or talking to the research participants (Seabi, 2012; Kelly, 2006a). The non-participant approach to this data collection technique involves that the researcher does not become part of the group of research participants under study. Instead, the researcher stays uninvolved and observes the research participants from a distance (Kelly, 2006a). The unstructured approach to this data collection technique involves an observation process that is impressionistic. In other words, in an unstructured approach to observation the researcher notes down what he sees as he sees it, there is no predetermined schedule or predetermined categories that need to be recorded (Kelly, 2006a; Seabi, 2012).

As such, in the present study, observation will take place during the course of each EAI session of the GGG. I will position myself an appropriate distance away from the girl youth and video record the happenings, interactions, verbal input and verbal processing that emerges during the course of each EAI session. The value of using observation as a data collection technique in the present study is that it will complement the data that will be gathered from the other data collection techniques. In other words, the other data collection techniques that will be utilised in the present study will involve gathering data at particular stages or time points during the research. Observation, on the other hand, will allow data to be collected on a continuous basis throughout the research process (Kelly, 2006a). In addition, gathering data through observation during the course of the EAI sessions will allow important information to be gathered related to the girl youth's experiences with the horses and as such will contribute towards answering the sub-research question: How can horses help girl youth to make meaning of risk and resilience in their lives?

1.11.10 JOURNAL ENTRIES

The present study will also make use of personal documents as a data collection technique in the form of journal entries (Seabi, 2012). Personal documents as a qualitative data collection

technique is about gathering information in written form, from journal entries, in which research participants tell their stories concerning their experiences and perceptions regarding certain topics (Seabi, 2012; Kelly, 2006a). In the present study, participants will be provided with journals in which they will be asked to reflect on their experiences and on certain questions that relates to the GGG. Each individual's journal will be handed out at different time points during the GGG, including before and/or after each EAI session. The journals will be kept at Shumbashaba for the duration of the GGG to ensure that the journals are present at each session. However, girl youth will be allowed to take the journals home once the GGG has ended. Personal documents as a data collection technique is chosen for the probability that additional data, not gathered during the other data collection techniques, may arise. Additional and more sensitive information may come to light in the journal entries if some of the girl youth are more comfortable and open to sharing on paper than in a group where other girls and adults are present (Babbie, 2008).

1.12 DATA ANALYSIS

Data analysis in qualitative research involves a process of organising and structuring large amounts of data for the purpose of analysis and interpretation. Qualitative data analysis is not about the quantification of data, but about a process of coding, identifying themes and interpretation which ultimately leads to the discovery of meaning, patterns of relationships and rich in-depth descriptions and explanations of social phenomena (Braun & Clarke, 2006; Terre Blanche, Durrheim, & Kelly, 2006).

1.12.1 INDUCTIVE THEMATIC ANALYSIS

Thematic analysis, in particular inductive thematic analysis, will be utilised as a data analysis strategy in the present study. In thematic analysis, data is coded and organised according to patterns of meaning for the purpose of identifying themes within the data (Braun & Clarke, 2006). An inductive approach to thematic analysis is data-driven, in other words the analytic process does not rely on fitting collected data into the researcher's preconceptions or pre-determined frameworks of themes. Instead, in inductive thematic analysis the raw data collected represents the primary source from which themes are identified and interpreted (Braun & Clarke, 2006; Terre Blanche & Durrheim, 2006). The steps that will form part of the inductive thematic analysis in the present study is adapted from Braun and Clarke (2006) and presented in table 1.1.

Table 1.1: Steps to inductive thematic analysis

	Description
Step 1	Familiarising yourself with the data and transcribing the raw data.
Step 2	Generating initial codes across the entire data set and collating the data accordingly.
Step 3	Collating codes into categories, then sub-themes and lastly main themes.
Step 4	Reviewing the sub-themes and themes in relation to the entire data set.
Step 5	Generating clear definitions and representing names for each theme.
Step 6	Producing a report of the research results.

The value inductive thematic analysis will hold for the present study is that it is a flexible method of data analysis, making it easier for researchers, such as myself, not so experienced in the field of data analysis (Braun & Clarke, 2006). The flexibility of this strategy also allows me to return back to the raw data several times so as to ensure that the identified codes categories, sub-themes and main themes are true representations of the raw data, which in turn also strengthens the trustworthiness of the data analysis process, research results and findings (Fereday & Muir-Cochrane, 2006; Tobin & Begley, 2004). In addition, the inductive approach is considered important for the purpose of the present study as the present study is concerned with the girl youth's subjective experiences and perceptions of risk and resilience that is specific to their lives. As such, the inductive approach will ensure that the identified categories, sub-themes and main themes are a true reflection of the data collected and not influenced by any pre-conceived ideas or theoretical orientations I may have (Braun & Clarke, 2006; Fereday & Muir-Cochrane, 2006; Cavanagh, 1997).

1.13 QUALITY CRITERIA

In qualitative research, trustworthiness is the cornerstone of rigorous studies (Maree, 2012). Trustworthiness revolves around the manner in which the research is conducted, including the manner in which data is collected, organised, analysed and interpreted (Di Fabio & Maree, 2012; Lietz, Langer, & Furman, 2006). Trustworthiness of a study is determined by considering the credibility, transferability, dependability and conformability of a study (Kelly, 2016b; Di Fabio & Maree, 2012).

1.13.1 CREDIBILITY

The credibility of a study is related to the credibility and significance of the research results. In other words, the degree in which the results are a true representation of the reality of the case studied (Di Fabio & Maree, 2012). In the present study, credibility will be addressed by means of comparing the analysed data and research results to feedback from the girl youth during a

member checking session. Member checking will allow me to evaluate if the research results are in line with the girl youth's feedback. Member checking will also facilitate the opportunity in which the girl youth can refute certain information or add additional information concerning the research results (Di Fabio & Maree, 2012; Golafshani, 2003). In addition, credibility will also be addressed in the present study by conducting all research processes under the supervision of a research supervisor (Shenton, 2004).

1.13.2 TRANSFERABILITY

Transferability of a study is about whether the results of a study can be generalised to the broader population or to other populations (Kelly, 2006b). The case that will be investigated in the present study comprises of a small group of girl youth from a small geographical area in the Diepsloot community and as such cannot be regarded as representative of the entire girl youth population in Diepsloot (Durrheim, 2006a). As such, the research results and findings of the present study cannot with certainty be regarded as transferable to the broader girl youth population in Diepsloot (Kelly, 2006b). However, this does not mean that the present study is without value. To address the limitation of the present study in terms of transferability, I will use standardised and validated qualitative research methods to conduct the present study. I will also provide a detailed description of the entire research process so that readers and future researchers can assess the degree in which the present study's research results and findings are applicable to similar populations of interest (Di Fabio & Maree, 2012; Van der Riet & Durrheim, 2006).

1.13.3 DEPENDABILITY

Dependability of a study refers to the level in which a reader can be certain that the research processes, results and findings described by the researcher are true (Van der Riet & Durrheim, 2006; Golafshani, 2003). Dependability in the present study will be addressed by using the described research methods of the present study consistently throughout the research process. I will keep detailed records and reflective notes on all research processes to allow for an audit trail on the level of consistency of the methods and processes used in the present study (Shenton, 2004; Golafshani, 2003). I will also provide the reader with a thorough account of all steps, methods and processes followed during the course of the research in Chapter 3 of this dissertation.

1.13.4 CONFIRMABILITY

Confirmability of a study refers to the level of objectivity and absence of researcher error/bias in the conduct of research as well as in the data analysis and reporting of results and findings

(Di Fabio & Maree, 2012). The qualitative nature of the present study is oriented towards incorporating my subjective opinions, interpretations and judgements in the data collection, data analysis, and reporting of results and findings which ultimately created a huge risk for researcher bias (only seeing what I want to see) (Babbie, 2008; Shenton, 2004). However, being aware of the potential risk, I set out to keep a reflective journal in which I will reflect on any preconceived ideas, values and expectations that I may have with regards to the research before and throughout the research so that I can be aware of potential subjective influences that may cloud my judgement in the conduct of the research (Di Fabio & Maree, 2012; Van der Riet & Durrheim, 2006). I will also set out to use data collection methods that minimises the chance of researcher influence. For example, observation, photovoice and journal entries only allows for minimal researcher input. I will also use inductive thematic analysis as a data analysis strategy to ensure that the analysed data comes directly from the raw data and not from any pre-determined theoretical framework.

I will consult with my research supervisor on a continuous basis throughout the research process. This will allow her to point out any subjective influence I might have while conducting the research (Di Fabio & Maree, 2012; Shenton, 2004). I will also keep detailed records and provide a full in-depth account of all steps taken during the research process, including steps taken during data collection, analysis and interpretation, to strengthen the confirmability of the present study (Di Fabio & Maree, 2012). Lastly, confirmability will also be addressed by linking the interpretations and report on the research results to extract from the transcripts of the raw data so as to provide the reader with evidence to support the research results and findings of the present study (Di Fabio & Maree, 2012).

1.14 ETHICAL CONSIDERATIONS

Permission to conduct the present study has been obtained from the *Faculty of Health Sciences Research Ethics Committee.* Girl youth and their parents or legal guardians will be provided with important ethically required information concerning the present study in an information letter and informed consent/assent form. The purpose of the previously mentioned letter and form is to provide the selected girl youth and their parents/legal guardians with sufficient information so that they can make an informed decision with regards to the girl youth's participation in the present study (Allan, 2011; Flick, 2009). A specific distinction between participation in the GGG and participation in the present study will be made in the letter and form. It will be highlighted that the decision to participate in the research and the decision to participate in the GGG is separate. In other words, it will be explained that if the girl youth and/or their parents/legal guardians agree for the girl youth to participate in the present study, that they would also have to agree to participate in the GGG. However, if they decide against

participating in the present study, that they are still free to choose to participate in the GGG. Please refer to Annexure A for a copy of the information letter and informed consent/assent forms (Babbie, 2008; Wassenaar, 2006).

In the present study, it will be a priority to continue the process of informing and obtaining verbal consent from the girl youth prior to procedures that involve recordings, taking photographs and observations during the research. It will also be considered to be of utmost importance to keep the girl youth's identities confidential. Instead of using the girls' real names in the various research procedures and reporting of research results, I will use pseudonyms (for example participant 1) to disguise the identities of the girl youth (Babbie, 2008; Wassenaar, 2006). Also, the girl youth's faces will be blurred out of any photos that are incorporated in the reporting of the research procedures and results. The girl youth will also not be deceived in any way. I will guard against and refrain from any action that may harm the girl youth as a direct or indirect consequence of the research. Lastly, all girl youth will be treated fairly and with respect (Allan, 2011; Flick, 2009; Babbie, 2008; Wassenaar, 2006).

1.15 OUTLINE OF THE CHAPTERS THAT FOLLOW

CHAPTER 2: Literature review: Risk, resilience and equine assisted interventions

In chapter two, I will discuss relevant literature related to youth at-risk, girl youth and factors related to risk and resilience. I will also discuss resource-constrained communities in South Africa with specific reference to the Diepsloot community. Thereafter, I will provide information concerning EAI and how EAI forms an important part of the present study. Finally, the chapter will end with a layout of the conceptual framework of the present study.

CHAPTER 3: Research design and methodology

In chapter three, I outline the research methodology, paradigmatic perspective, research design and the various methods adopted during the present study. I also report on the trustworthiness of the present study and important ethical considerations followed. Finally, I conclude with a discussion related to my role as a researcher in the present study.

CHAPTER 4: Findings, discussion, contributions, limitations and recommendations

In chapter four, I present and discuss the results of the present study following the inductive thematic analysis. The results of the present study are discussed with specific reference to extracts from the transcripts of the raw data in support of the research results. Interpretations drawn from the research results are captured within the findings of the present study and addressed within the scope of the research questions that guided the present study. In

conclusion, I discuss the contributions of the present study, potential limitations and recommendations for future research and practice.

1.16 CONCLUSION

This chapter served as an introduction to the present study. A short literature review described the context of the present study. The importance of conducting the present study was communicated in the problem statement, rational and purpose of the present study. Following, the research questions guiding the present study was identified and a short description of the research methodology and conceptual framework that will be employed in the present study was described. Finally, aspects related to the trustworthiness of the present study and important ethical considerations were addressed.

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CHAPTER 2
LITERATURE REVIEW: RISK, RESILIENCE AND EQUINE ASSISTED INTERVENTIONS

2.1 INTRODUCTION

In the present study, I investigate how girl youth form a resource-constrained community called Diepsloot ascribe meaning to risk and resilience during an equine assisted intervention (EAI). Also incorporated in the present study is investigating how horses can help girl youth make meaning of risk and resilience. The literature review incorporated in the present chapter serves for the purpose of providing background information and exploring the key concepts that forms part of the present study. The present chapter sets out by providing an overview of literature relating to risk. Concepts that will be addressed include youth at-risk, youth at-risk and related outcomes, variables affecting risk and girl youth at-risk. Thereafter, an overview of the concept resilience will be provided, focussing on the four waves of resilience research and an ecologically-oriented conceptualisation of resilience. Further, literature concerning the history and current issues related to resource-constrained communities in South Africa will be addressed, with additional attention paid to the Dieplsoot community. In addition, the present chapter provides an overview of literature related to EAI for the purpose of clarifying how horses can be used to explore risk and resilience. Lastly, the present chapter will end with a delineation of the conceptual framework of the present study, the risk and resilience ecological framework, which is deemed a suitable conceptual framework for the present study.

2.2 YOUTH AT-RISK

In the present study, the focus is on youth, more specifically girl youth, who are considered to be at-risk due to living in a high risk resource-constrained community called Diepsloot. The developmental stage known as "youth", between the ages of 13-18, is reported to be an important developmental stage in a person's life as it marks a time characterised by significant psychological development, psychosocial change and physiological changes. During youth, identity formulation, establishment of intimate and close friendships and individualisation from parents are important (Gerard & Buehler, 2004). Challenges and tension during this developmental stage is considered a normal part of growth, development and pubertal change (Gerard & Buehler, 2004). The majority of youth successfully progress through this developmental stage and become healthy well-adapted adults who participate in constructive "pro-social" activities and are driven by interests that facilitate a life filled with meaning, purpose and success (Jenson & Fraser, 2011). However, for some youth, such as those living in

the high-risk community of Diepsloot, the road to adulthood are considered to be filled with overwhelming risks, adversities and uncertainties. Due to the risks and adversities they face, the probability of such youth achieving success and leading a meaningful adult life is sometimes bleak (Jenson & Fraser, 2011).

During the 1970s and 1980s an increased awareness of the link between risk factors and problems youth were experiencing emerged when researchers and policy makers started recognising the importance of understanding the individual, family, community and social factors that were at play in the lives of troubled youth (Rutter, 1987). With an emphasis on understanding the underlying root causes of the problems youth were experiencing, researchers were able to identify factors (risk factors) that were frequently related to the dysfunctional behaviour and problems youth were experiencing (Jenson & Fraser, 2011). The identification of such risk factors led to the development of the early risk factor models that focussed primarily on the correlates of youth's problems and dysfunctional behaviour (Hawkins, Jenson, Catalano, & Lishner, 1988; Garmezy, 1971). However, the early risk factor models often neglected to take into account the relationship between risk factors and the occurrence of specific behavioural problems. Also, early risk factors models often failed to recognise the cumulative and interactive effect of risk factors (Jenson & Fraser, 2011). But, as research in the field developed, researchers started identifying specific risk factors that precede particular youth related adjustment and behavioural problems. Also, several longitudinal studies have provided more clarity in terms of the various processes at play during which risk factors affect the psychological well-being and behaviour of individuals over the course of childhood and adolescence (Jenson & Howard, 2001; Hawkins, Catalano, Kosterman, Abbott, & Hill, 1999; Spoth, Redmond, & Shin, 1998).

From the early risk factor models to more recent research, the understanding of the concept risk in youth at-risk emerged as the probability of a future event, given certain experiences, events, condition or set of conditions (Fraser et al., 1999). From there, the concept risk factors were identified as representing variables that influence and/or increases the probability of a problematic outcome, continuation of a problem and/or regression of an existing problem (Coie et al., 1993). However, researchers' report that the presence of risk factors does not necessarily guarantee or ensure a negative outcome, it only elevates the chances or probability that a negative outcome or problem may develop (Jenson & Fraser, 2011). Some of the most common risk factors identified as placing youth at-risk has been grouped into different systemic levels, including individual and family risk factors on a micro systemic level, neighbourhood environmental risk factors on a mezzo systemic level and broader societal factors on a macro systemic level. Table 2.1 provides examples of risk factors incorporated

within these systemic groups (Jenson & Fraser, 2011; Corcoran & Nichols-Casebolt, 2004; Fraser et al., 1999).

Table 2.1: Common risk factor groups and examples

Individual and family risk factors
Poor impulse control
Hyperactivity
Attention deficits
Temperament that favour high risk behaviour
Substance abuse
Chronic family conflict
Unskilled parenting
Parental substance abuse
Child abuse
Child headed households
Neighbourhood/ environmental factors
Lack of supportive organisations and support systems
Poverty and economic deprivation
Neighbourhood context with increased rates of crime and violence
High rate of unemployment and lack of employment opportunities
Lack of religious involvement
Poor quality and ineffective schools
Negative peer influence
Broader societal factors
Perceived discrimination
Segregation

2.2.1 YOUTH AT-RISK AND RISK RELATED OUTCOMES

The motivation for the present study in terms of focusing on youth was spurred on by researchers' reports that youth is an especially vulnerable population group. Research reports indicate that, even if children are not accounted for, youth are up to three times at higher risk to be exposed to risk factors than adults, including risk factors such as robbery, assault, kidnapping and rape (Finkelhor & Dziuba-Leatherman, 1994). What is of great concern is the negative outcomes and often long-lasting negative consequences that are related to the exposure to risk factors. Exposure to risk factors may place youth at-risk of developing cognitive impairments, which in turn may lead to poor academic achievement in school and/or school failure (Seedat et al., 2009; Saltzman et al., 2001). Exposure to risk factors may increase the probability of youth developing mental health problems such as anxiety, post traumatic

stress disorder, depression and suicidal tendencies (Graham-Bermann, 1996). Exposure to risk also increases the probability for the onset of behavioural problems such as aggressive behaviour, substance abuse, violence and criminal behaviour (Graham-Bermann, 1996; Luthar, 1991). Considering the negative outcomes and consequences that are often related to the exposure to risk factors, Rak and Patterson (1996) report that exposure to risk factors may negatively influence youth's ability to become well-adjusted competent and successful adults.

In the literature, several studies report on the impact or outcomes related to youth exposed to risk factors. For example, a study by Hobfoll, Bansal, Schurg, Young, Pierce, Hobfoll and Johnson (2002), on the perceived impact of childhood physical and sexual abuse, report that child physical and emotional abuse increases the risk for the onset of ongoing emotional distress. Hobfoll et al. (2002) also found that physical, emotional and sexual abuse are strongly related to the onset of sexually transmitted diseases, more specifically HIV aids. La Greca and Harrison (2005) conducted a study on youth peer relationships, friendships and romantic relationships with the aim of determining the association between such relationships and the onset of depression and anxiety. The results of the study by La Greca and Harrison (2005) indicate that peer victimisation places youth at an increased risk of developing depression and elevated levels of anxiety. Buehler and Gerard (2002) investigated the relationship between family related risk factors, such as marital conflict and ineffective parenting, and youth maladjustment. Buehler and Gerard (2002) found that high levels of marital conflict was related to harsher parental discipline practices and reduced parental involvement which in turn were also strongly linked to increased levels of youth maladjustment. Cecil, Viding, Barker, Guiney and McCrory (2014) conducted research on the impact child maltreatment and exposure to community violence has on youth's mental health. The findings suggested that child maltreatment was strongly related to the development of long-term mental health problems. In addition, youth exposure to community violence was a strong predictor for the development of externalising problems, such as aggression, substance abuse and trauma symptomatology, with the severity of the community violence being a strong predictor of the intensity of externalising behaviour. What was also interesting was that Cecil et al. (2014) pointed out that the violent acts youth are exposed to, communicates to youth that such violent acts are socially acceptable and an effective way of dealing with conflict. Therefore, increasing the risk that youth will resolve to the same violent behaviour to address conflict (Cooley-Strickland, Quille, Griffin, Stuart, Bradshaw, & Furr-Holden, 2009).

2.2.2 VARIABLES AND THE IMPACT OF RISK FACTORS

In addition to researchers' reports on the negative outcomes and consequences related to youth exposed to risk factors, it should be highlighted that the degree in which risk factors impact the

functioning of youth is also subject to and influenced by other related factors (Trickett, Duran, & Horn, 2003). For example, the effect risk factors have on youth may vary as a function of the level of exposure to risk factors as well as the level of severity of the risk factors (Trickett et al., 2003). In other words, being a victim of rape or being robbed at gunpoint has a higher level of exposure and severity than witnessing a fight at school or hearing about someone that was killed in the community (Trickett et al., 2003). The effect of risk factors on youth may also vary as a function of the frequency of exposure, whether youth are also exposed to other risk factors at the same time and/or whether youth have experienced previous traumatic events and losses (Pynoos & Nader, 1993 as cited in Aisenberg & Herrenkohl, 2008). Other important factors to consider include the youth's proximity to the actual event that occurred, the relationship youth has with the victim as well as factors related to the youth's age, level of development, gender and ethnicity (Pynoos & Nader, 1993 as cited in Aisenberg & Herrenkohl, 2008). Several additional factors that influence the severity in which risk factors impact the lives of youth are accounted for in the literature. However, for the purposes of the present study, only factors that are applicable to the present study, such as cumulative risk factors, specific risk factors, factors related to age and gender, culture, race, environmental factors and risk mechanisms, will be discussed in more detail.

2.2.2.1 Cumulative risk factors

It is seldom that risk factors present in isolation (Moore, 2013). Especially in resource-constrained communities, it is more common for youth at-risk to be exposed to multiple risk factors at the same time or over a period of time. Literature refers to certain individual, family and community related risk factors that frequently occur concomitantly. For example, academic failure and poor peer relations (Welsh, Parke, Widaman, & O'Neil, 2001). Also, chronic family conflict, ineffective parenting and child maltreatment (Buehler & Gerard, 2002). In addition, poverty, a lack of resources, neighbourhood disorganisation and child maltreatment are also deemed to occur concomitantly (Mahajan 2014; Coulton, Korbin, Su, & Chow, 1995).

The increasing number or accumulation of risk factors youth are exposed to increases the severity of the impact it has on youth (Flouri, Tzavidis, & Kallis, 2010). In other words, the negative outcomes related to the exposure to multiple or cumulative risks, whether involving exposure to multiple risk factors simultaneously or an accumulation of risk factors over time, is more severe than exposure to a single risk factor (Masten, 2001; Brooks, 2006). Research conducted on the impact of cumulative risk factors on youth outcomes indicate no significant difference in youth's functioning following exposure to a single risk factor. However, exposure to an accumulation of two or three risk factors indicated a fourfold increase in behavioural

problems and also an added multiplicative increase in behavioural problems with the accumulation of four or more risk factors (Rutter 1979, as cited in Trentacosta, Hyde, Shaw, Dishion, Gardner, & Wilson, 2008; McFarlane, Groff, O'Brien, & Wilson, 2003). Gerard and Buehler (2004) investigated the cumulative effect of environmental risk factors on youth's adjustment. Gerard and Buehler (2004) found that the accumulation of risk factors in the lives of youth was related to an increase in the amount of problems and difficulties youth were experiencing. Gerard and Buehler (2004) also reported that the impact of multiple risk factors were more severe when risk factors were present across various contexts and social settings (Gerard & Buehler, 2004).

2.2.2.2 Specific risk factors

Researchers have reported that some risk factors are specifically related to the onset of specific problems and negative outcomes. For example, unprotected sexual activities are considered a greater risk for the transference of sexually transmitted diseases than it is to drop out of school (Fraser et al., 1999; Leigh & Stall, 1993). Also, research has indicated that a lack of guilt is increasingly more related to externalising behavioural problems such as conduct problems, physical aggression, and delinquency than internalising symptoms such as depression, shyness or withdrawal behaviour (Loeber et al., 1998, as cited in Fraser et al., 1999).

2.2.2.3 Risk according to age and gender

Some risk factors predict the development of problems and dysfunction only at specific periods of development and other risk factors are stable predictors of problems and disorders across several stages of development (Fraser et al., 1999). Coie et al. (1993) provide support that some risk factors influence an individual across developmental stages. Coie et al. (1993) report that poor parental practices, such as poor parental monitoring, is a stable predictor of problems across developmental stages as poor parental practices were found to be strongly related to conduct disorders among children and youth that prevailed throughout childhood and adolescence. On the other hand, reporting on risk factors that influence certain stages of development, Bell (1992) investigated the aetiology of psychosis and found that only 21% of the cases studied remained at risk throughout all assessments in the Boston Early Education Project. Also, research on antisocial behaviour and mental health problems indicate that the impact of physical punishment on youth's behaviour is age related (Loeber et al., 1998 as cited in Fraser et al., 1999). For example, it was found that boys who received physical punishment from the ages of seven to ten were at an increased risk of developing physical aggression. However, for boys who received physical punishment from the age of 13, the risk of developing and engaging in physical aggression quadrupled (Loeber et al., 1998 as cited in Fraser et al., 1999). Keith, McCreary, Collins, Smith and Bernstein (1991) conducted a study

on sexual activity and contraceptive use among low-income urban black girl youth. In this study, Keith et al., (1991) found various variables that were related to sexual activity among black girl youth. For example, church, family and the presence of a father figure were related to not being sexually active during early adolescence. However, Keith et al. (1991) also established that the mean age of sexually active girl youth ranged more towards a higher adolescent age with younger adolescent girls being less prone to have engaged in sexual activity.

Gender differences have also proven to have an impact in terms of the types of risk factors youth are more likely to be exposed to. For example, Attention Deficit Hyperactivity Disorder (ADHD) were found to be more frequently diagnosed among boys than girls (Skogli, Teicher, Andersen, Hovik, & Oie, 2013). Girls on the other hand are reported to be at a greater risk to be exposed to risk factors that are sexually oriented in nature, such as child trafficking, forced prostitution, child pornography and sexual abuse (Campbell, 2002; Runyan et al., 2002; Watts & Zimmerman, 2002).

2.2.2.4 Culture, race and environmental factors

The role of culture, race and environmental factors have increasingly started gaining more attention in the literature in terms of understanding the relevant factors and processes at play that are related to the outcomes following exposure to risk factors (Theron et al., 2012; Ungar et al., 2007; Tharp, 1991). Researchers agree that the significance and impact of risk factors are to a great extent influenced by and a function of an individual's characteristics, cultural upbringing and orientation, and race. Also, researchers report that community context and certain environmental factors contribute towards the type of risk factors and severity of risk factors different population groups are exposed to (Theron et al., 2012; Ungar, 2008; Ungar et al., 2007; Tharp, 1991).

Literature points out that racial differences play an important role in terms of the type of risk factors youth are exposed to and the impact such risk factors have on youth. Fordham and Ogbu (1986) conducted research on racial differences in terms of school success and found that black African American and Hispanic youth are substantially less engaged and put allot less effort into school than white youth. Fordham and Ogbu (1986) found that black African American and Hispanic youth regard school and school performance as less important because of an inherent believe that African American and Hispanic populations have considerably less occupational opportunities than white populations. Fordham and Ogbu (1986) concluded that black African American and Hispanic youth are at a greater risk of poor academic achievement than white youth, with the increased risk ascribed to racial belief systems and perceptions concerning the importance of school and occupation opportunities.

Culture is also considered an important variable when it comes to risk and the impact of risk on youth's functioning and adjustment. Youth's cultural upbringing and orientation greatly influence youth's interpretation of events and their adopted value systems, norms and believes. Culture also influence the defence and coping mechanisms used in reaction to life events and perceived risks and also the level of severity of probable negative outcomes and disorders (Theron et al., 2012; Ungar et al., 2007; Mennen, 1995; Keith et al., 1991). As such, what youth from one cultural group may consider to be risk may not have the same relevance and impact on youth from another cultural group.

Environmental and community related factors are reported to play a substantial role in terms of the type of risk factors youth are exposed to. Environmental and community factors determine the frequency and severity of risk factors youth are exposed to. Specifically related to the present study, youth living in a high risk resource constrained-community, such as Diepsloot, are more likely to be exposed to community violence, crime and abuse than youth living in middle to upper class neighbourhoods with increased security (Gladstein, Rusonis, & Heald, 1992). Also, communities characterised by high levels of unemployment and poverty are also frequently accompanied by characteristics of poor educational outcomes among youth and higher rates of child abuse and delinquency in the family environment (Corcoran & Nichols-Casebolt, 2004).

2.2.2.5 Risk mechanisms

Frequently, researchers focus on individual risk factors, specific risk factors, cumulative risk factors, factors related to age, gender, culture, race and environment and also specific life events that place youth at-risk. However, what is often not accounted for is the ripple effect exposure to risk factors and adverse life events can have on youth's functioning and adjustment. In other words, certain risk factors can set off a chain reaction, influencing multiple spheres of life over long periods of time (Fraser et al., 2004; Fraser et al., 1999). Take for example a risk related life event such as the passing of a parent. Even though the actual event of the death of a parent can be severely traumatic and increase the risk for the development of a stress disorder, such an event could also set off a process of significant change, affecting the youth's developmental processes for many years to come (Fraser et al., 1999). The death of a parent may have an impact on the financial resources available for the youth's education and living necessities, it may affect the family's living conditions, the level of supervision provided, the level of discipline enforced and/or the amount of parental support the youth will receive (Fraser et al., 1999). As such, risk factors cannot be seen in isolation, as causing a single outcome at one point in time. Instead, risk factors and the impact of risk factors should be considered as multi-faceted, resulting in or caused by a myriad of life

processes that interact reciprocally over time across multi-systemic levels (Bogenschneider, 1996).

2.2.3 GIRL YOUTH AT-RISK

Girl youth represent the population group of interest in the present study. The focus on girl youth in the present study was informed by literature in the field of risk and resilience that indicate that girl youth is an especially vulnerable population group at an elevated risk of being exposed to risk factors that range from internalising psychological maladaptive symptoms, such as depression, anxiety and emotional distress, to violence, abuse and sexually transmitted diseases (Cooley-Strickland et al., 2009; Mabala, 2006; La Greca & Lopez, 1998; Hankin, Abramson, Moffitt, Silva, McGee, & Angell, 1998; Fitzpatrick & Boldizar, 1993).

Several studies report on gender differences in terms of risk and related outcomes. For instance, La Greca and Lopez (1998) investigated the relationship between youth's social anxiety and peer relationships, friendships and social functioning among youth from 10th grade up to 12th grade. Results of this study indicate that girl youth are at greater risk to experience social anxiety and poorer social functioning than boy youth which in turn also places girl youth at greater risk than boy youth to receive less support, a decreased amount of intimacy and fewer friendships (La Greca & Lopez, 1998). Hankin et al. (1998) conducted a longitudinal study for over a period of 10 years on gender differences in clinical depression and the overall development of depression from pre-adolescence to young adulthood. Hankin et al. (1998) found that girl youth were at a greater risk of developing depression than boys and that gender differences in terms of the development of depression increased as a function of age. To be more specific, Hankin et al. (1998) found that gender differences in the development of depression first starts to emerge among youth between the ages of 13 and 15 years. From 15 to 18 years, Hankin at al. (1998) report a steep increase, with girl youth developing depression at a much greater rate than boy youth. Based on the findings of this study, Hankin et al. (1998) points out that the ages between 15 and 18 years should be considered a critical period in the lives of girl youth both as a result of girl youth's increased vulnerability to develop depression during this time period and also because during this time period many girls have already developed depression. The additional concern is that girl youth who suffer from depression are also at an increased risk for suicide attempts, the development of co-morbid anxiety disorders, substance abuse disorders and disruptive behaviour (Gotlib, Lewsinsohn, & Seeley, 1998; Birmaher, Ryan, Williamson, Brent, Kaufman, Dahl, Perel, & Nelson, 1996; Newcomb & Bentler, 1988). Depression has also been found to be strongly related to future adjustment problems such as poor academic achievements, relationship difficulties, delinquency,

unemployment and legal issues (Gotlib et al., 1998; Birmaher et al., 1996; Newcomb & Bentler, 1988).

Additional research on the impact of risk on girl youth include a study by Fitzpatrick and Boldizar (1993) who investigated the relationship between chronic exposure to community violence and the onset of post traumatic stress disorder among low-income African American youth between the ages of seven to 18 years. Results of this study indicated that youth who are victimised or who witness violence and aggression within the community are at a greater risk of developing post traumatic stress disorder (Fitzpatrick & Boldizar, 1993). However, with regards to gender differences, Fitzpatrick and Boldizar (1993) report that boys were more likely to witness or be victims of violent acts and crime within the community. However, girl youth who were exposed to community violence presented with more post traumatic stress symptoms than boy youth (Fitzpatrick & Boldizar, 1993). Farrell and Bruce (1997) also conducted a study on the impact of community violence on youth, but focused more on the relationship between community violence and the onset of emotional distress and the impact of community violence on subsequent violent behaviour among urban youth. Results of the study suggested no relationship between exposure to community violence and the onset of subsequent emotional distress among both boy youth and girl youth (Farrell & Bruce, 1997). However, Farrell and Bruce (1997) found that exposure to community violence had an impact on girl youth's behaviour as exposure to violence in the community was strongly related to a subsequent increase in violent behaviour among girl youth, not on boy youth (Farrell & Bruce, 1997).

Several studies in the literature report on the diverse range of risk factors that influence the lives of girl youth. However, violence and abuse of women stood out as the most significant and prevalent problem faced by girl youth (Dunkle, Jewkes, Brown, Yoshihama, Gray, McIntyre, & Harlow, 2004; Jewkes & Abrahams, 2002; Watts & Zimmerman, 2002; Finkelhor & Dziuba-Leatherman, 1994). Violence and abuse against women is widely identified as a significant public health problem in that it is often related to acute morbidity and/or mortality (Campbell, 2002). Many women and girls who are or who have been victims of violence and abuse suffer from long term health related problems including intense chronic pain, sexual transmitted diseases, gynaecology problems, post traumatic stress disorder, anxiety, depression and suicide (Dunkle et al., 2004; Campbell, 2002). Violence and abuse against girl youth in particular are frequently understood to include various forms of sexual, physical and psychological abuse and include acts that cause or have the potential to cause grave harm (Dunkle et al., 2004; Watts & Zimmerman, 2002; Finkelhor & Dziuba-Leatherman, 1994). The United Nations Children's Fund identified several sexually oriented risk factors that girl youth at-risk are frequently exposed to. These risk factors include rape, date rape, economically

coerced sex, incest, forced prostitution and pornography, child trafficking, forced pregnancy and sexually transmitted diseases (Hawke, 2000). Risk factors related to physical abuse include beatings and kicking, assault with a weapon, acid throwing, homicide and honour killings (Watts & Zimmerman, 2002; Finkelhor & Dziuba-Leatherman, 1994). Risk factors related to psychological abuse include repeated humiliation, insult, forced isolation, economic deprivation, denial of necessary resources and constant threats of injury and violence (Watts & Zimmerman, 2002; Hawke, 2000).

Research in the field of sexual abuse and violence against girl youth include a study by Finkelhor and Dziuba-Leatherman (1994) who conducted a national survey on child victimisation rates. In this national survey, it was reported that girl youth are at a significantly greater risk of being sexually victimised, with a sexual abuse rate of 3.2% for girl youth and a rate of 0.6% for boy youth (Finkelhor & Dziuba-Leatherman, 1994). It was reported that age was an important predictor of sexual victimisation rates of girl youth, with older girl youth from 16 years of age representing 9% of the overall sexual abuse rate of girl youth. In the national survey it was also reported that girl youth were at a greater risk of being kidnapped that boy youth (Finkelhor & Dziuba-Leatherman, 1994). In addition, Fergusson, Lynskey and Horwood (1996) investigated the prevalence rates of sexual abuse among youth and also the family, social and related factors that places youth at an increased risk of sexual abuse. This study was a longitudinal study and was conducted over a period of 18 years on a sample of 1000 children in New Zealand. Results of this study indicated that girl youth are at an alarmingly greater risk of being sexually abused that boy youth (Fergusson et al., 1996). At the age of 18 years, a total of 10% of the research participants, both boy youth and girl youth, reported having been victims of sexual abuse before the age of 16 years and of the 10%, 17.3 % was reports from girl youth and 3.4% was reports from boy youth. In addition, 5.6 % of the girl youth and 1.4 % of boy youth reported severe sexual victimisation involving sexual intercourse (Fergusson et al., 1996). Results of this study also indicated that certain family factors, including high levels of marital conflict in the family, low levels of parental attachment, high levels of parental protection, and parental substance abuse, placed youth at an increased risk of sexual abuse (Fergusson et al., 1996).

With the results of several studies indicating the high vulnerability of women and girl youth, researchers set out to investigate why women and girl youth presents as more vulnerable. Certain factors have been identified to potentially contribute towards the increase vulnerability level of women and girl youth (Watts & Zimmerman, 2002; Hollander, 2001). Potential contributing factors includes traditional beliefs and norms concerning gender differences. When compared to males, females are frequently considered to be a more vulnerable group (Hollander, 2001). Such vulnerability could in part be ascribed to shared beliefs concerning

gender bodies and gender expectations. Widely excepted beliefs concerning female bodies include factors such as females being naturally more vulnerable and not dangerous as a result of the average smaller body size of females. Also, the widely held belief that females have a lack of bodily strength and therefore also more vulnerable to being raped. Female expectations that are also widely valued include thinness and feminine delicacy (Hollander, 2001). Men on the other hand are believed to be potentially dangerous because of gender expectations that encourage a large body size and increased body strength. Men are also considered to be more dangerous due to the potential use of a tool for sexual assault (Hollander, 2001). Thus, women's perceived unequal status contributes towards creating their increased vulnerability to violence, which then in turn fuels the abuse and violence that are perpetrated against them (Watts & Zimmerman, 2002).

What presents as a great concern is that researchers still struggle to determine the exact magnitude of the problems related to girl youth at-risk. The lack of certainty with regards to the magnitude of the problem has frequently been ascribed to a lack of reporting (Jewkes & Abrahams, 2002; Watts & Zimmerman, 2002). It has been found that several girl youth who have been victims or who have been exposed to different forms of crime, violence and/or abuse neglected to report such incidents mostly because of the widely held believe that police is untrustworthy, that the police will treat them unfairly, that they will not be believed and that the perpetrator will retaliate should they expose him. Girl youth also often refrain from talking about negative traumatic events as they often try to avoid the traumatic flashbacks and painful emotions that are often associated with recalling such negative and adverse events (Jewkes & Abrahams, 2002; Watts & Zimmerman, 2002; Jewkes et al., 1999). In addition, often the perpetrators of abuse and violence against girl youth comprise of individuals known to the victim, be it a parent, family member, teacher or an authority figure in girl youth's lives, making it incredibly hard to escape the situation and avoid the negative experiences and emotional feelings that is often associated with confronting the perpetrator and reporting the crime (Hawke, 2000; Finkelhor & Dziuba-Leatherman, 1994).

From the previous discussion, it is clear that youth, especially girl youth, are a particularly vulnerable population group at increased risk of being exposed to risk factors and as a result also more at-risk to develop various forms of cognitive impairments, psychological difficulties and maladjusted behavioural patterns (Seedat et al., 2009; Saltzman et al., 2001; Graham-Bermann, 1996; Luthar, 1991). However, the previous discussion does not give a complete picture of youth at-risk as not all youth exposed to risk factors develop maladjusted symptoms. Instead, some youth are considered to be resilient as they thrive and become successful adults despite exposure to risk and adversity. In the next section, I will be discussing resilience in

more detail by focussing on the four waves of resilience research and the more current ecological orientation towards resilience.

2.3 YOUTH AND RESILIENCE

Some youth function well and are able to adjust and cope despite exposure to risks, adverse experiences and stressful life events (Fraser et al., 1999). The literature refers to such youth as being "resilient" and provides a conceptualisation of "resilience" as an individual's ability to adapt to extraordinary circumstances and achieve unexpected positive outcomes despite being faced with adversity (Theron et al., 2012; Jenson & Fraser, 2011; Fraser et al., 1999). As such, researchers report that resilient youth have a self-righting capacity, the means to respond to untoward challenges with resourcefulness and tenacity (Jenson & Fraser, 2011; Fraser et al., 1999).

Literature on resilience dates back to the 1970s when researchers started to recognise the presence of positive attributes among youth who were able to cope with negativity, stressful life events and adversities (Masten, 2004; Masten & Obradovic, 2006). Researchers report that the presence of such positive attributes played an important role in ameliorating the negative impact of risk and adversities (Jenson & Fraser, 2011). As a result, researchers in disciplines such as psychology and psychiatry set out to gain an in-depth understanding of resilience for policy and practice which consequently initiated the four waves of resilience research (Sapienza & Masten, 2011).

2.3.1 FOUR WAVES OF RESILIENCE RESEARCH

The first wave of resilience research was descriptive and allot of attention was paid to defining and measuring resilience (Masten & Wright, 2010). In addition, the focus was turned to establishing the differences between individuals, all exposed to the same circumstances, who were able to cope effectively and those who developed maladjusted symptoms (Sapienza & Masten, 2011; Masten & Obradovic, 2006). Researchers were able to identify factors that were consistently related to individuals who were able to adapt positively and cope despite being confronted with risks and hazards (Masten & Obradovic, 2006). Such factors were labelled "protective factors" as they served to counteract, modify and/or buffer an individual against the full negative effect of risk factors. Protective factors also served to interrupt a chain of risk factors that may potentially be present in an individual's life and/or block the onset of problematic outcomes (Jenson & Fraser, 2011; Fraser et al., 1999). The most common protective factors identified included individual factors and individually mediated factors. For example, an easy-going temperament, intelligence, good problem solving skills, self-regulation skills, perceived efficacy and control, beliefs that life is meaningful, effective teachers and

schools, positive friends, effective stress management, faith, hope, spirituality, effective and supportive parenting, a positive family environment and caring adult figures (Sapienza & Masten, 2011; Fraser et al., 1999).

Following the first wave of research on resilience, a second wave of research on resilience emerged. During the second wave of resilience research, researchers set out to understand how the identified protective factors served to influence adaptation (Sapienza & Masten, 2011; Cicchetti, 2010; Masten, 2007). Researchers subsequently identified that various developmental systems and processes were at play, influencing individuals' outcomes and adaptation. As such, the second wave of resilience research led to an increased focus on the role of processes, relationships and systems outside the family (Cicchetti, 2010; Masten, 2007).

The third wave of research on resilience emerged as researchers started to place greater emphasis on the importance of the well-being of children and youth growing up with adversities and vulnerabilities, as opposed to the elucidation of resilience (Masten & Obradovic, 2006). Therefore, the third wave of research on resilience combined research on protective factors and research conducted in the field of prevention in order to facilitate resilience promoting prevention and intervention initiatives (Sapienza & Masten, 2011; Masten & Obradovic, 2006). The findings of research conducted in the third wave of resilience resembled findings from previous research conducted in the first and second wave of research on resilience in that individual, family and contextual factors were related to resilience in various situations (Moore, 2013). Therefore, indicating the potential for common factors and adaptive systems related to a positive outcome following risk. The common adaptive systems found to be related to positive outcomes included attachment, self-regulation, learning, peer system, family system and school system (Masten & Obradovic, 2006). It was argued that when these adaptive systems are present and function normally there is the potential for an increased level of resilience. However, when these adaptive systems are damaged, develop abnormally or functioning maladaptive, a decreased level of resilience is likely to result (Masten & Obradovic, 2006).

In 2006, a fourth wave of research on resilience emerged. The fourth wave of resilience research formed part of a larger movement in all sciences related to development, genes and brain functioning (Cicchetti, 2010). The fourth wave of resilience research is more integrative with the aim of incorporating the advances in research on genes, neurobehavioral development and statistics for the purposes of gaining a more in-depth understanding of the complex processes at play across systemic levels that lead to resilience and influence an individual's development in context (Sapienza & Masten, 2011; Masten & Wright, 2010). For example, research conducted in the fourth wave of resilience investigated the role of genetic

polymorphisms as moderators of risk and adversity in development (Kim-Cohen & Gold, 2009).

2.3.2 ECOLOGICAL ORIENTATION TOWARDS RESILIENCE

Following the four waves of resilience research, researchers across the world increasingly started noticing and emphasising the importance of family and contextual/environmental factors in the development of resilience. As a result, researchers increasingly started shifting their focus towards incorporating a more ecologically oriented explanation of resilience (Ungar, 2011; Theron et al., 2012; Ungar et al., 2007; Masten, 2001). An ecologically-oriented explanation of resilience includes an understanding that resilience involves a reciprocal process that is part of a given social ecology and that depends on culturally relevant interactions between youth and their social ecologies (Ungar, 2011). Constructive attachments (forming close relationship with supportive others), self regulation (adapting and changing behaviour and emotions to fit within the prosocial expectations of a given ecology) and meaning making (finding meaning and purpose in hardship) are examples of interactional patterns between individuals and their social ecologies that are rooted in daily multi-level resources that act as protective factors against adversity (Masten & Wright, 2010).

The increasing ecological orientation towards resilience gave rise to an understanding that resilience is culturally-dependent and that there are potential limitations in the findings of earlier research on resilience (Theron et al., 2012; Ungar et al., 2007). Researchers adopting an ecological approach to resilience argue that earlier research on resilience has mainly been conducted in western countries and as such the findings of earlier research are primarily relevant to western communities. (Theron et al., 2012; Ungar et al., 2007). Ecological researchers report that earlier researchers frequently regarded culture as a confounding variable. As such, the findings of earlier research in the field of resilience was generalised and applied across cultures, contexts and minority groups, even though the findings were not specific to such groups (Didkowsky et al., 2010; Ungar, 2008; Ungar et al., 2007). As such, ecological researchers highlight that the unique culturally specific factors that contribute towards individuals' resilience in specific cultural and minority groups have been neglected.

Researchers have found that many factors related to risk and resilience are similar in nature. However, such factors have not been found to be identical across different cultures and contexts and can therefore not be generalised to all populations (Theron et al., 2012; Ungar, 2011). An example of diverse conceptualisations of risk and resilience across cultures include cultures who regard resilience as an individual achieving success in life and risk as being related to the exposure to crime and violence (Rak & Patterson, 1996; Honing, 1984), and other cultural or minority groups who highlight the importance of community well-being in

resilience and lack of resources as risk. Some cultural or minority groups may view resilience as being related to doing good in the community and risk being related to poor education (Aisenberg & Herrenkohl, 2008). Such differences in the conceptualisations of risk and resilience should not be considered a limitation, but a strength as community members of a particular community of interest would have an expert understanding of what it is like to live in that particular community and will also have a more in-depth understanding of what risk and resilience entails in their specific socio-cultural context (Didkowsky et al., 2010; Aisenberg & Herrenkohl, 2008; Ungar, 2008; Boyden, 2003). As such, literature on resilience from an ecologically oriented perspective contributed a great deal towards informing the present study, as the specific population of interest in the present study, the girl youth from the Diepsloot community, may have different experiences in terms of risk and resilience that is specific to the Diepsloot community they live in. Also, the different cultural orientations of the girl youth and the way in which they deal with challenges may vary a great deal to girl youth who live in other communities.

From the four waves of resilience research up until the more recent ecological orientation towards resilience, it has been made clear that resilience should not be considered as an individual's heroic response or tenacious effort to overcome adversity (Fraser et al., 1999). Rather resilience should be viewed ecologically. In other words, resilience should be viewed as an individual's response, not an individual trait, that emerges from a heterogeneity of environmental and individual factors that conspire to enable exceptional performance and positive outcomes in the face of adversity (Fraser et al., 1999). To contribute towards an ecologically-oriented understanding of risk and resilience, the following section will explore risk and resilience on a community level as it relates to the lives of the girl youth from the Dieplsloot community, the population group of interest in the present study.

2.4 RISK AND RESILIENCE IN RESOURCE-CONSTRAINED COMMUNITIES

2.4.1 RISK IN RESOURCE-CONSTRAINED COMMUNITIES

The history of apartheid in South Africa has left behind several severely impoverished black communities living in areas that are more commonly known as "rural" areas or "townships". Such rural or township residential areas in South Africa initially originated for the purposes of racial-segregation in the apartheid era. Low-cost housing areas were constructed for black workers near towns or cities in order for them to be closer to work (De Hart & Venter, 2013; Mampane & Bouwer, 2011; Woolard, 2002). However, access to basic resources and education in these areas were frequently withheld. Today, rural and township communities are still deemed to be deprived of basic resources and are characterised as communities with foul living conditions, severe poverty, high rates of unemployment, crime and violence (Mahajan, 2014;

De Hart & Venter, 2013; Mampane & Bouwer, 2011; Woolard, 2002). Due to the living conditions, high levels of poverty and lack of opportunities and resources that is often associated with living in rural/township areas, I will refer to rural and township areas in the present study as resource-constrained communities.

There are several well known resource-constrained communities in South Africa including Tembisa, Soweto, Diepsloot, Katlehong, Alexandra and Daveyton (Housing Development Agency, 2012). These resource-constrained communities are often known to be severely over-populated and comprising of illegal and hazardous residential structures (shacks) build from scrap material, such as second hand metal, sink, cardboard and tires. Also, resource-constrained communities present with a lack of basic public and health services, such as access to water, sewerage removal and opportunities for quality education and medical care (Mahajan, 2014).

Researchers have identified that high unemployment rates and poverty is a major concern in research-constrained communities (Aliber, 2003; Woolard, 2002). Aliber (2003) conducted a study on the incidence and causes of chronic poverty in South Africa and reported that the highest rate of unemployment in South Africa exists within resource-constrained communities. According to Aliber (2003), the high rate of unemployment could be ascribed to the history of apartheid where community members of resource-constrained communities had limited resources and opportunities for education. This trend is still a reality today where community members of resource-constrained communities have a lack of access to productive resources that could afford them the opportunities to embark on successful careers. Woolard (2002) conducted a study in an attempt to gain an overview of the inequality and poverty rate in South Africa. Woodlard (2002) reported that 74% of poor South Africans live in resource-constrained communities. Corroborating the findings of Woolard (2002), Aliber (2003) reported that 71% of community members of resource-constrained communities in South Africa are severely poverty stricken. In 2013, the Housing Development Agency (HDA) conducted research on the economic status in resource-constrained communities. The HDA reported that 42% of households in resource-constrained communities in Gauteng earned less that R800,00 a month in 2011 (Housing Development Agency, 2013). Seedat et al. (2009) argue that the high poverty rate, unemployment rate and inequality in resource-constrained communities in South Africa poses major concern as poverty and inequality are frequently a catalyst for violence, alcohol abuse, drug abuse and the proliferation of fire arms. Seedat et al. (2009) further explains that unemployment, inequality and poverty in resource-constrained communities prevent access to various resources that promote well-being, status and respect which in turn has the potential to fuel increased feelings of humiliation, shame and a loss of self respect. With a lack of resources

and such negative feelings, researchers report an increased probability that violence may be used to obtain resources, status and the ability to influence others (Seedat et al., 2009).

Residents of resource-constrained communities are profoundly affected by high levels of violence and crime as their safety becomes compromised. Many residents of resource-constrained communities live with an abundance of fear and stress in terms of being a victim of crime or being robbed (Mampane & Bouwer, 2011; Cooley-Strickland et al., 2009). However, youth in particular are especially effected by high rates of violence and crime. Research on the impact of community violence on youth indicate that youth living in poverty stricken, over populated environments characterised by high levels of community violence are at an increased risk of developing maladaptive coping mechanisms, maladaptive behavioural patterns and internalising symptoms including depression, anxiety, post-traumatic stress symptoms, disruptions in cognitive development, substance abuse, academic failure and school drop-out (Cooley-Strickland et al., 2009; Gibbs, 1984). In addition, increased exposure to violence is often associated with the development of aggressive behaviour. In line with the social learning theory, witnessing violence may serve as an example or model that creates the impression that such aggressive behaviour is an effective, normative and justified way of dealing with conflict and getting what you want. This creates a cycle in which violence and crime is reinforced (Cooley-Strickland et al., 2009; Dodge & Somberg, 1987; Gibbs, 1984).

2.4.2 RESILIENCE IN RESOURCE CONSTRAINED COMMUNITIES

Despite the high levels of risk, adversity and foul living conditions that are often associated with living in resource-constrained communities in South Africa, some individuals adapt and are able to flourish despite such challenges. It has been documented that community members of resource-constrained communities do not necessarily succumb to the negative community conditions that form part of their lives. Instead, there are reports that community members mobilise themselves to develop different material, physical, socio-cultural and psychological resources to mediate the adversities they face (Ahmed, Seedat, Van Niekerk, & Bulbulia, 2004). However, with the increased level of concern relating to the high levels of risk and adversities within resource-constrained communities, a large body of literature has focused primarily on risk and risk related outcomes related to living in resource-constrained communities. As such, a limited amount of literature is available on the protective mechanisms that often develop within communities to ameliorate and overcome hardship and risks (Ahmed et al., 2004).

Existing literature reports on the importance of social support systems that buffer the negative effects related to living in a resource-constrained community (Visser, 2007; Fraser, 2004). Social support systems that have been identified in resource-constrained communities include

informal social support networks, that comprise of friends, families, teachers and extended family members, as well as formal social support structures such as schools, social workers, church and psychologically oriented supportive community organisations (Visser, 2007; Fraser, 2004). Dass-Brailsford (2005) conducted research on resilience within a resource-constrained community in South Africa. Dass-Brailsford (2005) report on the important protective role warm and supportive parenting practises, pro-social role models, supportive teachers, and support from community members play in children and adolescent's functioning. More specifically, such support were strongly related to an increased level of motivation, goal oriented behaviour and experiences of self as having agency among youth, consequently also having a positive impact on their willingness to go to school and school achievement (Dass-Brailsford, 2005). Reporting on the protective role of community supportive projects in resource-constrained communities, Visser (2007) report on the impact a life skills intervention program had on learners from a primary school in Mamelodi. It was found that the positive relationship that formed between the learners and those who conducted the intervention program, fostered an increased sense of trust among the learners who increasingly became more eager to share the problems they were experiencing. It was also reported, following the intervention program, that the learners presented with an increased level of confidence and self-esteem and were less anxious and concerned about health issues. In addition, Visser (2007, 2005) reports on the effectiveness of a community initiative that focused on creating peer support groups in schools in resource-constrained communities. It was found that peer support groups served an important preventative role as peers were more eager to talk about social issues amongst each other and as such other peers frequently had a positive impact in terms of changing the norms within the group and the definition of appropriate behaviour.

2.4.3 THE RESOURCE-CONSTRAINED COMMUNITY DIEPSLOOT

A resource-constrained community of particular interest in the present study is the Diepsloot community, situated in the north of Johannesburg. Diepsloot originated in the 1990s when the apartheid authorities planned to regroup resource-constrained communities from the northern Johannesburg area (Benit, 2002). Diepsloot has since served as a resettlement area for many groups of people from different poverty stricken and resource-constrained communities, including Alexandra, Zevenfontein, Soweto, Dobsonville, Atteridgeville and Temibsa (Benit, 2002). Different groups of people that were relocated to Diepsloot from other resource-constrained communities arrived at different periods of time which resulted in Diepsloot being divided into many zones. As such, each zone forms home to people from a specific origin and cultural orientation. The social group division, as is evident in the different zones within Diepsloot, has been reported to be a significant contributing factor to the high levels of violence and xenophobia in Diepsloot (Benit, 2002).

Similar to other resource-constrained communities in South Africa, Diepsloot is a densely populated and impoverished community that is home to approximately 138 329 individuals of which half are adolescents and children under the age of 19 (Stats SA Census 2011, 2012; Carruthers, 2008). Living conditions in the Diepsloot community are foul, with basic public structures and resources such as tarred roads, water sanitation, electricity and access to quality education and public health services underdeveloped and limited (Mahajan, 2014). In addition, Diepsloot has a high poverty and unemployment rate and consequently also an overwhelming amount of violence, crime, xenophobia, vigilantism and public protests which poses major concern, especially for youth living in the Diepsloot community (Crime Stats SA, 2014; Mahajan, 2014; Cornelius, 2008; Voisin, 2007).

However, despite the risks and high levels of adversity that is characteristic of Diepsloot, there are protective mechanisms at play within the Diepsloot community that serve to buffer the negative effects related to living in Diepsloot. Several social support networks are active in the Diepsloot community. For example, Shumbashaba Community Trust hosts EAI life skill development programs for youth from Diepsloot (Shumbashaba, n.d.). Lawyers against abuse, a non-profit organisation in Diepsloot, provide legal support and psycho-social services to victims of violence, rape and abuse in the Dieplsoot community (Lawyers Against Abuse, n.d.). The South African National Council on Alcoholism and Drug Abuse (SANCA) provides therapeutic interventions and medical treatment services to drug abusers and those considered at-risk in Diepsloot (SANCA, n.d.). African Tikkun is an organisation that serves to raise awareness among community members and provide support services to empower survivors of violence (African Tikkun, n.d.). However, a more in-depth investigation is needed on the various factors and social processes at play that promote normal functioning, adaptation and resilience among Diepsloot community members.

2.5 THE USE OF HORSES IN THERAPY TO EXPLORE RISK AND RESILIENCE

In the literature, reference is made to a range of interventions that have been implemented in community contexts for the purpose of addressing the needs of youth and promoting resilience. Interventions reported on include life skill development programs, social skills training programs, school-based interventions and education, street outreach programs, family focussed interventions and the establishment of homeless shelters and medical centres (Khanlou & Wray, 2014; Toto, Dworsky, & Fowler, 2007). Researchers report that in South Africa, the use of an integrative approach to therapeutic practices and interventions are popular, especially when the focus is to facilitate an increased level of resilience among youth from resource-constrained communities (Edwards, 2009; Leibowitz-Levy, 2005), see for example, Visser

(2007) and Visser, Mundell, De Villiers, Sikkema, and Jerrery (2005). However, there are not many reports on the use of horses in interventions, especially in the South African context.

The use of horses in a therapeutic setting, more commonly referred to as equine assisted interventions (EAI), is a relatively new field of interest that falls within the broader scope of animal assisted therapy (AAT). Broadly defined, EAI involves using horses to facilitate therapeutic benefits for people (Zadnikar & Kastrin, 2011; Rothe, Vega, Torres, Soler, & Pazos, 2005). In the present study, EAI will serve as a means through which to gather valuable information concerning risk and resilience from the subjective accounts of the girl youth from the Diepsloot community. As such, in the following section I will start by placing EAI in the broader framework of AAT before focussing on the relevant literature that will support the utilisation of EAI as a means through which to gather data in the present study.

2.5.1 ANIMAL ASSISTED THERAPY (AAT)

AAT is a term used to describe therapeutic practices and/or programs where animals are incorporated in the therapeutic setting (Kruger & Serpell, 2006; Macauley, 2006). Animal Assisted Intervention International (AAII) defines AAT as a goal-oriented intervention where the focus is on improving patient's social, physical, emotional and/or cognitive functioning. According to AAII, AAT sessions involve a patient/patients, a health service professional acting within his/her scope of practice and a specially trained animal and animal handler. AAT sessions can be conducted in various settings, including a therapy room, arena or garden and has been reported to be a valuable therapeutic approach for individuals and groups of all ages (Animal Assisted Intervention International, n.d.). Many different animals have been used in AAT. In the literature it is reported that dogs are the most common animal used in AAT (Sprague, 1999). However, cats, horses, chicks, birds, fish, potbellied pigs and hamsters have also been used (Kruger & Serpell, 2006; Macauley, 2006; Sprague, 1999).

Literature regarding the use of animals in therapeutic processes was virtually non-existent up until the 1960s (Kruger & Serpell, 2006). Levinson (1969) was the first to study the use of animals as therapeutic change agents and has written extensively about the therapeutic power animals have in the therapy process. According to Levinson (1969), it is easier to project certain unacceptable feelings on an animal than recognising it as one's own. In Levinson's (1969) work, he describes how animals provide companionship, are non-judgemental and have the ability to accept unconditionally, which in itself has major therapeutic value. Since Levinson (1969), several other researchers developed an interest in the field of AAT. Similar to Levinson (1969), Brickel (1982) explains how animals incorporated in the therapeutic milieu

can act as a buffer and direct attention away from anxiety provoking stimulus patients may experience during therapy. Kruger and Serpell (2006) indicate that the mere presence of an animal, its unpredictable behaviours and its willingness to interact hold benefits and create opportunities that would otherwise not be possible. Bardill and Hutchinson (1997) as well as Mason and Hagan (1999) examined the loving bond that is often created between humans and animals and reported that this bond exerts a calming effect on humans and assists patients in achieving their therapeutic goals.

2.5.2 HORSES AND EQUINE ASSISTED INTERVENTIONS (EAI)

The relationship between humans and horses has a long and varied history (Clutton-Brock, 1992). The earliest evidence where horses are associated with human culture comes from cave paintings that were discovered in France and Spain approximately 15 000 years ago. These paintings indicate that horses were initially hunted for meat and hides (Clutton-Brock, 1992). There are still some uncertainties as to when horses were first ridden, but by the first millennium BC the vital role of the ridden horse in human culture had been confirmed (Clutton-Brock, 1992). Since then, the role of the horse reflected the changes in human society as war horse, draught horse and currently as a farm, sporting and companion animal (McGreevy & McLean, 2007; Levine, 1999).

The therapeutic value of horses, in particular, only gained the attention of researchers in the early 70s (Rothe et al., 2005). The focus was mainly on the benefits horses provided in the field of physical therapy (Zadnikar & Kastrin, 2011). More recently, horses started playing a role in the field of mental health (Rothe et al., 2005). The general term EAI was developed to describe the use of horses in therapeutic settings. More specific terms have since been developed to explain the different roles horses play in physical, educational and psychological therapies. These include hippotherapy, therapeutic horseback riding and equine assisted psychotherapy and learning (Pendry & Roeter, 2013; Casady & Nicholson-Larsen, 2004; All & Loving, 1999).

In the present study, the focus is on EAI that are psychologically oriented. Although research in the field of psychologically oriented EAI is still relatively in its infancy, it is becoming more popular and increasingly more research is being conducted within this field (Whittlesey-Jerome, 2014). Researchers report that the outdoor setting and the incorporation of horses in the therapeutic setting serves as a motivating factor. Benda, McGibbon and Grant (2003) as well as Gasalberti (2006) report that the entire therapeutic setting and process that forms part of EAI contributes towards the psychological well being of patients as it provides patients with a sense of freedom, pleasure and trust, a motivating factor that is sometimes difficult or impossible to duplicate within other treatment modalities. Gasalberti (2006) also report that the

outdoor setting that forms part of EAI encourages a shift in the patients' focus from receiving therapy to having fun with horses. It has been documented in the literature that psychologically oriented EAI is beneficial in increasing feelings of trust, acceptance, warmth and confidence (Bachi, Terkel, & Teichman, 2011; Vidrine, Owen-Smith, & Faulkner, 2002). Also, EAI has been found to be beneficial in improving patients' level of self control, self efficacy and self esteem and decreases psychological symptoms associated with depression, eating disorders, anxiety, attention deficit hyperactivity disorder and autism spectrum disorder (Bachi et al., 2011; Frame, 2006; Rothe et al., 2005; MacDonald & Cappo, 2003). Pendry and Roeter (2013) investigated the impact of EAI on the social competence of children and found that EAI had a positive impact on children's social competence. These findings were concluded on the basis of observed improvements in the children's self esteem, self management, decision making skills, personal responsibility, relationship skills and goal directed behaviour.

2.5.3 EAGALA MODEL EQUINE ASSISTED INTERVENTIONS (EAI)

In response to the growing interest and recognised psychological benefits of EAI, various organisations developed as governing bodies, representing specific modes of therapeutic practices with horses. The governing organisations serve to provide training and ensure professional and standardised methods of practice and ethical conduct in the field of EAI (Brandt, 2013; Trotter, 2012; Certification Board for Equine Interaction Professionals, n.d.; Professional Association of Therapeutic Horsemanship International (PATH), n.d.; EAGALA, n.d.[a]). An organisation of particular relevance in the present study is the Equine Assisted Growth and Learning Association (EAGALA). This organisation developed a model for practicing psychologically oriented EAI, more specifically referred to as EAGALA model equine assisted psychotherapy and learning (Brandt, 2013; EAGALA, n.d. [b]). The EAGALA model approach to psychologically oriented EAI forms an important part of the present study as the EAI program during which the present study will take place has been developed within the framework of the EAGALA model EAI principles.

Within the EAGALA model approach to EAI, EAI sessions takes place within an arena (field like area with physical boundaries) and comprises of horses, patient/patients, and two facilitators-a registered mental health professional (psychologist/ counsellor) and a professional horse handler- who works together to address treatment goals (Boyce, 2016; Thomas, 2012). The EAGALA therapeutic modality is based on experiential and solution focused principles in that the overriding philosophy is that patients are experts in their own lives and as such have their own best solutions to presenting problems if only they are given the opportunity to discover them (Boyce, 2016; Brandt, 2013). As such, within the EAGALA therapeutic modality, patients are encouraged to engage in certain pre-developed activities with the horses

that are developed in such a way to encourage experiential learning and to allow for patients to work within a space where metaphoric links are made to patients' real life situations. Such metaphoric links are then further used in a process where the facilitators use specific therapeutic techniques to encourage patients to work within the metaphoric space with the horses and practice new ways of coping and become more aware of the shifts necessary for adaptive and successful living (Boyce, 2016; Brandt, 2013).

An example of an activity with the horses includes herd observation with the focus on encouraging the development of pro-social relationship skills. Like humans, horses are social animals with designated roles within their herds (Brandt, 2013). By encouraging the patient to become aware of the different roles of the horses within their herd and how they behave in order to effectively engage with one another in their herd, links can be made to the patient's life in terms of the different people in the patient's life and their representing roles, as well as how the horses behaviour within their herd can relate to appropriate social behaviour and relationship building within the patient's life. Another example of an activity with the horses includes role reversal with the focus on dealing with challenges and overcoming negative feelings related to the challenges. In this example of an activity with the horses, a patient will be encouraged to build a space in the arena with poles, buckets or other equipment that would metaphorically represent the challenge/ challenges the patient is experiencing in his/her life. Then by initiating a change of roles in which the "patient becomes the horse" and the "horse becomes the patient", the patient can practice helping the horse, who in this activity is metaphorically representing the patient, to walk over or in metaphorical terms "overcome" the space that represents the challenge/challenges experienced by the patient. As such, in this role reversal process the patient can project his/her feelings on the horse and explore how he/she would help the horse to overcome the challenge/challenges and related feelings (Brandt, 2013; Levinson, 1969).

2.5.4 EXPLORING RISK AND RESILIENCE THROUGH AN EQUINE ASSISTED INTERVENTION

In the present study, an investigation of girl youth's subjective experiences of risk and resilience will be conducted during the course of an EAI called the *Growing Great Girls* program (GGG). In addition, the focus will be turned to how horses can help girl youth make meaning of risk and resilience during the GGG. The GGG program is based on the EAGALA model principles and is oriented towards addressing the psychological needs of girl youth at-risk by creating the opportunity for girl youth to work with horses in a therapeutic setting that facilitates emotional and personal growth, learning and the development of life skills related to fostering an increased level of resilience (Boyce, 2016, 2015). For more information on the GGG please refer to Annexure B.

Conducting research during the course of an EAI, more specifically the GGG, is deemed of great value in the present study as important information related to risk and resilience that is specific to the girl youth's lives may surface during the course of the GGG and as such allow for important information to be gathered that is relevant to the present study. The expectancy of gathering such relevant information is supported by literature that describes the entire therapeutic setting that forms part of EAI to increase patient's feelings of freedom, pleasure and trust (Gasalberti, 2006; Benda et al., 2003). In addition, working with animals in a therapeutic setting creates a safe space for patients to share their stories as they can easily project their feelings and thoughts on an animal instead of identifying it as their own (Levinson, 1969). As such, working with horses in a therapeutic setting during the GGG may facilitate feelings of comfort and trust among the girl youth which may contribute towards the girl youth being more open and willing to share aspects of their lives that relates to the risks they face and the way in which they deal with such risks. Also, in working with horses, girl youth has the opportunity to project painful and/or negative feelings or memories on the horses, making it a safe space for them to share their lived realities. In addition, the therapeutic value of EAI, allowing for metaphorical links to be made to real live situations, makes this specific therapeutic intervention ideal for gathering data that relates to risk and resilience that is subjectively true for the girl youth (Boyce, 2016; Brandt, 2013).

2.6 RISK AND RESILIENCE ECOLOGICAL CONCEPTUAL FRAMEWORK

In the following section, I present the risk and resilience ecological framework as the conceptual framework that will be utilised in the present study. Initially, I will discuss and provide a layout of the risk and resilience ecological framework as it presents in the literature. Thereafter, I will discuss the utilisation of the risk and resilience ecological framework as the conceptual framework of the present study.

2.6.1 RISK AND RESILIENCE ECOLOGICAL FRAMEWORK

The risk and resilience ecological framework is systemic in nature and developed in response to limitations that were identified in the literature by researchers in the field of risk and resilience. Researchers report that a great amount of literature on risk and resilience, informing and providing a basis on which prevention and intervention initiatives are developed, are focused on targeting risk and resilience only on single systemic levels, mostly at an individual level (Corcoran & Nichols-Casebolt, 2004; Luthar et al., 2000; Masten & Coatsworth, 1998). However, given the complexity of human behaviour and that various risk and protective factors engage and interact reciprocally within and across various systemic levels, researchers argue for prevention and intervention initiatives to address risk and resilience on multi-systemic levels (Corcoran & Nichols-Casebolt, 2004). Durlak (1998) and Smokowski (1998) report that

the most effective prevention and intervention initiatives documented has been those that have set out to facilitate an increased level of resilience while focussing on risk and protective factors on multi-systemic levels (Durlak, 1998; Smokowski, 1998). Also, researchers identified a gap in the literature in that earlier research in the field of risk and resilience was conducted mainly in western countries which resulted in westernised understandings of risk and resilience that was generalised and deemed applicable across countries, cultural and minority groups (Didkowsky et al., 2010; Aisenberg & Herrenkohl, 2008; Ungar, 2008; Ungar et al., 2007). More recently, ecological theorists reported that such westernised understandings and conceptualisations of risk and resilience has created a gap in the literature as each country, culture and minority group are potentially faced with additional and unique challenges. In addition, each culture and minority group also have their own culturally oriented and relevant understanding of what risk and resilience entails (Theron et al., 2012; Didkowsky et al., 2010; Aisenberg & Herrenkohl, 2008; Ungar, 2008; Ungar et al., 2007).

In response to the limitations identified in the literature, the risk and resilience ecological framework developed as a framework for researchers and health care workers to identify and order individual, cultural and contextually specific factors related to risk and resilience on multi-systemic levels, including a micro systemic level, mezzo systemic level and a macro systemic level. In addition, the risk and resilience ecological framework identifies specific groups of factors related to risk and resilience on each systemic level (Corcoran & Nichols-Casebolt, 2004; Fraser, 2004). Although the aim of utilising the risk and resilience ecological framework is to identify factors that are unique to specific culture and minority groups, the groups of factors that have been identified and incorporated on each systemic level serves for the purposes of guiding the identification and ordering of culturally relevant factors related to risk and resilience (Corcoran & Nichols-Casebolt, 2004; Fraser, 2004). In the identification of the relevant groups, the risk and resilience ecological framework relied on the findings of thousands of studies that identified such groups to be relevant and applicable across cultural and minority groups (Corcoran & Nichols-Casebolt, 2004; Fraser et al., 2004; Durlak, 1998; Smokowski, 1998). The risk and resilience ecological framework also recognises the reciprocal interaction between risk factors and protective factors within systems and across various systemic levels and that such interactions contribute towards individuals' level of resilience, in other words individuals' ability to function adaptively despite stressful and adverse life events (Corcoran & Nichols-Casebolt, 2004; Fraser, 2004).

The risk and resilience ecological framework identifies the micro systemic level as relating to the individual's immediate living environment and factors identified on this systemic level is grouped into individual related factors and family related factors (Corcoran & Nichols-Casebolt, 2004; Fraser, 2004). For example, a factor that would characteristically be ordered

into the individual group includes an individuals' temperament. Researchers report that an easy temperament and an affectionate, engaging and sociable personality act as a protective factor against risk (Fraser et al., 1999). On the other hand, an irritable temperament has been found to act as a risk in that it increases the probability of poor parental care giving during childhood and adolescence (Moffit, 1993). Factors ordered into the family factors group may include parental practices and the home environment (Corcoran & Nichols-Casebolt, 2004; Shumow, Vandell, & Posner, 1999). For instance, parental involvement and support as well as safety and stability in a household have been found to act as a strong protective factor, buffering the effects of adverse environmental conditions (Fraser et al., 1999; Shumow et al., 1999; Richters & Martinez, 1993). In contrast, chronic conflict in the household and parental substance abuse has been found to negatively impact parenting and parental abilities to provide support, structure and a stable family environment for their children (Richters & Martinez, 1993; Hawkins, Catalano, & Miller, 1992).

The risk and resilience ecological framework identifies the mezzo systemic level as comprising of various neighbourhood/community factors and is grouped into neighbourhood factors, school related factors, social support networks and religious involvement (Corcoran & Nichols-Casebolt, 2004; Fraser, 2004). Related to the neighbourhood factors group, the availability of support systems existing outside the family system in the community has been found to provide protection for children and youth in the form of facilitating positive health and increased school performance (Corcoran & Nichols-Casebolt, 2004). On the other hand, a lack of social support systems, such as health care services, has been found to increase the probability for the onset of health related problems (Corcoran & Nichols-Casebolt, 2004; Fraser, 2004). In terms of the school environment, a huge amount of emphasis and importance has been placed on learner-teacher relationships and school involvement. Positive learner-teacher relationships and a high level of school involvement has been found to serve as protective factors against risky behaviours and school drop-out (Hamre & Pianta, 2001; Resnick et al., 1997). However, poor quality schools with ineffective teachers has been found to be related to school drop-out, increased teenage pregnancy and behavioural problems (Montague & Rinaldi, 2001).

The risk and resilience ecological framework identifies the macro systemic level as including factors related to the broader society and is grouped into income and employment factors, discrimination and segregation (Corcoran & Nichols-Casebolt, 2004; Fraser, 2004). Poverty is frequently grouped within the income and employment group and has been found to be strongly related to poorer cognitive outcomes among children and youth (Shumow et al., 1999). Poverty also increases the risk that youth will not graduate from school and not be afforded the opportunity to enrol in tertiary education (Fraser et al., 1999). Poverty has also

strongly been related to family abuse and violence (Garbarino, 1992). In addition, the factors that forms part of the discrimination and segregation group has often been found to contribute towards increased levels of unemployment or low quality job opportunities and high level of stress, mental health problems and life dissatisfaction (Kessler, Mickelson, & Williams, 1999; Corcoran & Nichols-Casebolt, 2004; Tomaskovic-Devey & Roscigno, 1996).

2.6.2 RISK AND RESILIENCE ECOLOGICAL FRAMEWORK IN THE PRESENT STUDY

The risk and resilience ecological framework serves as a valuable conceptual framework for purposes of the present study. The present study sets out to investigate risk and resilience from the perceptions and subjective experiences of girl youth from the Diepsloot community. As such, the risk and resilience ecological framework will serve to link all the relevant concepts and guide the data collection and analysis process in the present study (Corcoran & Nichols-Casebolt, 2004; Fraser, 2004). Being a culturally sensitive and systemically-oriented framework, the risk and resilience ecological framework will serve as tool to guide the identification and ordering of risk and resilience related factors that are true and culturally specific for the girl youth in the present study (Corcoran & Nichols-Casebolt, 2004; Fraser, 2004). Figure 2.1 provides a visual representation of the risk and resilience framework as it will be utilised in the present study (Corcoran & Nichols-Casebolt, 2004).

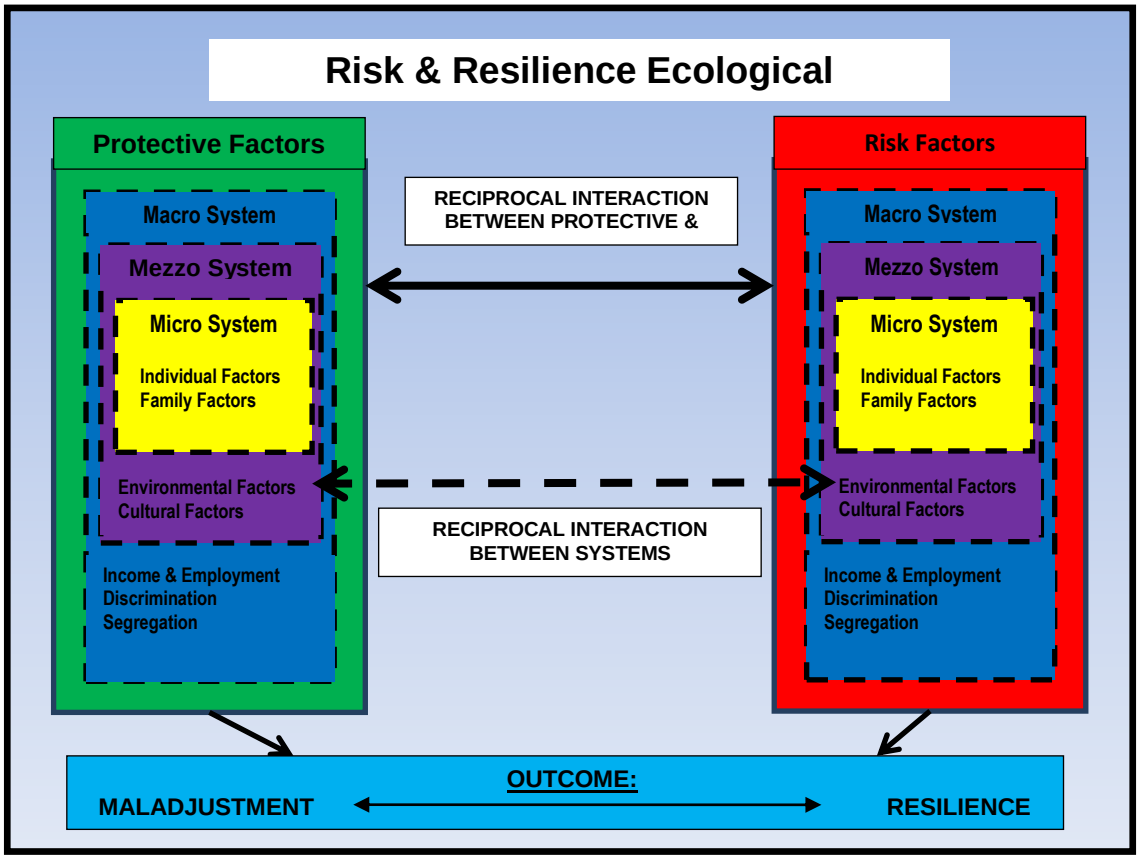

Figure 2.1: Risk and resilience ecological framework

2.7 CONCLUSION

In the present chapter, the aim was to provide an overview of the key concepts that forms part of the present study. I provided a description of risk in terms of youth at-risk, youth at-risk and related outcomes, factors that influence risk and girl youth at-risk. I elaborated on the concept of resilience by focusing on the four waves of resilience research and incorporating an ecologically-oriented conceptualisation of resilience. I provided a description and background information on resource-constrained communities in South Africa, also giving attention to the Diepsloot community, the specific resource-constrained community of interest in the present study.

In addition, I provided an overview of literature related to EAI and described the relevance of EAI in the present study. Lastly, I elaborated on the risk and resilience ecological framework, the conceptual framework of the present study. In the next chapter, I will elaborate on the research methodology employed in the present study.

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CHAPTER 3
RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The purpose of the present study was oriented towards exploring risk and resilience from the perspectives of girl youth, from a resource-constrained community called Diepsloot, during an equine assisted intervention (EAI). As such, the present study set out to explore how girl youth conceptualise risk and resilience and how horses can help girl youth in the process of identifying and making meaning of risk and resilience that is specific to their lives. Chapter 3 incorporates a layout of the philosophical paradigmatic stance, research design and the various methodological approaches and processes adopted and utilised to address the purpose of the present study.

The interpretivist meta-theoretical paradigm with a qualitative methodological approach served as the overarching philosophical framework that guided the orientation towards reality in the present study (Lor, 2011; Terre Blanche & Durrheim, 2006; Snape & Spencer, 2003). The exploratory single holistic case study design represented the research design in the present study with the case to be investigated delineated as the meanings girl youth from the Diepsloot community ascribe to risk and resilience during an EAI (Baxter & Jack, 2008; Zainal, 2007). The girl youth who represented the research sample in the present study were selected using both non-probability purposive sampling and non-probability convenience sampling (Ritchie et al., 2003). Data collection in the present study comprised of a combination of qualitative data collection techniques, including open-ended focus group interviews, photovoice, journal entries and observation (Seabi, 2012; Babbie, 2008; Kelly, 2006a). The data analysis of the present study was conducted on the principles of inductive thematic analysis (Braun & Clarke, 2006). The final considerations incorporated in Chapter 3 involve aspects related to maximising the trustworthiness of the present study, significant ethical considerations that was addressed in the present study and my role as a researcher in the present study (Allan, 2011; Watt, 2007; Shenton, 2004).

3.2 PARADIGMATIC PERSPECTIVES

3.2.1 META-THEORETICAL PARADIGM

Maxwell (2008) describes “paradigms” as a set of general philosophical assumptions that serves as a framework or a lens through which to view the nature of reality and how we can understand such reality. Maxwell (2008) also contends that paradigms comprise of particular

methodological strategies that are related to paradigms' particular philosophical assumptions. Considering paradigms as portrayed in the literature, meta-theoretical paradigms can be described as encompassing interrelated dimensions including ontological assumptions, epistemological assumptions, teleological assumptions and methodological assumptions (Lor, 2011).

Table 3.1: Paradigmatic dimensions

Ontology	Epistemology	Teleology	Methodology
Ontology refers to the nature of reality/ what can be known about the world (Maxwell, 2008).	Epistemology refers to the ways of knowing and learning about social world/ how we come to know about and/or understand reality (Snape & Spencer, 2003).	Teleology revolves around interest of practice and purpose (Lor, 2011).	Methodology refers to the specific research approaches and strategies (Maxwell, 2008).

The interpretivist paradigm represented an appropriate meta-theoretical paradigm for the proposes of the present study, providing a lens through which to view reality and come to know more about the nature of being (Lor, 2011; Snape & Spencer, 2003) . The interpretivist paradigm originated as a means through which to address the need for an in-depth understanding of how people experience the world through local and historical situations, language and the intersubjective actions of those involved (Moss, 1994). Interpretivist theorists highlight the importance of interpreting and understanding the social world through the subjective opinions and lived experiences of those involved (Lor, 2011; Snape & Spencer, 2003).

The interpretivist paradigm encompasses interrelated philosophical dimensions in terms of ontological assumptions, teleogical assumptions, epistemological assumptions and methodological assumptions (Lor, 2011; Snape & Spencer, 2003). The **ontology** of the interpretivist paradigm revolves around the assumption that the reality to be investigated comprise of people's subjective experiences of the world (Terre Blanche & Durrheim, 2006). As such, according to the interpretivist paradigm reality is socially constructed. In other words, reality is distinctly a human product that is made up of the meanings that originate within the human mind (Lor, 2011). Therefore, according to the interpretivist paradigm the reality comprises of multiple realities that does not exist independently from the human mind (Lor, 2011; Durrheim, 2006a; Terre Blanche & Durrheim, 2006).

The **teleology** of the interpretivist paradigm is oriented towards understanding and reconstruction (Morgan & Sklar, 2012; Lor, 2011). In this sense, "constructs" refer to mental

constructions that represent knowledge about individuals and groups of people. Reconstruction therefore refers to the development of more informed and sophisticated constructs of knowledge as well as an increased awareness and understanding of the content and meaning of competing constructs (Lor, 2011). As such, interpretivist researchers not only consider their own understandings and knowledge, but also the subjective understandings and knowledge of the research participants involved (Morgan & Sklar, 2012; Lor, 2011).

As the interpretivist paradigm is concerned with the ontological assumption that reality is a socially constructed product of the human mind, the interpretivist paradigm incorporates an **epistemological** approach in which the role of the researcher is viewed as one where the researcher actively takes part in the research while assuming an intersubjective or interactional epistemiological position towards reality (Terre Blance & Durrheim, 2006). The main focus of the interpretivist researcher is to make sense of people's experiences by interacting and by listening carefully to what they tell us and to explain the subjective meanings and reasons that lie behind people's behaviour (Terre Blanche & Durrheim, 2006). Therefore, the interpretivist paradigm's epistemological approach is about the importance of the dynamic interactions that takes place between the researcher and research participants as such interactions is considered the foundation of capturing the reality and describing the lived experiences of the research participants (Lor, 2011; Terre Blanche & Durrheim, 2006).

The interpretivist paradigm often incorporates qualitative research methodologies to represent the **methodological** philosophical dimension. Qualitative research methods are useful for the purposes of gaining an understanding of the subjective social realities of research participants (Terre Blanche & Durrheim, 2006). Qualitative research methods most commonly used in the interpretivist paradigm include participant observation, open-ended interviews and qualitative interpretation (Terre Blanche & Durrheim, 2006). The qualitative research methodology will be described in more detail under the section: methodological paradigm.

The interpretivist paradigm proved to be an appropriate and valuable paradigm for the purposes of the present study as the purpose of the present study was to obtain a rich and in-depth understanding of the subjective experiences, perceptions and the meanings girl youth from the Diepsloot community ascribe to risk and resilience that's specific to their lives. The ontology of the interpretivist paradigm, together with the teleology, epistemology and methodology of the interpetivist paradigm paved the way for me to interact with the girl youth in order to gain insight into their unique subjective experiences and perceptions of what constitutes risk and resilience that is subjectively true for them and their lives (Morgan & Sklar, 2012; Lor, 2011; Terre Blanche & Durrheim, 2006).

However, utilising the interpretivist paradigm did pose challenges. The epistemological assumption of the interpretivist paradigm, assuming that the researcher plays a key role in interpreting information from research participants, increased the possibility of researcher bias (Durrheim, 2006a; Terre Blanche & Durrheim, 2006). Researchers argue that interpretivist research can be influenced by researchers' preconceived ideas, personal history, subjective beliefs and biases (Heshusius, 1994). The possibility of researcher bias consequently also increased the possibility for the trustworthiness of the present study to be compromised (Durrheim, 2006a).

However, I overcame these challenges by writing down before hand, in a reflective journal, any pre-conceived ideas, thoughts and hopes for outcomes I had before commencing with the present study. Becoming aware of my pre-conceived ideas and thoughts helped me to guard against them and prevent them from influencing me during the research process (Creswell, 1998; Mathison, 1988). I also used recognised and standardised methods in the research processes, including standardised methods of taking down field notes, collecting and recording data and provided a detailed written account of all the steps and processes taken during the research in order to support my understandings and interpretations (Creswell, 1998; Mathison, 1988). This will allow readers to evaluate the trustworthiness of the present study (Krefting, 1991).

3.2.2 METHODOLOGICAL PARADIGM

Methodological paradigms are concerned with the type of information to be gathered and the research methods and strategies that are used to gather and analyse such information (Terre Blanche & Durrheim, 2006; Snape & Spencer, 2003). Forming part of the methodological dimension of the interpretivist paradigm, the present study incorporated qualitative research methodologies for the purposes of investigating the reality and to come to know more about the subjective experiences of the girl youth from the Diepsloot community (Terre Blanche & Durrheim, 2006; Terre Blanche, Kelly, & Durrheim, 2006; Patton, 1999). Qualitative research methods comprises of research methods that focuss on interpreting, understanding and describing people's subjective experiences, perceptions and feelings in human terms rather than through quantitative objective and statistical methods that primarily involve the quantification and measurement of data (Terre Blanche & Durrheim, 2006; Terre Blanche, Kelly, & Durrheim, 2006).

Central to qualitative research methods is studying individuals and groups of people as they go about their daily lives rather than under artificially created, experimental conditions as it is done in quantitative research methods (Durrheim, 2006b; Terre Blanche, Kelly, & Durrheim, 2006). Qualitative data collection and analysis involves a creative process that depends on the

subjective views, perceptions and opinions of research participants and the background, insights and informed value judgements of the researcher (Terre Blanche, Kelly, Durrheim, 2006; Patton, 1999). Information in qualitative research is frequently collected through observations, interviews or documents which are then transcribed and analysed to identify the common themes or recurring patterns that cut across the data (Robson, 2011; Terre Blanche, Kelly, Durrheim, 2006).

Qualitative research methodologies used in the present study included open-ended focus group interviews, photovoice, journal entries and observations (Robson, 2011; Terre Blanche, Kelly, Durrheim, 2006; Wang, 1999). Utilising qualitative research methods in the present study were vital to collect the type of information that addressed the research questions of the present study. Engaging in discussions with the girl youth during the focus group interviews, observing their interactions with the horses, reading their stories in the reflective journals and gathering information about the photographs they took during the photovoice process all contributed towards gaining insight into their world and their lived realities. Consequently, it also contributed a great deal towards understanding how girl youth from the Diepsloot community ascribe meaning to risk and resilience during an EAI program (Robson, 2011; Terre Blanche, Kelly, Durrheim, 2006; Wang, 1999).

However, utilising qualitative research methods posed some difficulties in the present study in terms of my role as a researcher. Due to my active and subjective involvement with the girl youth during the research process, and the girl youth sharing sensitive information with me concerning their past experiences, caused me to experience challenges related to managing my emotional responses and setting appropriate boundaries. This is a common problem experienced by many researchers who utilise qualitative research methods to conduct research on sensitive topics and/or vulnerable population groups (Birch & Miller, 2000; Ceglowski, 2000; Higgins, 1998; Etherington, 1996). In the literature there are reports that some qualitative researchers reported that they felt sad, angry, frustrated and helpless after reviewing cases in which sensitive information came to the foreground (Milling-Kinard, 1996). Qualitative research often involves supportive listening in interviews where researchers often ask research participants to talk about aspects of their lives that they may not have discussed previously (Dickson-Swift, James, Kippen, & Liamputtong, 2007). This may put researchers at risk of becoming too emotionally involved and susceptible to crossing the boundaries from research into friendships (Ramos, 1989).

I became aware of this problem after consulting with my research supervisor. She was able to provide guidance in terms of my role as a researcher and also explained how to identify and deal with situations that may cause me to step over the boundaries of being a researcher. My

research supervisor also suggested that I refer girl youth in need of psychological support to the mental health professional who forms part of the GGG as they are responsible for the psychological and emotional needs of the girl youth during the course of the GGG (Dickson-Swift et al., 2007). Thereafter, I became aware of the potential risk of becoming too emotionally involved and set out to enforce and maintain appropriate boundaries (Dickson-Swift et al., 2007). I also made use of a support network for mentoring, debriefing, counselling and skill development and to prevent emotional exhaustion. My support network comprised of a mental health professional and my research supervisor (Dickson-Swift et al., 2007).

3.3 RESEARCH DESIGN

Research design is an integral part of any academic research and involves a logical plan or a framework that guides the researcher through the research process of collecting data, analysing data, linking the data to the study's research questions and ultimately linking the data to the study's findings and conclusions reached (Yin, 2009). In the present study, a case study research design was utilised to provide a logical plan or "blue print" that guided all the research processes (Yin, 2009).

Case study research designs involve a detailed examination and exploration of the complexity and uniqueness of a particular phenomenon in real life context from multiple perspectives (Simons, 2009; Yin, 2009; Baxter & Jack, 2008). Such phenomenon can be people, specific projects or events, policies, programs or even countries (Simons, 2009; Yin, 2009; Baxter & Jack, 2008). Case study research designs involves selecting specific phenomenon, referred to as a "case" or "unit of analysis", to be investigated and examined which involves selecting a limited amount of individuals from a small geographical area (Yin, 2009; Baxter & Jack, 2008; Zainal, 2007). As such, case study research designs are context specific. Case study research designs are also research-based, evidence-led and allows for the use of various sources and methods of data collection (Yin, 2009; Simons, 2009). Ultimately, the purpose of case study research designs is to understand a particular case or cases in-depth in its natural environment while acknowledging the context and the complexity of the case or cases (Simons, 2009).

There are different focus orientations in conducting case study research, including focussing on a single case in its whole (single holistic case study design), focussing on more than one case holistically (multiple holistic case study design), focusing on a single case in its whole while also considering the individual elements that forms part of the larger case (single embedded case study design) and focussing on more than one case while also zooming in on the individual parts of each case (multiple embedded case study design) (Baxter & Jack, 2008). There are also various types of case study research designs that are dependent on the purpose of the study. Examples of different types of case study designs include collective case study

design (research purpose- comparing multiple case studies), instrumental case study design (research purpose- refine an existing theory), intrinsic case study design (research purpose- gaining an in-depth understanding of a specific case), explanatory case study design (research purpose- explaining pre-assumed casual links in real-life interventions) and exploratory case study design (research purpose- explore a new field of interest with a limited amount of available information) (Yin, 2009; Baxter & Jack, 2008).

The case delineated in the present study comprised of the meanings girl youth from the Diepsloot community ascribe to risk and resilience during an EAI. As such, the particular type of case study research design utilised included the exploratory case study research design with a single holistic focus orientation (exploratory single holistic case study design) (Baxter & Jack, 2008; Zainal, 2007). The single holistic focus of the case study research design involved selecting and delineating a single/particular case to be investigated holistically (Yin, 2013; Baxter & Jack, 2008; Zainal, 2007). As the case of the present study is a new field of interest with a lack of available research, the present study employed an exploratory case study research design as this particular design permits the researcher to explore a range of phenomenon in collected data that the researcher deems of interest and that is relevant to the particular research being conducted (Baxter & Jack, 2008; Zainal, 2007).

The exploratory single holistic case study research design represented a fitting research design for the purposes of the present study as it falls within the broader meta-theoretical paradigm of the present study, namely the interpretivist paradigm (Hsieh, 2004). With the research problem of the present study representing a new field of interest, utilising an exploratory research design was considered important (Zainal, 2007; Tellis; 1997). Also the focus of the present study was on girl youth as a vulnerable population group. As such, the holistic focus of the exploratory single holistic case study design was fitting as the focus was not to zoom in on each individual girl that formed part of the case, but on the whole group of girl youth that formed part of the case (Baxter & Jack, 2008).

There were also some advantages to utilising the exploratory single holistic case study research design. As the present study was oriented towards gaining an in-depth understanding of the lived realities, in terms of risk and resilience, of girl youth from the Diepsloot community, the case study research design made it possible to select a case that was small enough to make it feasible to conduct an in-depth investigation that led to an in-depth detailed understanding of the lived realities of the girl youth (Yin, 2009; Baxter & Jack, 2008; Zainal, 2007). The case study research design also allowed for multiple methods of data collection (method triangulation) to be used which also contributed towards gathering a detailed and in-depth understanding of the case, as data was collected from multiple angles which gave rise to multi-

faceted information (Baxter & Jack, 2008). The case study research design also allowed for boundaries to be placed on the case that was investigated which was of great value as it ensured that the case stayed reasonable in scope (Baxter & Jack, 2008).

However, there were also disadvantages to using the exploratory single holistic case study research design. For instance, collecting data in more than one way was expensive, it took up allot of time and also gave rise to an overwhelming amount of information that needed to be managed, transcribed and analysed. Many researchers have found themselves lost in voluminous amounts of data and get confused about where to start and what to discard (Baxter Jack, 2008). Also, selecting a small case influenced the transferability of the results of the present study as the case that was selected was not representative of the entire girl youth population from the Diepsloot community (Rowley, 2002; Tellis, 1997).

I dealt with the challenges the case study research design presented by consulting with my research supervisor on a frequent basis. I developed a plan in terms of organising, managing and storing the data (Baxter & Jack, 2008). The plan involved transcribing the data directly after the data was collected and saving it on my computer under a specific file that was created to enable me to arrange the data according to date, session and data collection method. I also filed hard copies of the collected data and transcripts according to date, session and data collection method (Baxter & Jack, 2008). Starting the transcriptions immediately and organising the data as collected was valuable as the information was still fresh in my mind and I could recall contextual factors, such as the girl youth's body language and the horses' behaviour, and incorporate that into the transcriptions. It also made the work load more manageable as it was broken up into manageable parts (Baxter & Jack, 2008; Zainal, 2007). The way in which I addressed the transferability of the present study's findings is described in the quality criteria section of this chapter.

3.3.1 CASE BINDING

Establishing the case to be investigated is central to case study research designs (Baxter & Jack, 2008). However, what should also be incorporated in case study research designs is delineating what does not form part of the case to be investigated, or in other words what falls outside the boundaries of the case. This is an important part of case study research that needs to be addressed as it ensures that the focus stays on the specific case to be investigated and that the scope of study stays feasible (Baxter & Jack, 2008). Literature on case study research designs recommends for boundaries to be placed on cases to be investigated by providing a clear and concise definition of the case, by setting a specific time frame and delineating the specific activity and place that forms part of the case (Baxter & Jack, 2008; Yin, 2003; Stake, 1995).

In the present study, the case to be investigated will be bounded to the specific research sample selected and the present study's conceptual framework. In addition, the meanings girl youth ascribe to risk and resilience will be bounded to the girl youth's understandings of factors related to risk and resilience and also the girl youth's conceptualisations of factors related to risk and resilience as communicated during the data collection processes of the present study.

Binding the case in terms of time, place and activity will involve setting boundaries that include the data collection sessions (activity) and the EAI sessions (activity) that forms part of the GGG in which the selected girl youth (research sample) will participate in at Shumbashaba (place) over a period of eight weeks during the girl youth's third school term (time).

3.3.2 SELECTION OF CASE AND PARTICIPANTS

In the present study, both non-probability purposive sampling and non-probability convenience sampling were collectively used to select research participants (Ritchie et al., 2003). Non-probability purposive sampling allows for research participants to be selected purposefully in terms of their suitability and the degree in which they represent the particular population of interest in a study (Durrheim, 2006a). Non-probability convenience sampling involves selecting a sample according to ease, accessibility and availability (Ritchie et al., 2003).

Criterion for sample selection: Girl youth between the ages of 14-18 years who resides in the Diepsloot community and who have been invited by Shumbashaba to participate in an EAI called the *Growing Great Girls* program (GGG) at Shumbashaba in Diepsloot.

Shumbashaba approached girl youth from a combined school in Diepsloot to participate in the GGG. A representative of Shumbashaba informed the girl youth that research will be conducted during the course of the GGG. The girl youth who indicated that they were interested in participating in the GGG and the research were grouped together. The girl youth who indicated that they wanted to take part in the GGG only were also grouped together. Each group of girl youth were invited by Shumbashaba to participate in the GGG on different days.

However, due to postponement related to obtaining permission from the *Health Science Research Ethics Committee* of the University of Pretoria to conduct the present study, the date the GGG during which the research would have been conducted was postponed. As such, some of the girl youth who were part of the group that were interested in participating in the GGG and the research withdrew. As such, additional girl youth from the combined school were approached by Shumbashaba and invited to participate in the GGG during which the present study was conducted. With invitation, the girl youth were informed that research will be conducted during the course of the GGG.

The group of girl youth who formed part of the invited group that were interested in participating in the GGG and the research comprised of 8 girl youth and were selected to represent the research sample in the present study. This group of girl youth were selected purposefully (non-probability purposive sampling) as they represented the population of interest in the present study (Durrheim, 2006a). In addition, the non-probability convenience sampling technique was also utilised as the selected research sample was pre-invited by Shumbashaba to participate in the GGG and as such was easily accessible and available (Ritchie et al., 2003).

Table 3.2: Research participant information

Participant (P)	Age	Gender	Race
P1	16	Female	Black
P2	15	Female	Black
P3	16	Female	Black
P4	15	Female	Black
P5	16	Female	Black
P6	18	Female	Black
P7	18	Female	Black
P8	15	Female	Black

3.4 REASEARCH SITE

The present study was conducted at Shumbashaba Community Trust (Shumbashaba), a non-profit organisation situated in Diepsloot agricultural holdings. Shumbashaba hosts several EAI programs for various groups of people from the Diepsloot community.

3.5 DATA COLLECTION PROCESS

The data collection process of the present study gave rise to an enormous amount of data and was expensive and time consuming. Although the data collection techniques are presented as separate entities (as presented in the discussion of the data collection techniques), the actual data collection process involved data collection techniques overlapping, broken down into different parts and applied at different time intervals (Seabi, 2012; Babbie, 2008; Kelly, 2006b).

In table 3.3, I provide a layout of the various phases that formed part of the data collection process. I also identify the time and the specific data collection techniques utilised during each data collection phase.

Table 3.3: Data collection phases, time and data collection techniques

Phase	Time	Data collection technique
Phase 1	Week 1	Focus group interview Photovoice part 1: introduction, & distribution of cameras
Phase 2	Week 2, 3, 4, 5, 7, & 8 (GGG session 1, 2, 3, 4, 6, & 7)	Observation Journal entries
	Week 6 (GGG session 5)	Observation Journal entries Photovoice part 2: developing photographs
Phase 3	Week 9 (GGG session 8)	Focus group interview Photovoice part 3: discussion (group format)
	Week 10	Photovoice part 3: discussion (individual format)
Phase 4	Week 11	Member checking

3.6 DATA COLLECTION TECHNIQUES

In the present study, data was collected using open-ended focus group interviews, photovoice, non-participant observation and journal entries.

3.6.1 OPEN-ENDED FOCUS GROUP INTERVIEWS

Focus group interviews are a typical qualitative data collection technique that is used to gather data in a group format. As such, focus group interviews are also frequently referred to as group interviews with data being generated primarily from interactions between the researcher and individuals that form part of the group interview (Seabi, 2012). Of particular relevance in the present study were focus group interviews that were open-ended in nature. Interviews that are open-ended in nature generally involves that the researcher engages in a conversation style discussion concerning the research topic. As such, in conversational discussions research participants can openly share their own views, beliefs and experiences without having to be bounded by pre-determined questions needing specifically oriented answers (Seabi, 2012; Babbie, 2008; Kelly, 2006a).

In the present study, the selected girl youth were brought together to engage in open-ended focus group interviews, before the first GGG session and after the last GGG session, during which the focus was to explore risk and resilience from the girl youth's perspectives. Before the focus group interviews were conducted a plan of conduct, informed by Legard, Keegan,

and Ward (2003), was developed incorporating all the stages and steps that need to form part of a focus group interview. The focus group interviews were administered according to the developed focus group interview plan. The focus group plan of conduct utilised in the present study is presented next, in table 3.4.

Table 3.4: Focus group interview plan of conduct

Introduction

• Greeting and welcoming;
• Putting participants at ease – creating rapport;
• Researcher introduction which consists of:
  ○ Purpose of the research;
  ○ What research participants will have to do;
  ○ The choice to participate or not (voluntary participation);
  ○ How confidentiality will be handled;
  ○ The need to record interviews and what happens to record their experiences;
  ○ Obtain permission from participants to record the interview
• Interview:
  ○ what will happen in the interview and what is expected of participants;
  ○ participants may talk freely, there is no right or wrong answer and different thoughts and opinions are of value.

Individual introduction
• Switching on recording device; • Research participant introduction- names and brief background information.
Initiating topic
• Researcher provides brief introduction about research topic; • Research participants are encouraged to share their thoughts on the topic; • Researcher attempt to engage all participants; • Researcher asks prompt questions.
Discussion
• Researcher try to promote the flow of the conversation; • Researcher listen to the language used during the interviews, explore the meaning of the language used, formulate open-ended questions using the language used by participants; • Researcher keeps discussion focused on the research topic; • Researcher use prompt questions or probes discussions around aspect of the research topic that have not emerged spontaneously.
Ending the interview
• Researcher allows time for the participants to prepare for the end of the discussion; • Researcher signals the end of the discussion by asking research participants:" *Is there anything else anybody would like to add? Have we left something out?";* • Researcher discusses and addresses aspect related to confidentiality and voluntary participation; • Researcher thanks research participants for their time and contribution.

During the focus group interviews the terms risk and resilience were not used directly due to language barriers. I first initiated an introduction and broad discussion around the research topic and listened to the language (words) that was used by the girl youth that represented risk and resilience. I then incorporated these words with the Socratic dialog systematic questioning framework to develop open-ended probe questions during the focus group interviews to promote the flow of the conversations (Schiller, 2008; Overholser, 1993).

Socratic dialog refers to a dialog style that was used by Socrates in his philosophical discussions (Overholser, 2010). Within the Socratic dialog framework the assumption is that interviewer/researcher is not to be elevated as being the expert, instead the interviewee/participants are believed to be the experts in their own lives and as such questions are developed that facilitates independent thinking and a process in which the interviewer/researcher and interviewee/participant collaboratively engages on a search for information, meaning and in-depth understandings (Schiller, 2008; Overholser, 1993; Klein, 1986). Socratic dialog incorporates a valuable framework of questioning formats that guide the development of questions. The questioning formats encourage the development of open-ended questions that allows for a tremendous amount of latitude in the range of potential answers that is not limited to or bounded by the interviewer's/researcher's frame of reference (Overholser, 2010; Schiller, 2008; Overholser, 1993). The Socratic questioning formats include memory questions, translation questions, interpretation questions, application questions, analysis questions, synthesis questions and evaluation questions (Overholser, 1993).

Prior to the focus group interviews, examples of potential open-ended probe questions were developed using the Socratic dialog systematic questioning framework (refer to table 3.5). The content of the developed open-ended probe questions were in line with the conceptual framework of the present study and were used during the focus group interviews as a guide for potential open-ended probe questions to ask.

Table 3.5: Potential open-ended probe questions for focus group interviews

Socratic Question Format (Schiller, 2008; Overholser, 1993)	**Risk** (Corcoran & Nichols-Casebolt, 2004)	**Resilience** (Corcoran & Nichols-Casebolt, 2004)
Memory- information from memory that can be built on.	Tell me about your community? Tell me about the challenges you face home/ school/ community? What do you consider to be a problem?	What makes you strong? What makes life good? Tell me about the strengths in your community? What makes you proud of your family?

Translation-convert information into a different but parallel form.	How does that affect you? What does that mean?	How does that relate to you?
Interpretation-discovering relationships.	What about your community is different? What impact does this difference have?	What do you think is unique about your culture? What is unique about your family? How do you think your culture differ from others?
Application-apply information to problems/ apply skills to problems.	What do you think didn't work? Why?	Who or what inspires or motivates you to a better future? What do you think worked? What do you think would be a different way?
Analysis-analysis on problems/ how to solve problems.	What do you think is causing this?	Who or what helps us to get through the day? Who or what can make it better?
Synthesis- facilitate creative thinking.	What else could be causing this?	Where or to whom can we go to for help? What else would you like to see happen? What can we do to help us stay strong? Next time this happens, what do you think is the best way to deal with it?
Evaluation- Value judgement	What do you see the problem to be? What makes that a problem? What is the worst thing that can happen? According to you what does the worst community/ school look like?	What does success look like? What do you hope to accomplish? According to you, what does the best community look like? According to you, what is a perfect school?

Utilising open-ended focus group interviews in the present study was of great value as the concept "interview" presented as a new and intimidating concept. Most of the girl youth reported that they have never experienced being part of an interview before. As such, participating in an interview that was in a group format put the girl youth more at ease as they listened to what the other girl youth said and were not forced to answer or say anything they didn't feel comfortable with as the open-ended probe questions were not specific but directed to the group of girl youth as a whole (Seabi, 2012; Kelly, 2006a). What was also of great value in the open-ended focus group interviews was that information provided by some of the girl youth triggered a response from the other girl youth, which promoted the flow of conversations and gave rise to more detailed and in-depth information from more than one girl's perspective,

information that most probably would not have surfaced during individual interviews. In addition, utilising the Socratic dialog systematic questioning framework was of value as it provided a framework for question development that was open-ended and not clouded by researcher bias (Schiller, 2008; Overholser, 1993).

However, utilising focus group interviews as a data collection technique did pose some challenges. For example, it was easy for some of the girl youth to hide behind the crowd and not to contribute towards the discussion concerning the research topic. It was also challenging to keep the conversation flowing and focused on the topic at hand. For instance, frequently some of the girl youth would speak simultaneously, making it hard to keep track of and follow up on what was said. Also, it often happed that some of the girl youth got distracted and engaged in individual conversations not related to the focus group discussion. It was challenging to focus on the girl youth who were participating in the focus group discussion while at the same time re-directing the girl youth who got distracted back to the focus group discussion without interrupting the flow of conversation.

Prior to conducting the focus group interviews, I anticipated that conducting focus group interviews would present with challenges. I therefore asked permission from the girl youth and their parents to audio record the focus group interviews. Audio recording the focus group interviews helped with the challenges I faced as I did not have to direct my attention to writing everything that the girl youth said down, instead all information was captured on the audio recording device and I was able to direct my full attention to managing the focus group interviews (Kelly, 2006a).

3.6.2 PHOTOVOICE

Photovoice as a qualitative data collection technique also formed part of the data collection techniques utilised in the present study. Photovoice was initially inspired by Caroline Wang and Marry Ann Burris when they enabled Chinese Village women to communicate their daily health and work related realties through the use of photographs (Wang, 1999; Wang & Burris, 1997; Wang, Burris, & Ping, 1996). Using photographs as a means to illicit information was deemed to be immensely valuable in initiating a set of chain reactions that causes people to think and react to different things that they know or have forgotten about, in different ways (Schulze, 2007).

Literature refer to photovoice as an innovative participatory action research method that enables people to identify, represent, and improve their community through the use of photographs of their everyday realities (Wang & Burris, 1997; Wang et al., 1996). The photovoice method is grounded in the believe that gaining knowledge and understanding about

concerns, problems, resources and skills from those who are involved and affected contributes more effectively towards the development of health promoting public policy (Wang, 1999; Wang et al., 1996). Therefore, photovoice as a research method involves that photographs are taken by research participants so as to facilitate the opportunity for research participants to critically analyse their own circumstances and take photographs that portray their own subjective opinions, beliefs and experiences concerning their lives (Wang, 1999; Wang & Burris, 1997; Wang et al., 1996). The additional value then lies in obtaining knowledge and an in-depth understanding of the subjective reality of research participants by engaging in discussions where research participants can critically analyse and explain the photographs that according to them represents their lived reality and experiences (Wang, 1999; Wang & Burris, 1997; Wang et al., 1996).

The photovoice method comprises of three overarching goals. Firstly, by taking photographs it facilitates an opportunity for people to capture and reflect on the strengths and concerns related to their community, and to reflect on their own personal strengths and weaknesses. Secondly, by discussing photographs people share knowledge and engage in critical conversations about personal and community related concerns and difficulties. Thirdly, it may be used to reach policymakers (Wang, 1999; Wang et al., 1996).

In the present study, the photovoice method was utilised during the course of the GGG. A framework of conducting photovoice was developed prior to initiating the photovoice method (refer to table 3.6). This framework guided the photovoice processes in the present study and is based on the framework of conducting photovoice as recommended by Wang (1999).

Table 3.6: Framework for conducting photovoice

Part 1: Introduction, & distribution of cameras (Time period: After the first focus group interview)

• Introduction to the concept and purpose of photovoice in the present study;
• Discussion on ethical matters related to taking photographs:
  ○ Acceptable ways of taking photographs in the presence of other people;
  ○ Not to take photographs of people that will reveal their identity (faces);
  ○ Blurring out of faces should people's identity be revealed in photographs;
  ○ Risk involved in taking photographs (staying safe);
• Informed consent/assent:
  ○ Verbal information concerning the activities related to photovoice will be discussed;
  ○ Voluntary participation and the freedom to withdraw from the study at any time will be discussed;
  ○ Consent/assent will be sought from participants to participate in the photovoice;
  ○ Consent/assent will be sought from research participants to record discussion of photographs.

- Introduction to theme;
- Participants are encouraged to develop a prompt instruction that will guide them in taking photographs of risk and resilience;
- Distribution of disposable cameras;
- Guidance and practice on how to use cameras;
- Informing participants to return the cameras the 5th session of the GGG program;

Part 2: Developing photographs
(Time period: during and after the 5th session of the GGG program)

- Gathering of cameras
- Developing photographs

Part 3: Discussion
(Time period: After the 2nd focus group interview)

- Consent/assent will be sought to record discussions;
  - Audio recording device will be switched on;
- Developed photographs are displayed on a table;
- Participants are encouraged to divide their photographs into two groups that signify risk and resilience;
- Research participants are each encouraged to identify a photograph from each group that they feel is the most important photograph.
- Participants are encouraged to share the importance of the selected photographs;
- The purpose and meaning of the acronym SHOWeD will be discussed:
- Participants are encouraged to engage in discussion around the remaining photographs in terms of questions spelling the acronym SHOWeD:
  - S-What do you See here?
  - H-What is Happening here?
  - O-How does this relate to Our lives?
  - W-Why does this situation (concern/strength) exist?
  - e- The e has no meaning in the acronym
  - W-What can we Do about it?
- Ending the photovoice discussion
  - Participants are asked if there is any other photographs that another participant took that they might want to say something about?
  - Researcher signals the end of the photovoice discussion by asking research participants:" *Is there anything else that we could add? Is there anything else someone would like to share about their photographs or others' photographs?"*
- Researcher discusses and addresses aspect related to confidentiality and voluntary participation;
- Researcher thanks research participants for their time and contribution.

With introduction to the themes of the photovoice, the girl youth were asked to take photographs of the different things in their lives that keeps them strong, that help them get through the day and also things that prevent them from being the best they can be, things that has the potential to prevent them from achieving success in life. They were also asked to

develop a prompt slogan that will remind them of what the photographs they will be taking should be about (Wang, 1999). The girl youth collectively decided on and used *"How I wish my community to be like"* and *"the perfections and imperfections of Diepsloot"* as prompt slogans. Although the slogans refer to the broader community (Diepsloot), the girl youth decided to use "community" and "Diepsloot" in the slogans as they argued that they, their families, school and friends all formed part of the Diepsloot community and as such the slogans included aspects on multi-systemic levels. Following, I present examples of photographs that were taken during the photovoice process.

Photograph 3.1

Photograph 3.2

Photograph 3.3

Photograph 3.4

During the discussion phase of the photovoice process, certain amendments had to be made to the planned framework of conducting photovoice. The initial photovoice discussion took place in a group format after the second focus group interview. Several challenges were experienced during this discussion phase as not all the girl youth who were part of the focus group interview returned their cameras and as such distracted the other girl youth who returned their cameras and who were telling stories related to the photographs they took. There were several challenges related to keeping the discussion focused and many of the girl youth indicated that they did not want the other girl youth to see the photographs they took. Discussing the photographs according to the acronym "SHOWeD" (Wang, 1999) was also not practical to this

specific population group as they indicated that they did not understand or know how to answer the questions.

After consulting with my supervisor, I arranged for another photovoice discussion phase and adapted the photovoice discussion phase to make it simpler, more understandable and easier to apply to this specific population group. Amendments included conducting the discussion phase with each girl youth individually. Instead of dividing the photographs into two groups according to risk and resilience, the girl youth were asked to group similar photographs together and to discuss the photographs as they represent in these groups. The questions spelling the acronym "SHOWeD" (Wang, 1999) were still incorporated in the discussion phase. However, not all the questions were incorporated in all the individual discussions. The "SHOWeD" (Wang, 1999) questions were asked when applicable and when it promoted the flow of the discussion.

In addition, two girl youth did not return their cameras and as such, there were no photographs to incorporate in the photovoice discussion. However, to ensure just treatment of all research participants, I also engaged in a photovoice discussion with them. Although there were no photographs present for them to visually express their lived realities, I was able to ask them what they took photographs of and engaged in a photovoice discussion with them concerning the meaning of the different things they said they took photographs of.

Although challenges were experienced, the photovoice method was a valuable data collection technique for the purposes of the present study. Through taking photographs and engaging in discussions about the photographs, girl youth were able to visually and verbally express, with real life examples, what constitutes risk and resilience that from their perspectives is specific to their lives (Wang, 1999; Wang & Burris, 1997; Wang et al., 1996). As such, the information that was gathered during the photovoice technique contributed a great deal towards addressing the research questions in the present study. Also utilising photographs in a discussion contributed a great deal towards gaining in-depth information on the research topic as certain elements incorporated in the photographs triggered girl youth to remember other factors in their lives that also formed part of risk and resilience that is subjectively true for them and specific to their lives.

3.6.3 OBSERVATION

Observation is a type of qualitative data collection technique that involves observing things while they are happening. As such, during observation researchers have the opportunity to observe events, actions and experiences as they occur and gather firsthand information of the happenings and events as opposed to being told about it afterwards during interviews or

reflections in personal documents/journals (Kelly, 2006a). There are different types of observations including participant observation (researcher becomes actively involved in the research setting and becomes part of the group under study), non-participant systematic observation (observation is conducted from a hidden vantage point) and non-participant unstructured observation (researcher does not become part of the research group and objectively records what he/she sees as it occurs) (Seabi, 2012; Kelly, 2006a).

In the present study, non-participant unstructured observations (observation) with video recording were conducted intermittently during the EAI sessions of the GGG. During the observations, I stayed outside the therapeutic process and focussed primarily on recording the happenings and discussions that took place. The layout of the EAI sessions of the GGG during which the observations took place is presented in Annexure B.

Observation was a valuable data collection technique that enabled me to gather information not gathered through the other data collection techniques used in the present study. For example, through observations I was able to record the girl youth's interactions with the horses, their interpretation of the horses' behaviour, the events that transpired and their body language during the EAI sessions (Kelly, 2006a). This gave rise to valuable information concerning the horses' role in the process in which the girl youth ascribed meaning to risk and resilience related to their lives. Recording the observations was also very valuable as I was able to focus on the sessions while still ensuring that information was captured (Kelly, 2006a).

The observations also posed several challenges. Conducting observations during each EAI session gave rise to an overwhelming amount of data that needed to be managed and transcribed. Due to the EAI sessions taking place in an outside environment, there were challenges with the quality of sound of the recordings. I also faced difficulties with regards to finding a balance between observing from a distance that did not interfere with the therapeutic process and staying close enough to still hear and record what was happening and being said. It often occurred that I didn't gather all verbal input from research participants as I positioned myself to far away from the group. It also happened that during observation I was too close to the girl youth which resulted in the girl youth including me in the therapeutic process. What also presented as a challenge was that the girl youth were frequently aware of the video camera and appeared to act differently with the presence of the video camera.

I addressed these challenges by ensuring to stay behind the group of girl youth and not in their direct line of sight. I used both the video camera and audio recording device to record the verbal data so that I could refer to both sets of recordings when transcribing the data. I hid the recording devices in my clothes or behind my back so that it wasn't obvious to the girl youth that I was recording. Next, I provide photographs taken during the observation of the sessions.

Photograph 3.5

Photograph 3.6

Photograph 3.7

Photograph 3.8

3.6.4 JOURNAL ENTRIES

Documentation in qualitative research is considered to represent data sources with the potential of providing rich and in-depth information. There are various forms of documents that are used in research including public documents (newspapers, school records and statistical yearbooks), archival records (service records of organisations such as social workers and hospitals) and personal documents (confessions, letters, life histories and diary entries) (Seabi, 2012).

In the present study personal documents in the form of journal entries were used as a data collection technique (Seabi, 2012). Journals were given to each of the girl youth and they were asked to keep the journals at Shumbashaba to ensure that the journals were present at each session. During each GGG session the girl youth's journals were handed out at different points in time and the girl youth were asked to reflect on certain questions that were given verbally or in written form. Some of the questions that were given were formulated as part of the GGG. Additional questions asked I developed for the purposes of the present study. These questions were developed using the Socratic systematic questioning framework (Overholser, 1999) and linking the content of the questions to the conceptual framework of the present study (Corcoran

& Nichols-Casebolt, 2004). The questions that were addressed in the journal entries are presented in Annexure C.

The journal entries posed as a valuable data collection technique. The information that was gathered from the journal entries contributed towards gathering a more in-depth understanding of the research topic (Babbie, 2008). For example, some girl youth indicated that they were shy and were a great deal more confident in sharing their thoughts and feelings on paper as opposed to sharing it during a focus group discussion. Also, some girl youth indicated that they were not comfortable with sharing sensitive information with the rest of the girl youth group and as such revealed additional information in the journal entries.

However, this data collection technique also posed challenges. For example, it gave rise to an enormous amount of data that had to be managed and analysed. On several occasions the girl youth indicated that they did not understand the questions that were asked. They also appeared to become less engaged in the journal entries as time went by. Even though it was indicated that the girl youth could communicate and write in their home language, all the girl youth's journal entries were in English. With the entries being in English, I realised that the girl youth frequently refrained from sharing their thoughts and opinions if they did not know how to spell a word or did not know how to express themselves in English. It also often occurred that a question was answered using one word, making it hard to understand the meaning of the answer. The handwriting of some girl youth also made it difficult to decipher what was written.

I addressed these difficulties by managing and filing data from the journal entries after each GGG session. I informed the girl youth that they can use their home language in the journals and that I was willing to assist with any spelling or language questions they might have. I also tried to keep the process interesting by using a diverse range of techniques and asking different questions at each journal entry time. Next, I provide photographs of the girl youth's journaling.

Photograph 3.9

Photograph 3.10

Photograph 3.11

Photograph 3.12

3.7 DATA ANALYSIS

Data analysis in qualitative research involves organising and structuring large amounts of data for the purposes of analysis and interpretation so as to find meaning, explanations and in-depth understandings concerning social phenomenon (Terre Blanch, Durrheim, & Kelly, 2006). In the present study, thematic analysis was used as a data analysis strategy (Braun & Clarke, 2006; Terre Blanch, Durrheim, & Kelly, 2006). Thematic analysis represents a data analysis strategy in which the focus is to search for patterns, or in other words themes, that emerge within data that is considered important to understanding and explaining social phenomenon (Di Fabio & Maree, 2012; Fereday & Muir-Cochrane, 2006). In thematic analysis, the patterns or themes within the data can be identified through a deductive approach where the data analysis is driven by a pre-existing theoretical framework and the researcher's theoretical interests or an inductive approach where the identification of themes is driven by the actual data without the influence of a pre-existing theoretical framework (Braun & Clarke, 2006; Fereday & Muir-Cochrane, 2006; Pope, Zieband, & Mays, 2000).

On par with the research problem presented in the present study, is the limitations in available information on what constitutes risk and resilience that is specific to different cultural and minority groups. More specifically, in the present study the research problems relates to the lack of information concerning risk and resilience from the perspectives of girl youth from the Diepsloot community (Didkowsky et al., 2010; Aisenberg & Herrenkohl, 2008; Ungar, 2008; Ungar et al., 2007). With such limitations in available literature, thematic analysis with a data driven approach (inductive thematic analysis) was utilised in the present study to analyse the collected data (Braun & Clarke, 2006). However, with the data driven approach the present study's conceptual framework also played an important role with regards to ordering the data according to multi-systemic levels (Corcoran & Nichols-Casebolt, 2004). The inductive thematic analysis conducted in the presented study was guided by the step-by step guide to doing thematic analysis as presented in Braun and Clarke (2006) and was an ongoing an

iterative process which involved moving back and forth between the raw data, transcripts and identified themes (Braun & Clarke, 2006; Fereday & Muir-Cochrane, 2006). Next, I provide a description of the steps that were taken during the inductive thematic analysis in the present study. However, these presented steps did not occur in the specific presented order. The data analysis process included moving back and forth between the various presented steps (Braun & Clarke, 2006).

❖ ***Step 1- Familiarisation and immersion*** (Braun & Clarke, 2006)

Familiarisation and immersion started during the course of the data collection process as I transcribed the raw data "verbatim" into written form shortly after the data was collected. Bird (2005) highlights that transcription is an important part of interpretivist qualitative research as it represents an interpretative process in which meaning is created rather than just the mere mechanical act of transforming verbal information into written form. During the transcriptions, I referred back to raw data and listened to the verbal recordings several times and compared them to the transcripts to ensure that the transcripts were an accurate reflection of the raw data. Moving back and forth between the raw data and the transcriptions contributed towards my understanding of the depth and breadth of the data that was collected. I also made reflective notes on initial ideas that I had concerning potential patterns of meaning that emerged from the data.

❖ ***Step 2- Developing initial codes*** (Braun & Clarke, 2006)

Following familiarisation and immersion, I went through the entire data set systematically, giving equal attention to each of the data items. I then developed codes for the most basic parts of the data that represented meaning (segments). The codes that were developed signified the actual content of the segments in the data. The entire data set was coded with codes written manually in the side lines of the transcript papers with the segments representing the codes highlighted. I then made a list of all the codes and collated the segments of data according to each code. The collating process was done by writing the segments of data (together with the specific transcript identification name and line numbers) that formed part of the specific codes down on A1 papers.

As an example of the coding process, I present the following extract from the transcript of the second focus group interview:

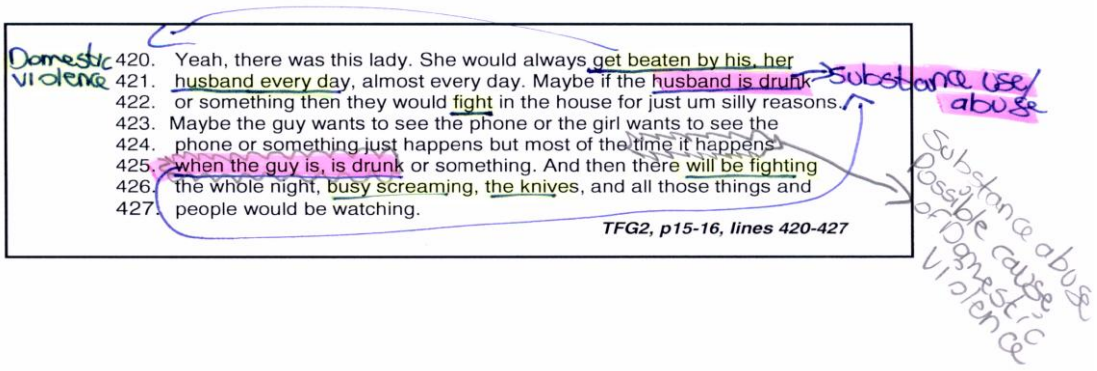

Figure 3.1: Example of coding process

❖ ***Step 3- Creating categories, sub-themes and main themes*** (Braun & Clarke, 2006)

After the coding and collating process, I started identifying categories within the data by analysing the codes and established which codes could be grouped together to form categories. The codes were then rewritten on A1 papers according to the categories they were identified to belong to. I also had a miscellaneous section in which I wrote all the codes that did not fall within any identified category. However, codes that fell under the miscellaneous category were minimal.

After the process in which the codes were ordered into categories, I followed the same process to identify sub-themes and grouped the categories, together with the representing codes, into bigger sub-themes. This was done by using semantic maps (spider maps) in which I wrote the identified sub-theme in the middle of an A1 paper and organised the categories and representing codes around it. This exact process was repeated to identify the main themes.

Following, I present an example of a semantic map that comprises of one of the main themes (broader societal issues), sub-themes (discrimination, political issues and economically related issues), and categories (tribalism, xenophobia, infrastructure, government and law, illicit economy, poverty and unemployment and entrepreneurship).

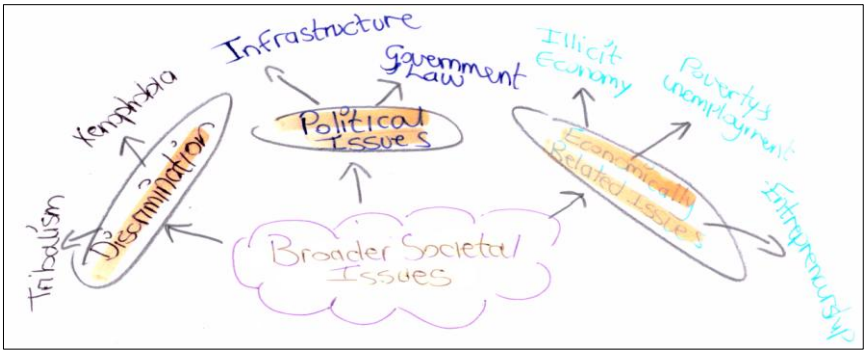

Figure 3.2: Process followed to identify categories, sub-themes and themes

❖ ***Step 4: Reviewing and refining main themes*** (Braun & Clarke, 2006)

During this step, I revised and refined the themes. I went back to all the identified categories, sub-themes and themes and evaluated whether there were clear and identifiable distinctions between them. I combined categories and/or sub-themes that had similar meanings and separated categories and/or sub-themes which comprised of conflicting meanings. I also evaluated whether the identified main themes accurately represented the sub-themes, categories, codes and representing segments that formed part of the main themes.

❖ ***Step 5: Naming and describing themes*** (Braun & Clarke, 2006)

Once step 1 to 4 was finalised, I went back to the A1 papers that were formulated in step 2 (comprising of the codes and representing segments of data) and the A1 papers formulated in step 3 (comprising of the categories and sub-themes) to gain an understanding of the "essence" of each main theme. I then provided a definition of each theme in which I described what each theme was about and what aspects of the data each theme represented.

❖ ***Step 6: Report writing*** (Braun & Clarke, 2006)

In concluding the inductive thematic data analysis, I compiled a report (that is presented in Chapter 4) in which I describe the research results. The report also includes a concise, accurate and logical account of the data within and across themes. I incorporated extracts from the raw data to corroborate the research results. With reference to the research results, I also addressed the research questions that guided the present study.

Inductive thematic analysis was a valuable data collection technique for the purposes of the present study. It is a flexible method of data collection and allowed me to move back and forth between the raw data to ensure that the identified codes, categories, sub-themes and main themes were accurate reflections of the raw data which strengthened the trustworthiness of present study's findings (Braun & Clarke, 2006). The inductive approach to thematic analysis was specifically valuable as it ensured that the research results and findings were derived directly from the data, ensuring a true reflection of the girl youth's perceptions not influenced by my own pre-conceived ideas or theoretical orientations (Braun & Clarke, 2006; Pope et al., 2000).

Conducting inductive thematic analysis also posed some difficulties. An enormous amount of data was collected during the present study (Pope et al., 2000). For example, a transcript of a single interview gave rise to over 20 pages of text. Having to analyse and interpret the collected data using thematic analysis was extremely time consuming and at times caused

confusion. It was also difficult to keep the data ordered and keep track of all the segments of data during the coalition steps.

3.8 QUALITY CRITERIA

In qualitative research, the construct of trustworthiness is used when describing the quality of research. Trustworthiness involves considering the way in which the research was conducted, including the way in which the data was collected, organised, analysed and interpreted (Di Fabio & Maree, 2012; Maree, 2012; Lietz et al., 2006). Trustworthiness is considered a key and fundamental value that underlies rigorous studies and is evaluated in terms of credibility, transferability, dependability and conformability (Kelly, 2016b; Di Fabio & Maree, 2012). In the following section, I describe how credibility, transferability, dependability and conformability were addressed in the present study.

3.8.1 CREDIBILITY

The credibility of a study involves evaluating the significance of the results and the degree to which the results reflects the reality of the case (Di Fabio & Maree, 2012). Credibility in the present study revolved around the degree in which the findings represented the perceptions of the girl youth in terms of risk and resilience that is specific to their lives. Golafshani (2003) report that member checking (participant validation) are conducted to establish credibility in qualitative research. Member checking involves providing research participants with the opportunity to examine the analysed data and make comments and provide feedback (Di Fabio & Maree, 2012; Golafshani, 2003). In the present study, credibility was addressed by means of corroborating the information collected and member checking. During the data collection process, especially during the focus group interviews, there were several instances where I corroborated the information collected by repeating back to the girl youth what they have said and as such evaluated if I understood the information provided and collected correctly. I also frequently engaged with the girl youth in informal discussions after the EAI sessions just to ask clarity on some of the verbal input provided during the sessions. After the data analysis, I arranged for a member checking meeting with the girl youth and discussed the preliminary draft report of the research results (Di Fabio & Maree, 2012; Golafshani, 2003). During this meeting the girl youth provided feedback in terms of the presented research results from the data analysis. Overall, the girl youth agreed that the research results were representative of risk and resilience specific to their lives. As the member checking session was conducted in an informal group discussion, the girl youth engaged in discussions amongst themselves in which they told each other about their specific experiences concerning the research results. The process of checking if the information collected was correct and that I understood it correctly and through member checking, where the girl youth had the opportunity to corroborate, add or

refute the research results contributed a great deal towards evaluating the degree in which the research results accurately reflected the girl youth's perceptions of risk and resilience. This contributed a great deal towards strengthening the credibility of the present study (Di Fabio & Maree, 2012; Golafshani, 2003).

External verification also forms an important part of the credibility of a study (Shenton, 2004). External verification involves having an external researcher assess all the processes and steps followed during the research, including the theoretical orientation of the research, the data collection, data analysis and report writing so as to establish whether additional or alternative interpretations could have been made on the basis of the collected data (Shenton, 2004). External verification in the present study involved working under the strict supervision of my academic supervisor. I had several meetings with my supervisor who monitored all the processes that was involved in the present study. As my academic supervisor is an expert in the field of research, she was able to assess the manner in which the present study was conducted and provide valuable feedback in terms how to strengthen the credibility of the present study (Di Fabio & Maree, 2012; Shenton, 2004).

3.8.2 TRANSFERABILITY

Transferability in qualitative research refers to the degree in which the research findings are true and applicable to other contexts, cases and/or populations (Kelly, 2006b). As the present study involves a particular case comprising of a limited amount of research participants from a small geographical area in Diepsloot, the findings of the present study cannot with certainty be regarded as transferable as the case is not representative of the entire girl youth population from Diepsloot (Durrheim, 2006a). Kelly (2006b) argues that limitations in the transferability of results are common in qualitative research, especially due to the changing and unpredictable nature of contextual factors that influence qualitative research. However, to address transferability in qualitative research, Smaling (1992) describes the importance of creating a strong transferability foundation by means of providing a research report that contains a rich, detailed and accurate account of all research processes followed, a rationale for choice of methods used and a detailed account of the research setting. Smaling (1992) argues that a strong transferability foundation creates the opportunity for other researchers to assess research results and compare it with their own work so they can make an informed decision with regards to the transferability of research results.

Although transferability of the present study's findings cannot be guaranteed, I set out to provide a strong transferability foundation, as recommended by Smaling (1992), so that other researchers can assess the degree in which the present study's findings are transferable to their work specifically (Kelly, 2006b; Smaling, 1992). Included in the transferability foundation are

the standardised and recognised methods that were used to conduct all research processes in the present study. Chapter 1 and 3 provides a meticulous and detailed account and a rationale for all research processes and procedures incorporated in the present study, including data collection and data analysis processes. The analysed data, results and interpretations are described in detail in Chapter 4. There are also several extracts of the raw data provided to corroborate the presented study's research results (Di Fabio & Maree, 2012; Van der Riet & Durrheim, 2006).

3.8.3 DEPENDABILITY

Dependability in qualitative research relates to reliability in quantitative research which is concerned with the repeatability of the results of a study when the same methods and participants are used within the same context (Durrheim & Painter, 2006; Shenton, 2004). However, the changing nature of phenomenon that are investigated during qualitative research makes such provisions difficult (Fidel, 1993). For instance, during qualitative research data collection is frequently tied to and influenced by continuously fluctuating contextual factors. As such, in qualitative research there is no guarantee for the repeatability of results as contextual factors and lived experiences of research participants are not static but changes over time (Van der Riet & Durrheim, 2006; Shenton, 2004). However, qualitative researchers argue that dependability of a study can be strengthened by using proper, recognised and standardised research methods consistently across all research processes and providing a thorough account of all methods, steps and processes followed during the research. This will place the reader in a position to evaluate the methods and consistency of the methods used and for future researchers to replicate the work even though not necessarily to get similar results (Van der Riet & Durrheim, 2006; Shenton, 2004).

The nature of the case that was investigated in the present study was to a great extent also dependent on contextual factors. Due to potential changes in the lived experiences and contextual circumstances of the girl youth that formed part of the present study, replicating the present study with the same girl youth as research participants would not necessarily give rise to the same results (Van der Riet & Durrheim, 2006). However, I did put measures in place to strengthen the dependability of the present study. I presented a research proposal to my research supervisor before embarking on the present study to ensure that the planned methods of conducting the present study were recognised, standardised and academically sound. I developed step-by-step frameworks of conduct, as presented earlier in this chapter, to guide the methods used during the research processes which contributed towards the consistency in the application of the methods. I kept detailed records and reflective notes on all methods, steps and processes followed during the research. This allowed my research supervisor to conduct an

audit trail and assess the consistency of the methods used during the research process (Shenton, 2004). I also provided a detailed account of all steps and processes used during the present study in the present chapter (Chapter 3) to allow the reader to judge the dependability of the present study (Van der Riet & Durrheim, 2006; Shenton, 2004).

3.8.4 CONFIRMABILITY

Confirmability revolves around the level of objectivity held by the researcher and the absence of researcher bias in data collection, data analysis and reporting of results (Shenton, 2004). In other words, confirmability relates to the degree in which the findings of the research are an accurate reflection of the case, the research participant's views, perceptions and experiences and not those of the researcher (Shenton, 2004). Addressing confirmability in qualitative research is frequently considered a challenging task because the researcher is considered the primary instrument of collecting data and interpreting results and as such a great amount of emphasis is placed on the researcher's subjective opinions, insights and value judgements (Terre Blanche, Kelly, & Durrheim, 2006; Shenton, 2004; Patton, 1999).

To address confirmability in the present study, I kept a reflective journal in which I reflected on any pre-conceived ideas and potential outcomes I anticipated before commencing on the present study. I also kept a reflective journal during the research process in which I reflected on my thoughts and interpretations of events (Di Fabio & Maree, 2012; Shenton, 2004). Keeping a reflective journal assisted me in becoming aware of and guarding against letting my own subjective thoughts and expectations influence the research. I kept a detailed account of all steps and processes followed during the research to allow my research supervisor to assess if my subjective views influenced the findings of the present study (Di Fabio & Maree, 2012; Shenton, 2004). In addition, I made use of inductive thematic analysis which ensured that the codes, themes and results of the present study came directly from the raw data collected and not my own pre-developed framework or theoretical orientations (Fereday & Muir-Cochrane, 2006; Pope et al., 2000). I also provided numerous extracts from the raw data in chapter 4 to corroborate the research results and findings of the present study (Braun & Clarke, 2006).

3.9 ETHICAL CONSIDERATIONS

Ethical considerations are imperative to conducting moral social research and pertains to the application of certain principles to maximise the benefits to research participants and protect them from harm (Orb, Eisenhauer, & Wynaden, 2000). There are four major overarching principles that are incorporated in social research to maximise the benefits and minimise the harm to research participants. These principles include autonomy and respect, nonmaleficence

and beneficence, and justice (Wassenaar, 2006; Orb et al., 2000). A description of how the ethical principles were addressed in the present study follows.

3.9.1 ETHICAL CLEARANCE

I submitted an application for ethical clearance to the *Health Science Research Ethics Committee* of the University of Pretoria. In this application I provided an in-depth description of how ethical requirements will be met. After consideration, I received confirmation that the present study met with the ethical requirements and permission was obtained to continue with the data collection phase of the present study.

3.9.2 AUTONOMY AND RESPECT

The principle of autonomy and respect for research participants involves informed consent, voluntary participation by all research participants and confidentiality (Flick, 2009; Wassenaar, 2006). In the present study, parents and legal guardians were each given an information letter and informed consent form (consent form). Also, the selected girl youth were given an information letter and assent form (assent form). These consent and assent forms served for the purposes of providing the parents and girl youth with a description of the research, including the purpose of the research, procedures that will be followed, what will be expected of the girl youth, risks and benefits involved, confidentiality and voluntary participation, so that the parents and girl youth can make an informed decision regarding the girl youth's participation in the present study (Babbie, 2008; Wassenaar, 2006; Orb et al., 2000). What was also made explicitly clear was that the present study was separate from the GGG. In other words, it was highlighted that deciding to participate in the present study was separate from participating in the GGG and that if there was a decision at any point in time not to participate in the present study, that participating in the GGG was still an option. All girl youth who participated in the present study indicated that they wanted to participate in the present study and signed the assent form. Parents/legal guardians of the girl youth who participated in the present study agreed for their daughter to participate in the present study and signed the consent form in confirmation (Babbie, 2008; Wassenaar, 2006; Orb et al., 2000).

Before the start of the data collection process, I addressed the content of the assent form with the girl youth again to ensure that there is a mutual understanding of what participating in the present study would entail (Allan, 2011; Orb et al., 2000). Also, during the research process, several opportunities presented where I informed the girl youth of the voluntary nature of participating in the present study. Verbal consent with regards to recordings, taking photographs and observations were also sought throughout the research process and permission was obtained from the girl youth to use the photographs taken during the research in the

presentation of the research procedures and results. The girl youth were also ensured that their identities will be and have been kept confidential and that pseudonyms will be used in all reports (Allan, 2011; Flick, 2009; Wassenaar, 2006). In addition, the girl youth's identities in the photographs used to report on the present study were kept confidential by blotting out their faces on the actual photograph.

3.9.3 NONMALEFICENCE AND BENEFICENCE

The ethical principle of nonmalificence and beneficence is about maximising the benefits to research participants and ensuring that no harm befalls research participants as a direct or indirect result of the research, with harm including wrongs and deception (Orb et al., 2000). In the present study, the ethical principle of nonmalificence and beneficence was addressed by providing research participants with a true account of the intent of the present study and what participating in the present study would entail. There were no instances during the present study where the girl youth were deceived in any way (Wassenaar, 2006; Orb et al., 2000). The potential risks and benefits related to participating in the present study were made clear to the girl youth in the assent forms and prior to the first data collection session. Girl youth therefore had the opportunity to decide for themselves if the benefits of participating in the present study outweighed the potential risks. Girl youth were also informed that their identities will be kept confidential at all times, unless information comes to light that legally has to be reported, such as the occurrence of child abuse (Flick, 2009; Wassenaar, 2006).

Further, I have addressed the ethical principle of nonmalificence and beneficence by paying special attention to all factors related to trustworthiness. I ensured that all the research procedures were standardised, recognised, academically sound and consistent across the research processes to ensure that the findings of the present study is trustworthy and that the present study was not a waste of the girl youth's time (Flick, 2009).

3.9.4 JUSTICE

The principle of justice is about equity and fairness and avoiding any exploitation or abuse of research participants (Flick, 2009). In the present study, majority of the data collection activities took place in a group format. Therefore, all girl youth were treated the same and all girl youth had equal opportunity to participate in the activities. The girl youth were also not forced to say or do anything they did not want to and were given the option to withdraw from the study at any time with no negative consequences (Flick, 2009).

3.10 RESEARCHER'S ROLE IN THE PRESENT STUDY

With the interpretivist qualitative nature of the present study, I served as the main instrument for conducting the present study including collecting data, analysing and interpreting the data, and reporting on the research results and findings (Terre Blanche & Durrheim, 2006; Terre Blanche, Kelly, & Durrheim, 2006; Patton 1999). As such, my role in the present study was multi-faceted. Initially, my role involved becoming an expert in the field of youth at-risk, resilience and EAI though an in-depth literature review, as presented in Chapter 2. My role was to identify gaps and limitations in the existing knowledgebase in this particular field of interest and develop a research project that would address these gaps and limitations and contribute positively towards the advancement of knowledge in the field of youth at-risk, resilience and EAI (Kaniki, 2006). Following, my role included planning, structuring and conducting the data collection processes in the present study. Also, I had to analyse and interpret the collected data, report on the research results and relate the research results to the research questions of the present study (Terre Blanche & Durrheim, 2006; Terre Blanche, Kelly, & Durrheim, 2006; Braun & Clarke, 2006; Patton 1999).

As a registered counsellor and certified EAGALA model EAI practitioner, I have undergone several trainings in terms of conducting EAI and have worked a great deal with youth who are at-risk and who struggle with life's challenges. Due to my therapeutic background, my nature is oriented towards providing support to those in need. As such, my past experiences and training may have brought certain pre-conceived ideas or expectations to the fore which might have had an influence on my level of objectivity in the present study (Orb et al., 2000). However, prior to conducting the present study I was aware that my role as a researcher may present challenges. I therefore decided to reflect on all my pre-conceived ideas, expectations and thoughts that may influence my level of objectivity before and throughout the research process (Watt, 2007; Orb et al., 2000). Becoming aware of the potential influences helped me to guard against them (Watt, 2007). I made a point of reminding myself that my role is not that of therapist, but that of researcher. I also consulted with my research supervisor who helped me to set appropriate boundaries and not to divert from my role as the researcher.

3.11 CONCLUSION

In Chapter 3, I provided a description of the philosophical paradigmatic stance, research design and methodologies adopted and utilised in the present study. I described the efforts undertaken to ensure an increased level of trustworthiness and also how ethical considerations were addressed in the present study. Further, I reflect on the benefits of using the various methodologies and explained the challenges I faced during the research process. Lastly, I

described my role as a researcher in the present study. In the next chapter, I will discuss the research results and findings of the present study.

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CHAPTER 4
FINDINGS, DISCUSSION, CONTRIBUTIONS, LIMITATIONS AND RECOMMENDATIONS

4.1 INTRODUCTION

In Chapter 4, I will report on and discuss the research results obtained from the inductive thematic analysis utilised in the present study. The research results will be presented as themes, sub-themes and categories, supported by direct quotations extracted from the transcripts of the raw data. Also, in Chapter 4 the findings of the research results will be addressed by means of answering the research questions of the present study. Further, the contributions of the present study will be explored, together with potential limitations of the present study and future recommendations. In conclusion, I will provide a summary of the present study.

4.2 DATA SOURCES

Transcripts of the raw data collected in the present study represent the data sources from which the research results of the present study emerged. In order to present the research results of the present study, each data source was coded with a unique identifying code. Refer to Annexure D for a detailed layout of the data sources and representing codes. In addition, table 4.1 depicts the weekly data collection sessions in conjunction with the research participants' attendance of the data collection sessions.

Table 4.1: Data collection sessions and attendance register

	PH1	**PH2**						**PH3**		**PH4**		
	FG1	**S1**	**S2**	**S3**	**S4**	**S5**	**S6**	**S7**	**S8 FG2 PV1**	**PV2**	**MC**	**%**
P1	x	x	x		x	x	x	x	x	x	x	90,9%
P2	x	x	x	x	x		x	x	x	x	x	90,9%
P3		x					x	x	x	x	x	54,5%
P4	x	x		x	x	x	x	x	x	x	x	90,9%
P5		x	x		x	x	x	x	x	x		72,7%
P6	x		x	x			x	x	x	x		63,6%
P7	x	x		x								27,2%
P8			x	x			x	x	x	x	x	63,6%
											Average %	**69,3%**

*P1-8: Participant 1-8
PH1-PH4: Data collection phases 1- 4
FG1-FG2: Focus group interview 1 & 2
PV 1-2: Photovoice discussion 1 & 2
S1-7: Sessions 1-7
MC: Member checking session
x: Attendance
%: Percentage of participant attendance
Average %: Percentage of attendance of all participants

As the present study involved working within a community context, it was deemed highly unlikely for a 100% attendance of all research participants. A common challenge of conducting research within a community context is participant participation that is often influenced by the availability of resources and participant life responsibilities. In the present study, the 69,3% average attendance of research participants across the data collection sessions was higher than expected and was deemed substantial enough for the data collected to be regarded as representative of the case investigated.

4.3 RESEARCH RESULTS

I will draw on the conceptual framework of the present study, the risk and resilience ecological framework, to order and present the research results of the present study. Table 4.2 represents the research results of the present study in the form of themes, sub-themes and categories that emerged during the inductive thematic data analysis. In support of the research results, table 4.2 will also include extracts from the transcripts of the raw data with representing data source codes. However, due to the voluminous amount of data collected in the present study, the extracts presented in support of the research results is only a selection of the extracts that represent the identified categories. For additional support of the research results refer to the data sources on the disk in Annexure D.

Table 4.2: Research results

Theme 1: Individual psychosocial characteristics and family climate (Micro systemic level)		
Sub-themes	**Categories**	**Extracts from data sources and representing identifying codes**
1.1 Individual Factors	1.1.1 Internal resources	"When I am weak I just remember something fun" (TFG1, p. 16, line 517). "Every time you want to approach someone, you have to approach them nicely so that they can treat you nicely as well" (TFG2, p. 5, lines 109-111). "To make a right choice for yourself" (JS7-6, lines 3-4). "When I have values I know where I stand" (TJS4, line 20). "...you can be who you want to be no matter what and to always believe in yourself having a positive attitude" (JS6-3, lines 13-16). "For the gangsters, you have to stay away from them...just avoid them" (TFG1, p. 5, lines 132-134). "I am a good socialiser and I am also good with people so that is what I do...and also minding my own business at the same time" (TFG1, p. 7, lines 220-225). "I have a positive self-esteem" (JS6-3, lines 8-9). "I am confident in myself" (JS6-3, lines 10-11). "You have to know what is your weak points and what are your strong points so knowing your weaknesses helps you overcome them" (TFG1, p. 16, lines 529-531).

	1.1.2 Internal risks	"Keeping stuff to myself and not talking about it because of being scared of being judged" (JS2-4, lines 5-6). "...you don't listen to your inner voice, you just ignore it and react like, sometimes you react like a mad person, just because you don't listen to yourself and listen to your mind, you rush in doing things, like you just want to argue with the person" (TS3, p. 7, lines 209-212). "I only lack confidence" (JS5-1, lines 30-31). "Let's say they are asking a question and I know the answer, I would want to say it but some, like something is holding me, like not to share with others, like, I feel like maybe my answer is wrong" (TS5, p. 16, line 535-539). "You cannot move forward if you haven't accepted the situation" (TFG1, p. 16, line 504).
	1.1.3 Needs	"...many people, um, people who doesn't have food in Diepsloot..." (TPV2, p. 29, lines 851-852). "They all wanted to fit into the blanket and some of them there didn't have some jerseys...and it was so cold by that day" (TPV2, p. 23, lines 663-667). "...and most of the time they do not learn about um that contraceptive theory, everything" (TPV2, p. 23, line 651-652). "In order to help girls, there should be programmes that make girls to be aware of contraceptive, programme that will be entertaining" (JS5-3, line 34-38). "...they should support us in our decisions, not judge our decisions, they should not compare us with other people" (TFG2, p. 10, line 262). "I want to be a detective, so for me to be a detective I have to do things like history, life science, geography and math litt and then my mom want me to be an accountant, she wants me to be in the business industry and I don't like being in the business industry. So she's pushing me to do, to do accounting, to do business, and I don't want to do business. I want to do history" (TFG2, p. 6, line 150-156)
1.2 Family climate	1.2.1 Negative family factors	"...they don't value your opinion, so as long as you don't buy the groceries, you don't have the money and you're not working you might as well just shut up" (TFG2, p. 8, lines 204-208). "And they can't wait for the I told you so moment" (TFG2, p. 10, line 256). "...not just come to me and be like; that decision is wrong and you won't take it, you won't take it!!!" (TFG2, p. 11, lines 286-287). "...but they don't seem to appreciate my effort that I bring in the house" (TFG2, p. 9-10, lines 253-254). "...and they want to be in charge of every decision you make..." (TFG2, p. 6, line 165). "You feel like they are not listening to you" (TFG2, p. 7, line 183).

		"In fact they are judging you and comparing you with someone else" (TFG2, p. 7, lines 191-192). "...your father, maybe he is beating your mom" (TPV2, p. 14, lines 383-384). "...their parents, I'm sure they don't even care whether their...kids are safe or not..." (TPV2, p. 48, lines 1403-1404).
	1.2.2 Positive family factors	"...support from your family..."(TPV2, p. 40, line 1176). "...family supports you, they always supports you..." (TPV2, p. 40, lines 1183-1185). "...my mom makes sure I go to church and when I go to church I get spiritually strong" (TPV2, p. 43, lines 1267-1268). "He care allot about his family" (TS1, p. 4, line 91). "...he's chosen to stay with his family...keep them safe..." (TS5, p. 8, lines 263-266).
1.3 Experiences with the horses	1.3.1 Horses and perception of self and horses	"They are friendly" (TS1, p. 1, line 14). "I like the father....and he likes me too" (TS1, p. 8, lines 214-216). "The horses think I am confident in myself" (JS6-3, lines 10-11). "The horses gave me a different view about myself" (JS5-2, lines 29-30). "..they a intelligent animal" (JS2-3, line 18-19). "Um, my horse is cool calm loving, loving and I think that it like people but a little bit shy. I found in me am cool, calm and loving like my horse" (WCS2, p1, lines 3-4).
	1.3.2 Horses and support	"Horses help girls to believe in themselves..." (TFG2, p. 12, line 325). "I became aware of the bond I had with the horses, everything was fine" (JS4-4, lines 5-7). "Being with the horses makes me feel happy" (JS5-3, lines 11-12). "Horses can help girls to understand better other than being just taught without something to emphasize" (JS7-2, lines 4-7). "Talking to the horses really stood out for me" (JS3-3, lines 3-4). "I saw the love and friendship I had with the horse" (JS4-4, lines 10-11). "The horse I was with was so respecting and loving..." (JS4-4, lines 1-2). "...being with the horses...you forget your difficulties" (JS7-6, lines 20-21). "...they heard everything we were telling them" (JS2-3, lines 11-12).
	1.3.3. Horse's behaviour and Metaphoric links	"Horses help girls to better understand and have strength and overcome obstacles in life by their reactions towards each other" (JS7-2, lines 12-15). "Horses can help us to be strong because if we are doing activities trying to take the horses with us it difficult so the

		horses make us to be strong" (JS7-6, lines 27-30). "I learn that horses can also react like a human and also that they can be friendly as people..." (JS1-3, lines 2-4). "...now I know that horses do need my respect and respecting a horse is more like respecting myself..."(JS1-6, lines 4-5). "The horse is shy, it doesn't like to be in crowded place. I am also shy" (WCS2, p. 1, lines 5-6). "when you approach the horse like in a very disrespectful manner...they will, they won't like show care, they won't even come to you. That shows like every time you want to approach someone, you have to approach them nicely so that they can treat you nicely as well" (TFG2, p. 4-5, lines 107-111). "...both horse that were fighting in they went aside and solved their problem and went back and then there was like normal. So that told me that sometimes it is not always about fighting or arguing with someone, someone, sometimes it's about making the right decision and the right choice" (TFG2, p. 13, lines 363-368).
Theme 2: Community related social issues (Mezzo systemic level)		
Sub-theme	**Categories**	**Extracts from data sources and representing identifying codes**
2.1 Neighbour-hood context and communal living	2.1.1 Crime, gangsters and bullies	"Allot of crime..." (TFG1, p. 2, line 42). "It is full of gangsters...and bullies" (TFG1, p. 2, lines 48-50) "They come and then they beat us" (TFG1, p. 3, line 58). "...there is violence in the streets..." (TFG1, p. 7, line 206). "...they bully you at school..." (TPV2, p. 14, line 400). "Smugging people...the killing of people...rape...breaking in the shops...violence" (TFG2, p. 14, lines 384-396). "...these guns are illegal guns..." (TFG2, p. 24, line 676). "I have been bullied a couple of times and that stops me from going to parks with friends and from making new friends" (TJS3, p. 1, lines 23-24). "Teenagers are being bullied by their boyfriends into having unprotected sex" (TJS3, p. 1, lines 30-31). "...people commit crime ne, when people are steeling everything..." (TS6, p. 6, lines 195-196).
	2.1.2 Pollution	"...all this is just pollution..." (TPV2, p. 5, line 132). "There is no dustbins and stuff, they just through everything there..." (TPV2, p. 7, line 187). "...very dirty place..." (TPV2, p. 10, line 284). "...sewage coming this side..." (TPV2, p. 11, line 293). "Through their condoms all over the place" (TPV2, p. 21, line 594). "...kids can't play in a dirty place like this one cause they will just be sick" (TPV1, p. 8, line 184).
	2.1.3 Community social cohesion	"...they just don't care about their community..." (TPV2, p. 36, line 1048). "...people just look at it, no worries" (PV2, p. 2, lines 33-34).

		"...they're not helping him. Yeah it means that in this community they are not um, thinking, they are not um, you know being open to one another, they're not helping one another maybe everyone is feeding his own stomach and thinking for himself" (TPV2, p. 30, lines 857-870). "People are leaving...going away from Diepsloot... because they think like there is allot of crime, a lot of bad things with Diepsloot" (TS6, p. 15, line 522-524).
	2.1.4 Community resources	"Social workers" (TFG1, p. 6, line 177). "Anti-violence buddies" (TFG1, p. 11, line 336). "...at church there is a pastor and he teaches you about life principles..." (TFG1, p. 14, lines 437-438). "Being part of a study group..." (TFG1, p. 17, line 542). "...these are shops..." (TPV1, p. 8, line 191). "...so this side is social workers and this side is a police station" (TPV1,p. 10, lines 238-239). "At phase 9 there is a new mall" (TS6, p. 3, line 68).
	2.1.5 Substance use	"...this park um, um, let me say it's a drug station..." (TPV2, p. 20, line 588). "...so they smoke their plague..." (TPV2, p. 24, line 681). "...the guy is drunk or something..." (TFG2, p. 15, line 425). "It is a place where people smoke. Drugs. It's a Jamica now"(TFG2, p. 22, line 600). "...the teenagers are being exposed to drugs and the drugs control them..." (TFG2, p. 23, lines 646-647).
	2.1.6 Gender issues and pregnancy rate	"Yeah, some b, but mostly girls when they drop out of school maybe because of um teenage pregnancy. If they get pregnant; uh going to school is a waste of time because I'm pregnant so I have to stay at home at once" (TPV2, p. 46, lines 1358-1361). "High passing rate in schools are always girls" (JS5-2, lines 41-46). "Girls ain't mostly bullied as boys are" (JS6-6, lines 23-25) "Girls life is not safe in Diepsloot" (JS5-1, line 65-66). "...girls can be used to make money, the crime in Diepsloot, gangsterim make my boys forcing them to date them by forcing and threatening the and the can be raped" (JS5-3, lines 21-26). "Rape rate his high and allot of girls are being kidnapped" (TS5-2, lines 49-50). "Teenage pregnancy is high..." (JS5-2, lines 51). "...they are more likely to be victims of sexual abuse because they got no power to protect themselves from being abused" (JS6-6, lines 26-30).
	2.1.7 Religion/ Witchcraft	"Bewitch me...tgagati like witchcraft" (TFG2, p. 19, lines 528-530). "Let me tell you...they can kill you...they can make you go crazy. Or your family dies one by one...or you are disabled...your business is going down..." (TFG2, p. 20, lines 546).

		"...and there are people who open their own blanket, they practice witchcraft and then they put the boards and if you want to pass your exam, you want to win lotto, you want to get rich, you want to get a girlfriend" (TFG2, p. 20, lines 548-550). "Like Satanism, let me show you I have the proof..."(TFG2, p. 20, line 551). "If you, you are sick you have to go there...they will give you some, some mooti that you have to drink and then you will be fine" (TFG2, p. 20, lines 567-569). If I go to church um, um I'm being taught the word of God, spiritually, I grow..." (TPV2, p. 43, lines 1262-1263).
2.2 School related issues	2.2.1 School dropout	"Sometimes even dropping out of school, a lot of people in Diepsloot they, they drop out of school" (TPV2, p. 38, lines 1116-1117). "...some um, they drop out of school, out of school when they are still young so they'll be having uh, no access to anything, lack of knowledge...to everything. (TPV2, p. 49-50, lines 1454-1457). "...some other children don't want to be disciplined at home, they just decide to dropout and leave their home" (TPV1, p. 11, lines 259-261).
	2.2.2 Violence and bullying	"The violence that you experience at school like maybe bullying, corporal punishment" (TPV2, p. 14, lines 386-387). "...in the school like when they beat you, they punish you with a pipe..." (TPV2, p. 14, lines 391-392). Bullying around the school even outside the school can be a big problem because kids as well as citizens of Diepsloot will not be safe (TJS3, P. 2, 37-38).
	2.2.3 School facilities and Availability	"And the children walk all the way from Diepsloot to the school...have to walk quite a long distance going to school, (TPV2, p. 12, lines 331-334). "There is schools that are close by but they are full...there is so many popu, population in Diepsloot, so like those schools are full and it's not even a school, it, it's containers, they learn in the containers" (TPV2, p. 12, lines 353-354). "Here, there's a fence this side, uh, the fence is not like, it has, it is, it is fallen like this, it's like this, it's not like straight...so, when some children just think of dropping out of lessons or school they just go this side and then they jump the fence, they'll go home" (TPV2, p. 50, lines 1480-1483).
2.3 Peer relations	2.3.1 Support	"Your friends always support you for that time when they are still there..." (TPV2, p. 59, lines 1735-1736). "I don't even have friends...I have no friends..." (TFG1, p. 13, lines 404-406). "No, we just eat together, we are eating partners" (TFG1, p. 13, line 420). "Some people...they don't want to let go...they are good with holding grudges" (TS4, p. 6, lines 162-163).
	2.3.2 Trust	"If you tell your friends your stuff, everything, and then you fight with the friend and she go or leaves or eats with another

		group and then she tells the other group everything...and then everyone in the school will be like aaahhh" (TFG2, p. 29, lines 828-831). "...unlike friends...you can trust them for now, tomorrow they are gone" (TPV2, p. 59, lines 1743-1744). "Sometimes it's bad influence they get from friends" (TPV1, p. 11, line 258). "...some friends can also give you bad advice about things" (TPV2, p. 57, line 1671).
Theme 3: Broader societal issues (Macro systemic level)		
Sub-theme	**Categories**	**Extracts from data sources and representing identifying codes**
3.1 Discrimination	3.1.1 Tribalism	"Tribalism..., like there are so many people in Diepsloot that are tribalists. They discriminate themselves like e.g the Zulus and the Tswanas; some of the Tswanas do not like the Zulus and the other way around" (TFG1, p. 4, lines 112-115). "They have that thing that they are saying, like the Zulus are taxi drivers, something just like that. As much as discriminating" (TFG1, p. 4, lines 117-118).
	3.1.2 Xenophobia	"They discriminate...against the foreigners...they use some bad names....they treat them badly" (TFG1, p. 3, lines 85-92). "The foreigners have a bad impact on the community...they want to be like people in South Africa so if they want to be like them they have to behave in a bad way...so they can fit in with South Africans" (TFG1, p. 4, lines 95-105).
3.2 Political issues	3.2.2 Infrastructure	"These are houses, shops like Boxer and stuff showing that Diepsloot is developing" (TS6, p. 4, lines 112-113). "...so they are building bridges to cross over some other side" (TS6, p. 4, line 124). "...need to build a strong foundation" (TS6, p. 7, line 219). "...there should be proper roads...and bridges should be built (TPV1, p. 4, line 88-92). "...the school can be continued building because we really need that school" (TPV1, p. 10, line 243). "...we really need some decent housing" (TPV1, p. 11, lines 247-248). "...the shacks...broken bridges" (TPV2, p. 53, lines 1555-1556). "...the road of Diepsloot is poor...there are allot of shacks" (TS6, p. 6, lines 176-177). "Others are walking, they are coming from, I think they're coming from school or somewhere and all the people, there's water, you see, water and then when we are coming this side is a bridge, big bridge....that means that bridge isn't built well because the bridge is supposed to be save for people, there shouldn't be any, like water, dirty things around it" (TPV2, p. 2, lines 42-51).
	3.2.3 Government and law	"No, you can call , even if you say to these people you call the police, they'll tell you only we are coming, you wait until maybe tomorrow they will come and these people by that time

	enforcement	they'd be gone. Then when they arrive there will be no one to arrest, nothing to solve" (TPV2, p. 47, lines 1377-1381). "And then the answer I got was the police also need to make a living so some of them, the thugs that we have are associated with the police (TFG2, p. 24, lines 681-683). "They can't arrest kids who are doing drugs...if they arrest the kids what about the people who are selling the drugs" (TFG2, p. 24-25, lines 657-659). "...many of the police are trying their best to find the trouble" (TFG2, p. 25, lines 697-699). "They want the government to provide" (TFG2, p. 18, line 495). "I think the government should raise his voice and the police too" (TPV2, p. 22, line 634). "...the ignorance of the government" (TPV2, p. 11, line 314).
3.3 Economically related issues	3.3.1 Poverty and unemployment	"I wanted to illustrate like in Diepsloot there is a lot of poverty" (TPV2, p. 29, lines 851-852). "...it's a place with a high unemployment rate...but most people are just lazy" (TPV2, p. 55, lines 1624-1629). "Yeah, so sometimes it's not about um unemployment or what. People just say unemployment but at the same time they're also lazy and also dropping out of school (TPV2, p. 38, lines 1122-1124). "So the difference is people in Diepsloot they just sit down, they don't do anything. They would sit the whole day playing cards and nothing and then they'll blame the government and then strike and all those things, they don't think sometimes" (TPV2, p. 39, lines 1129-1132). "poverty...poverty..."(TS6, p. 6, lines 171-178). "People commit crime because of poverty" (TS6, p. 6, lines 186-187). "...I think most people are jobless at Diepsloot, so others are just commit crime for a living and stuff....some people like, a living to them" (TS6, p. 16, lines 560-565). "...who stay here in South Africa they don't get employed, then they continue...making babies then that leads to a lot of unemployment cause when those childs grow, some don't listen to school, they drop out of school, then they stay at home" (TPV2, p. 46, lines 1351-1354).
	3.3.2 Illicit economy	"...the people who are selling the drugs..." (TFG2, p. 32, lines 658-659). "Gambling..." (TFG1, p. 21, line 680). "People playing cards, gambling for money" (TPV2, p. 53, line 1559). "Then this people over here are playing cards, they're gambling actually..." (TPV2, p. 44, lines 1259-1256). "...a lot of people they gambling and when they're done gambling here that's when they like kill each other or fight and most of the people who do this things are the ones who cause crime in most of the cases" (TPV2, p. 33, lines 959-963).

		"Sometimes even at night in taverns you'll see them just gambling" (TPV2, p. 33, lines 974-975). "They were playing with money which is illegal...they are encouraging the young kids to do the wrong things. When children see them doing this, they'll think oh that's the way of making money..." (TPV2, p. 44-45, lines 1298-1310).
	3.3.3 Entrepreneur-ship	"One brain! Like, they're so lazy to think and they all sell the same thing, same price...so you go to this one, if you go to this one, this one will get angry to me, why did you go to this..." (TFG2, p. 18, lines, 503-507). "...programmes that would uplift them with small business into growing, a lot of job opportunities and a decrease in poverty" (TS6, p. 14, lines 482-483). "So the, the, the, the people, the entrepreneurs can't grow cause they, the people, the people of Diepsloot are influencing their business, the business can't expand too...because of the crime" (TS6, p. 5, lines 136-138).

Next, I provide visual representations of the research results in terms of the percentages in which each theme and sub-theme presented across the data sources in figure 4.1-4.4. Figure 4.1 visually presents the percentages of the themes that emerged from the data sources. Theme 1 (individual psychosocial characteristics and family climate) was the most prominent theme that emerged within the data sources, followed by theme 2 (community related social issues) and theme 3 (broader societal issues).

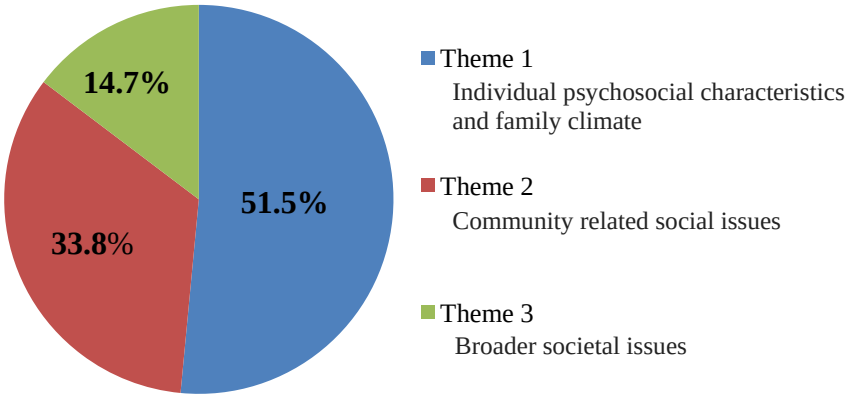

Figure 4.1: Themes of the study

Figure 4.2 presents the percentages of the sub-themes that formed part of theme 1 (individual psychosocial characteristics and family climate). Sub-theme 1.1 (individual factors) was the most prominent sub-theme that formed part of theme 1, followed by sub-theme 1.2 (family climate) and sub-theme 1.3 (experiences with the horses).

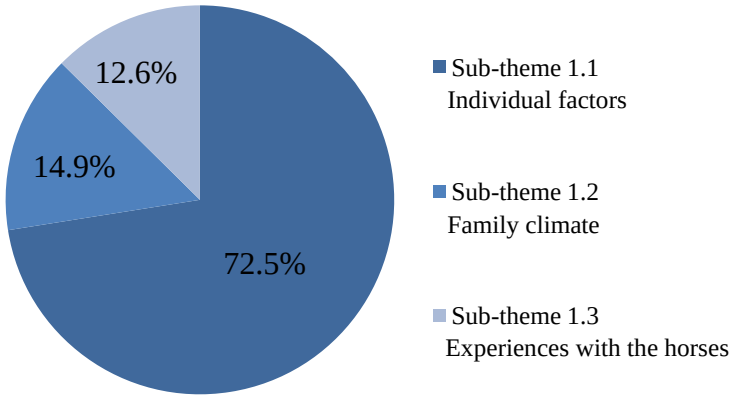

Figure 4.2: Theme 1 - Individual psychosocial characteristics and family climate

Figure 4.3 presents the percentages of the sub-themes that formed part of theme 2 (community related social issues). Sub-theme 2.1 (neighbourhood context and communal living) was the most significant sub-theme forming part of theme 2. Sub-theme 2.2 (school related issues) and sub-theme 2.3 (peer relations) were poorly represented in theme 2.

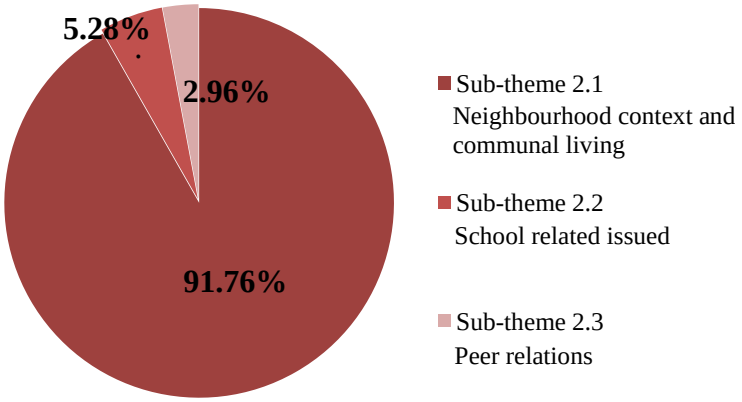

Figure 4.3: Theme 2 - Community related social issues

Figure 4.4 presents the percentages of the sub-themes that formed part of theme 3 (broader societal issues). The most dominant sub-theme within theme 3 was sub-theme 3.1 (discrimination). Sub-theme 3.2 (political issues) and sub-theme 3.3 (economically related issues) also formed part of theme 3, but to a lesser extent.

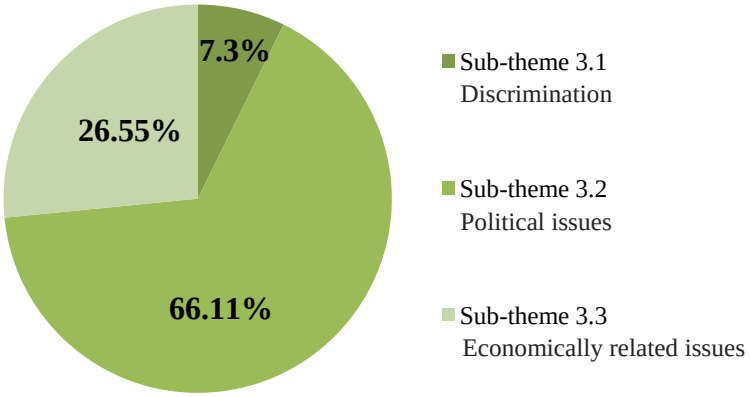

Figure 4.4: Theme 3 - Broader societal issues

In summary, theme 1 (individual psychosocial characteristics and family climate) comprising of sub-theme 1.1 (individual factors), sub-theme 1.2 (family climate) and sub-theme 1.3 (experiences with the horses) was the most prominent theme that emerged within the data sources. Following, theme 2 (community related social issues) comprising of sub-theme 2.1 (neighbourhood context and communal living), sub-theme 2.2 (school related issues) and sub-theme 2.3 (peer relations) was the second most prominent theme that emerged within the data sources. Lastly, theme 3 (broader societal issues) comprising of sub-theme 3.1 (discrimination), sub-theme 3.2 (political issues) and sub-theme 3.3 (economically related issues) was the weakest theme that emerged within the data sources.

4.4 DISCUSSION OF RESEARCH RESULTS

In the discussion of the research results, I will rely on the themes and sub-themes presented as the research results and on extracts from the data sources. I will also situate the themes and sub-themes within the risk and resilience ecological framework, the conceptual framework utilised in the present study (Corcoran & Nichols-Casebolt, 2004). Further, in discussing the research results literature will be incorporated for the purposes of situating the results of the present study in terms of existing knowledge.

4.4.1 THEME 1: INDIVIDUAL PSYCHOSOCIAL CHARACTERISTICS AND FAMILY CLIMATE

Utilising the risk and resilience ecological framework, factors within the research results that formed part of the girl youth's immediate social environment were ordered to form part of the micro systemic level and were identified as theme 1-individual psychosocial characteristics and family climate (Corcoran & Nichols-Casebolt, 2004). Theme 1 (individual psychosocial characteristics and family climate) were grouped into sub-theme 1.1 (individual factors), sub-theme 1.2 (family climate) and sub-theme 1.3 (experiences with the horses). As presented in

figure 4.2, sub-theme 1.1 (individual factors) was the most prominent sub-theme, followed by sub-theme 1.2 (family climate) and sub-theme 1.3 (experiences with the horses).

4.4.1.1 Sub-theme 1.1: Individual factors

Individual factors such as internal resources, internal risks and needs played an important role in the girl youth's description of their current functioning. Individual factors identified as contributing towards the girl youth's ability to cope and foster an increased level of resilience were identified as internal resources and included factors such as having a positive self-concept, moral decision making skills, having a strong value system, practicing pro-social life skills and adapting effective modes of coping. Existing literature confirms that individual factors, such as a positive self-concept and easy temperament, contribute towards an individual's ability to cope (Greenglass & Fiksenbaum, 2009). Also, positive values and social competencies have been found to be internal or developmental assets that contribute towards positive youth development (Benson, Scales, & Syversten, 2011). However, although the present study's research results in terms of internal resources are supported in the literature, the internal resources that emerged are not all inclusive in terms of the magnitude of internal resources that have been reported in the literature to contribute towards positive adaptation and development. Additional internal resources, such as self awareness, spirituality, faith, hope, persistence, motivation and aspirations have also been found to contribute towards an increased level of resilience and positive youth development (Truebridge, 2016). However, as previously discussed in Chapter 2 in the literature review, values, norms and beliefs adopted by youth are greatly influenced by youth's cultural upbringing and may vary across different cultural, minority and population groups (Theron et al., 2012; Ungar et al., 2007; Mennen, 1995; Keith et al., 1991). As such, the girl youth's cultural upbringing could possibly describe why the internal resources that emerged within the present study's research results did not accurately resemble the magnitude of internal resources described in the literature. Extracts from the data sources such as, *I think am adorable and that help me to deal with challenges* (JS2-3, lines 23-25), communicated the importance of having a positive self-concept as an internal resource that helps the girl youth to deal with life's challenges. Also, the role of values, *when I have values, I know where I stand* (TJS2, p 1, line 20), and the importance of having the ability to positively engage with others, *I am a good socialiser and I am also good with people so that is what I do* (TFG1, p 7, line 220), also formed part of internal resources identified by the girl youth that help them in life.

The most prominent internal resource that emerged during the data analysis included the modes of coping utilised by the girl youth. From the research results it was suggested that avoidance coping was the main coping mechanism utilised by the girl youth, followed to a lesser extent by problem-focused coping, emotional-focused coping and acceptance coping. Avoidance coping was identified in extracts from the data sources in which the girl youth communicated that avoidance keeps them safe. For example, *so if you avoid such things...then you are on the*

safe side (TFG1, p 5, line 144-145). In line with the present study's results, Garnet et al. (2015) also found youth at-risk to revert to avoidance coping. However, Garnet et al. (2015) report that distractive coping strategies and supportive coping strategies were found to be used more prominently among youth at-risk than avoidance coping.

In contrast to the girl youth's perception of the value of "avoiding", literature indicates that avoidance coping is an ineffective way of coping as it does not allow for the actual problem to be addressed (Roth & Cohen, 1986). This raised the question of how relevant are literature reports on the positives and negatives of different modes of coping across different cultural, minority and population groups as the research results of the present study suggests that for the girl youth "avoidance" is key to preventing exposure to risk and adversity that is prominent in their community. In addressing the question raised, Lazarus and Folkman (1984) report that the actual effectiveness of modes of coping depends on the degree in which it is appropriate to the internal and/or external demands of the specific situation. In other words, when taking the internal and external demands of being a girl in Diepsloot into account, avoidance coping may present as an effective mode of coping specific to the girl youth's life circumstances. Also, in a more recent article by Thompson et al. (2016), it is reported that resilience may include adaptive strategies that may not traditionally be recognised as resilience. As such, Thompson et al. (2016) reports that avoidance coping may develop in response to environmental demands as a protective strategy to avoid harm (Thompson et al., 2016).

But, the literature also presents a different avenue in which to view the "avoidance" utilised by the girl youth as a mode of coping. Avoidance can also be seen as a form of pro-active coping, defined as a future-oriented coping process that involves the anticipation of a potential stressor and then acting to prevent the stressor from occurring (Greenglass & Fiksenbaum, 2009). An example of an extract from the data sources in which "avoidance" can be seen as a form of pro-active coping includes *for the gangsters, you have to stay away from them, just avoid them* (TFG1 p 5, lines 132, 134). In other words, the girl youth communicated that they identify and anticipate potential risks associated with gangsters and propose to use avoidance as a way in which to prevent exposure to such risks. Pro-active coping presents as a better way in which to interpret the girl youth's utilisation of "avoidance" as it present as a more positively-oriented and empowering mode of coping when compared to avoidance coping as it is described in the literature (Greenglass & Fiksenbaum, 2009; Roth & Cohen, 1986).

At the converse of the individual factors identified as internal resources, the research results also presented individual factors that negatively affect the girl youth's ability to cope. These characteristics signify internal risks and include characteristics such as having a negative self-concept, bad decision making skills and practicing ineffective ways of coping. Examples of extracts where a negative self-concept was communicated as an internal risk include *different things about myself that I think sometimes negatively influence my ability to cope with challenges and hard stuff in life is the fact that sometimes I lack self-confidence, a low-self-*

esteem and shy. It makes me make bad or decisions that do not help me cope (JS2-2, lines 31-40). *If a challenge comes my way, then I won't be able to face it because I am scared if I might be wrong and what others might think. Scared of how people look at me and that really affects when solving problems* (JS2-1, lines 31-37). Also, the identified internal risk of bad decision making skills and ineffective ways of coping presented within the data sources as *allot of the times you don't listen to your inner voice, you just ignore it and react like, sometimes you react like a mad person, just because you don't listen to yourself and listen to your mind, you rush in doing things, like you just want to argue with the person* (TJS3, p 7, lines 209-212). *Keeping stuff to myself and not talking about it because of being scared of being judged. It lowers my self-esteem as well as my self- confidence and increases the doubt I have in myself* (JS2-4, lines 5-10).

According to the risk and resilience ecological framework, the relatedness among the characteristics identified as internal resources and internal risks in the present study's research results is suggestive that such characteristics lie on a continuum ranging from resilience at the one end of the spectrum to maladjustment at the other end of the spectrum (Corcoran & Nichols-Casebolt, 2004). Research confirms that protective factors, such as internal resources, and risk factors, such as internal risks, are frequently negatively correlated (Fraser, 2004). For example, a negative self-concept is reported to negatively affect mental health and contribute towards maladjustment whereas a positive self-concept is reported to positively affect mental health and adjustment (Fraser, 2004). However, in the discussion on youth at-risk and risk related outcomes in the literature review of the present study (Chapter 2), internal risks were discussed mainly as negative outcomes following exposure to risk factors. For example, in the literature review the study by Graham-Bermann (1996) was presented to discuss how exposure to risk factors increases the probability for the onset of internalising maladjusted symptoms such as depression and anxiety. However, from the research results it is suggested that from the girl youth's perspectives internal risks represent both risk and negative outcomes following exposure to risks.

The final aspect that formed part of sub-theme 1.1 (individual factors) include certain needs that were identified by the girl youth as having a significant influence on their functioning and ongoing personal development. The fulfilment and/or thwarting of needs and how it relates to risk, resilience and youth development did not receive much attention in the discussion of risk and resilience in the literature review of the present study (Chapter 2). However, in the process of conducting an additional literature review for the purpose of situating the research results in terms of existing knowledge, literature was found that report on the impact the fulfilment and lack of fulfilment of needs have in terms of risk, resilience and positive adaptation. Emery, Heath and Mills (2016) report that the fulfilment of needs are important to facilitate optimal functioning and are also important in contributing towards positive personal growth. However, when needs are thwarted, an individual's psychological and overall wellbeing are placed at risk

(Emery et al., 2016). Also, when needs are constantly unfulfilled, individuals are at risk to engage in maladaptive, compensatory behaviour in response to the negative emotions aroused by need frustration (Emery et al., 2016).

Interpretations drawn from the literature include that the fulfilment of needs and/or thwarting of needs can be seen to form part of a continuum. In other words, the fulfilment of needs are reported to contribute towards positive development whereas the thwarting of needs are reported to increase the risk for maladjustment (Emery et al., 2016). However, the one end of the continuum, the fulfilment of needs did not emerge within the research results of the present study. The research results only included consideration of the thwarting of needs and the negative impact thereof. From the research results, a need for safety and security and a need for pleasurable stimulation presented as the most significant needs the girl youth described as being unfulfilled in their lives. Other needs that emerged within the research results, but to a much lesser extent included, in descending order, cognitive needs, physiological needs, relatedness, need for autonomy, competence, esteem needs, money and luxury, and a need for privacy. An example of how a need for safety and security presented within the data sources include, *first things first, they must do away with crime* (TFG2, p 22, line 612). Also, a need for pleasurable stimulation were described as *for us is Diepsloot, cause there's no place that, there's no good place for us to, you know go, go there and have fun. That's why most of the time you find that high pregnancy rate in Diepsloot cause most of teenagers in Diepsloot they feel that sex is the only entertainment in your life* (TPV2, p 22, lines 641-645). The previous extract presented in which sex is described as a form of entertainment (TPV2, p 22, lines 641-645), provides a good example of Emery et al's (2016) report that unfulfilled needs may lead to maladjusted, compensatory behaviour to relieve negative emotions related to need frustration.

Further, the two most prominent needs identified from the research results, a need for safety and security and a need for pleasurable stimulation, closely resemble needs that form part of Maslow's model of basic human needs (Maslow, 1943). Although Maslow's model of needs have received much criticism (Mawere, Mubaya, van Reisen, & Van Stam, 2016), more recent need models, such as self determination theory and Sheldon, Kim and Kasser's (2001) model of psychological needs, are more psychologically oriented and do not accurately resemble the needs that emerged within the research results of the present study. For instance, self-determination theory presents a need for competence, autonomy and relatedness at the top of the hierarchy of needs (Deci & Ryan, 2008). Likewise, in Sheldon, Kim and Kasser's (2001) model of psychological needs, a need for autonomy, relatedness, competence and self esteem is placed at the top of the hierarchy of needs. Despite criticism and flaws identified in Maslow's model (Maslow, 1943), even in more recent research (Mawere et al., 2016), it has been the only model found to support the most prominent needs that emerged within the research results. Also, evidence has been presented in favour of Maslow's hypothesis that people tend to strive towards fulfilling basic safety and security needs before any other needs (Tay & Diener,

2011; Maslow, 1954 as cited in Tay & Diener, 2011). Further, the evaluation of the importance of certain needs have been found to be influenced to a great extent by cultural influences and the community context (Tay & Diener, 2011). As such, considering the high risk community of Diepsloot in which the girl youth live, striving for safety and security and pleasurable stimulation as basic needs may gain preference to any other psychological needs.

4.4.1.2 Sub-theme 1.2: Family climate

Within the research results, some negative and positive family factors were identified and grouped as part of family climate. The negative family factors mainly involved the girl youth's perception of their parent's parenting practices. The positive family factors presented as positive factors related to the family as a whole. From the research results it was suggested that the girl youth's parents engage in certain parenting practices that are closely linked to an authoritarian parenting style as it is described in the literature (Sigelman & Rider, 2006). In accordance with an authoritarian parenting style (Sigelman & Rider, 2006), the girl youth described their parents as exerting high levels of control and demandingness, low levels of recognition and appreciation and low levels of support. For example, *our parents expected more from us than we expected from ourselves* (TFG2, p 6, line 149), *You feel like they're not listening to you or something...it feels like you're living somebody's life... yes... not yours. It's like you're not in total control of your life. It's like you have given your life away for someone to control it, it's not fair. And they are not going to support you, and they're not doing that. In fact, in fact they are judging you and comparing you with someone else* (TFG2, p 7, lines 183-192). *When you've done something nice it takes a lot for them to say you know what, I appreciate you for who you are and I'm proud of you* (TFG2, p 7-8, lines 195-196). As evident within the literature, parenting styles have a significant impact on children's adaptation, functioning and development. In particular, literature on authoritarian parenting reports that children of authoritarian parents are more likely to be anxious, unhappy, and have a low self-esteem and sense of self-reliance (Berk, 2009). Children of authoritarian parents have also been found to be at an increased risk to react with hostility and force when they do not get their way (Berk, 2009). The literature clearly highlights that negative parenting practices can present as a great risk for negative youth outcomes. Ng, Kenny-Benson and Pomerantz (2004) provides a more in-depth description of the effects of certain parenting practices.

The girl youth's account of their parents' negative parenting practices may be strongly linked to and influenced by the Diepsloot environmental context. With the risk and resilience ecological framework supporting reciprocal interaction and influence within and across systemic levels (Corcoran & Nichols-Casebolt, 2004), it is likely that parents controlling and demanding practices may result from the economic hardship and the risks and dangers associated with living in Diepsloot (Mahajan, 2014). Literature reports that parents from high risk communities such as Diepsloot, with several negative community characteristics, often neglect to engage in positive parental practices (Pinderhughes, Nix, Foster, & Jones, 2007). For

instance, research suggests that parents who live in rural communities, characterised by high levels of poverty and unemployment, display less warmth and higher levels of harsh discipline and restrictive control (Simons, Johnson, Conger, & Lorenz, 1997). For a more detailed discussion concerning the impact of neighbourhood characteristics on parenting refer to Pinderhughes et al. (2007).

The research results suggests that the girl youth experience their families in a more positive light than their parents. For example, *families are our biggest supporters. Yeah, people that are always there for you (*TPV2, p 59, lines 1729-1730). *Family always has your back unlike anyone else* (TPV2, p 59, lines 1734-1735). *Mmm, um to me family means everything, yeah, people who love me, people who give me hope, people who give me strength, people who correct me when I go wrong, people who show me the way also* (TPV2, p 40, lines 1168-1170). It was interesting to note the change in perception of parents and family within the research results, as family may also include parents. However, there was a gap in the research results with regards to the composition of the family the girl youth referred to. In line with the girl youth's positive perception of their families, Yankuzo (2013) reports on the importance placed on families within African cultures. Within many African cultures, families are seen as a unit comprising of close and extended family members that help one another and offer support to one another. Relationships within an African family unit is traditionally characterised by love, protection, care and respect (Yankuzo, 2013).

With parents considered to form part of the family unit of African family life (Yankuzo, 2013), the present study's research results in terms of the negativity the girl youth expressed towards their parents is incongruent with existing literature (Yankuzo, 2013). After further investigation, the research results suggested that the girl youth's negative perception of their parents' parenting practices may be caused by or be the cause of the girl youth's identified need for autonomy, suggesting reciprocal interaction between needs (sub-theme 1.1: Individual factors) and family climate (sub-theme 1.2). Ng et al. (2004) report on the interaction between parenting practices and a need for autonomy by indicating that parental use of control undermines children's feelings of competence and autonomy which may lead to a decrement in children's motivation and subsequently also their performance. I present the following extract in support of the interplay between parenting practices and the girl youth's need for autonomy as presented within the research results: ...*we say we don't get support, sometimes it may be that you want to do what you want to do and at that point of time it's not good but you want to do it then your parents tell you that "no, you don't have to do this, it's not good" they show you the right way but you, you want to belief that what you want to do is the right thing. That's why um we tend to say that um they're not supportive, things like that* (TVP2, p 40-41, lines 1175-1188).

4.4.1.3 Sub-theme 1.3: Experiences with the horses

The girl youth's experiences with the horses were ordered as part of the micro systemic level of the risk and resilience ecological framework as engaging with the horses formed part of the girl youth's immediate social environment at the time of the research (Corcoran & Nichols-Casebolt, 2004). The girl youth's experiences with the horses were grouped into horses and perception of self and horses, horses and support and lastly horse's behaviour and metaphorical links.

The research results revealed that positive perceptions of the horses emerged as well as a positive perception of self through the eyes of the horses. For example, horses were perceived as *they are kind* (TS1, p 7, line 193). *They are friendly* (TS1, p 1, line 14). *I like the father* (TS1, p 2, line 38.) The girl youth's positive perception of themselves through the eyes of the horses were communicated as *they think I am adorable and cute....* (JS4-4, lines 8-9). *...the horses think that I am kind and also sweet* (JS4-3, lines 8-9). In line with literature in the field of EAI, the positive perceptions of the horses and self that emerged during the course of the GGG sessions facilitated the emergence of positive feelings that were associated with being with the horses, which in turn also contributed towards the girls youth's level of openness and willingness to engage in the therapeutic process with the horses (Bardill & Hutchinson, 1997; Mason & Hagan, 1999). For example, the girl youth communicated that *being with the horses makes me feel happy* (JS5, lines 11-12). *I saw the love and friendship I had with the horse* (JS4-4, lines 10-11). Burgon's (2011) findings on EAI support the research results in terms of the positive feelings that are facilitated during EAI. Burgon (2011) reports on EAI in terms of its effectiveness in building trust and attachment with both the horses and the therapists. Burgon (2011) further describes that animals in general can act as communication mediators, helping to provide a calming effect within the therapeutic environment, especially during the early stages of therapy.

The research results also portrayed that the girl youth experienced the horses as a form of support. The supportive role the horses played was communicated in extracts such as *I think when you are with the horses you forget your difficulties...* (JS7, lines 20-20). *Horses can help girls understand life...* (JS7-4, lines 17-19). *Horses help girls to believe in themselves...* (TFG2, p 12, line 325). *Talking to the horses really stood out for me* (JS3-3, lines 3-4). *...they heard everything we were telling them* (JS2-3, lines 11-12). In the process of linking the research results in terms of the supportive role of horses to existing literature, literature emerged on the importance of the human-animal bond. Beck and Katcher (2003) report on the animal-human bond and incorporate the social support theory to describe the supportive role animals play in the lives of humans. For a more detailed account on the supportive role of animals in general refer to Beck and Katcher (2003). More specifically related to the research results of the present study, Hauge, Kvalem, Berget, Enders-Slegers and Braastad (2014) found that horses act as a perceived from of social support. A sense of connectedness and belonging that often

emerge during EAI sessions creates an experience of social support similar to that of peer support in human-human relationships (Serpell, 1996 as cited in Hauge et al., 2014).

Most prominent within the research results that related to the girl youth's experiences with the horses were the girl youth's interpretations of the horses' behaviour and the metaphorical links that were made, linking the horses' responses and herd behaviour to life experiences, events and realities outside the EAI therapeutic setting. Initially, direct metaphorical links were made from the composition of the herd of horses. For example, the horses were metaphorically labelled as *it is a family* (TS1, p 2, line 35). *I think there is a wife* (TS1, p 2, line 38), *and a teenager* (TS1, p 2, line 38). Further, the horses' behaviour was metaphorically linked to the girl's behaviour. For example, *I have some similar actions with the horses. We can sometimes react the same way. That humans and horses have like some similar reactions towards things* (TFG2, p 4, lines 97-99). *Horses are similar to people, and finding things about horses that reminded me of my childhood* (JS3-3, line 2-5). Then, the horses' behaviour was metaphorically linked to life and life events. For example, *the father is uhm, overprotective. He doesn't want his young ones to get, uhm, close to that one. I think that one is dangerous. I think he, he loves his family* (TS5, p 8, lines 237-239). *Like at home so when there's a criminal wanting to get in, you would hear Daddy. Ja, he's the first one who's going to find a weapon just to protect his family and to hide us inside the bed* (TS5, p7, line 229-232). Researchers report on the benefits that are specifically related to EAI, one being the huge potential for the horses' behaviour to be metaphorically linked to life and life events which ultimately opens the door for therapeutic input, exploration and practicing new ways of coping (Johns, Bobat, & Holder, 2016; Robinson, 2013). In other words, metaphoric links made during EAI sessions act as catalysts for therapeutic exploration and practicing new ways of coping which consequently increased insight into life circumstances and increases the development of adaptive modes of coping and resilience (Johns et al., 2016; Robinson, 2013).

4.4.2 THEME 2: COMMUNITY RELATED SOCIAL ISSUES

Factors that presented within the research results that related to the Diepsloot neighbourhood and/or community were identified as theme 2 (community related social issues) and ordered to form part of the mezzo systemic level of the risk and resilience ecological framework (Corcoran & Nichols-Casebolt, 2004). The community related social issues identified were grouped into sub-theme 2.1 (neighbourhood context and communal living), sub-theme 2.2 (school related issues) and sub-theme 2.3 (peer relations). As presented in figure 4.3, sub-theme 2.1 (neighbourhood context and communal living) were the most prominent sub-theme that formed part of theme 2. Sub-theme 2.2 (school related issues) and sub-theme 2.3 (peer relations) were poorly represented within the research results. As such, in discussing theme 2 (community related social issues), the most attention will be paid to discussing the factors that represent sub-theme 2.1 (neighbourhood context and communal living).

4.4.2.1 Sub-theme 2.1: Neighbourhood context and communal living

Sub-theme 2.1 (neighbourhood context and communal living) comprised primarily of crime, gangsters and bullies, pollution, community social cohesion and community resources. Poorly represented within sub-theme 2.1 (neighbourhood context and communal living) were substance use, gender issues and pregnancy rate, and religion/witchcraft. In the discussion of sub-theme 2.1 (neighbourhood context and communal living), attention will be paid to the most prominent factors that represent this sub-theme.

Within the research results crime as well as gangsters and bullies were communicated as a great concern within the Diepsloot community. As pointed out in the discussion on risk in resource constrained communities in the literature review of the present study (Chapter 2), community members of resource-constrained communities report to be profoundly affected by the high levels of violence and crime in their communities as their safety becomes compromised (Mampane & Bouwer, 2011; Cooley-Strickland et al., 2009). Many residents of resource-constrained communities live with an overwhelming amount of stress and fear in terms of being at an increased risk to be victims of crime or being robbed (Mampane & Bouwer, 2011; Cooley-Strickland et al., 2009). The high levels of crime in Diepsloot, as suggested in the research results, were interpreted to be closely connected to the girl youth's identified need for safety and security, indicating a level of interaction between crime on a mezzo systemic level and needs (need for safety and security) on a micro systemic level of the risk and resilience ecological framework (Corcoran & Nichols-Casebolt, 2004). From the data sources, the high crime rate in Diepsloot was described in extracts such as *lot of crime* (TS6, p 5, line 134). ...*smugging people* [sic] (TFG2, p 14, line 382). ...*the killing of people* (TFG2, p 14, line 390). ...*rape* (TFG2, p 14, line 392). ...*breaking in the shops* (TFG2, p 14, line 394). The girl youth's account of the high crime rate in Diepsloot has been supported in the literature review of the present study (Chapter 2). In Chapter 2, I provided a discussion of literature that relates to risk in resource–constrained communities and literature that report on the high levels of crime and adversity that are deemed characteristics of high risk resource-constrained communities such as Diepsloot (Mahajan, 2014; Percival & Homer-Dixon, 1998).

However, what stood out from additional literature consulted were the high levels of brutality associated with crime related activities in South Africa (Percival & Homer-Dixon, 1998; Jewkes & Abrahams, 2002). Also, as discussed in the literature review in Chapter 2, authorities report to be unsure of the exact magnitude of crime within South Africa due to several barriers to reporting (Jewkes & Abrahams, 2002). The literature on barriers to reporting is in line with the research results of the present study as a lack of trust in police were communicated, which according to Jewkes and Abrahams (2002) causes victims of crime to refrain from reporting crime related incidents (Jewkes & Abrahams, 2002). Although a lack of trust in police forms part of politically related issues on a macro systemic level, I provide the following extracts that communicate the girl youth's lack of trust in the police in support of my current argument and

to communicate the connection between crime on a mezzo systemic level and political issues (lack of trust in police) on a macro systemic level. Within the data sources a lack of trust in the police were communicated as *the police are not doing their work. That's why like there is always a mob justice involved, because the police, they don't do their work. If only the police can do their jobs there will be no more mob justice, there will be no more crime* (TFG2, p 22, lines 615-619). Also reported in the literature to act as a barrier to reporting is the fear victims of crime have that the perpetrators of crime will retaliate (Jewkes & Abrahams, 2002). Similar reasons not to report crime also surfaced within the research results of the present study, but the perpetrators of crime that initiates a fear of reporting were primarily reported to be gangsters and bullies. For instance, the girl youth communicated that *it is full of gangsters...and bullies* (TFG1, p 2, lines 48-50). *They come and then they beat us* (TFG1, p 3, line 58). Also, *you know like some people are, are afraid to report the, these things because they belief that if they report it and then these people go to prison, when they get out they'd be after them, they go after them, so, they are very afraid to report it* (TPV2, p 15, lines 427-430). *When they go to jail, when they come back they will beat you again. Even if he can't come back, one of his friends will come back and stab you or beat you* (TFG1, p 6, lines 163-165). The presence of gangsters and bullies within resource-constrained communities were not specifically addressed during the literature review of the present study. However, from the research results it is suggested that gangsters and bullies potentially play an important role in the reported high levels of crime in Diepsloot and also appears to form part of the suggested barriers to reporting crime.

What came as a surprise, when considering the research results related to crime, gangsters and bullies, was that sexually oriented crime, as a risk factor, did not emerge within the research results. Sexually oriented crime was deemed an important part of risks faced by girl youth as a great amount of literature, as was also discussed in the literature review of the present study (Chapter 2), points towards sexually oriented crime, such as rape, forced prostitution and child pornography, to be the most significant and prevalent risk factors women and girls are exposed to (Dunkle et al., 2004; Watts & Zimmerman, 2002; Jewkes & Abrahams, 2002; Finkelhor & Dziuba-Leatherman, 1994). A potential reason as to why sexually oriented crime did not surface within the present study's research results could include the group format in which the present study took place. Babbie (2008) describes that one of the limitations of conducting research in a group format is that sensitive information is often lost due to research participants being reluctant to share sensitive or secretive information in a group format. As such, with sexually related topics frequently regarded as sensitive topics, especially among youth, the girl youth may have felt shy in terms of sharing information of a sexual nature in front of the other girl youth research participants. As such, although sexually oriented crime did not surface within the research results of the present study, it should be considered to be a topic for further investigation.

High levels of pollution in the Diepsloot community emerged within the research results as a health related risk. Pollution was described to include waste pollution, air pollution, sewerage pollution and water pollution. Extracts from the data sources that communicated the high pollution levels in Diepsloot include *Diepsloot, Diepsloot is not clean. A lot of places that is full of rubbish everywhere. It's just not clean* (TVP2, p 35, lines 1018-1019). *Um, like there are pampers, kids diapers, you see? Yeah, pads and stuff, used things um* (TPV2, p 6, lines 161-163)*...here there is a sewage coming this side* (TPV2, p 11, lines 293). Also, I present an extract as an example of the concerns raised on the impact of pollution on Diepsloot community member's health: *It happens a lot and then people get sick from some sort of sickness and you, you end up not knowing why but then, it's just something that's around every day* (TPV2, p 54, lines 1577-1579). Research confirms that pollution damages the earth's natural ecological system and may increase the risk for onset of infectious diseases and cardiovascular and respiratory related problems (Rushton, 2003). Through the photovoice process, photographs 4.1 and 4.2 were taken by the girl youth to visually describe the high pollution levels within the Diepsloot community.

Photograph 4.1

Photograph 4.2

A lack of community social cohesion among Dieplsoot community members also formed part of the factors related to neighbourhood context and communal living. The research results suggested a lack of empathy among Diepsloot community members as well as a lack of responsibility for self and the community, which were suggested to be linked to committing crime and damaging the community through pollution. For example, *they just don't care about their community* (PV2, p 2, lines 33-34). *...they're not helping him. Yeah it means that in this community they are not um, thinking, they are not um, you know being open to one another, they're not helping one another maybe everyone is feeding his own stomach and thinking for himself* (TPV2, p 30, lines 857-870).

The low level of unity and social cohesion among Diepsloot community members, as suggested within the research results, was found to be in contrast to existing literature as a great body of literature on African cultures report on the high value African cultures place on a strong sense of community (Mawere et al., 2016; Murithi, 2006). Also a strong sense of

community have been reported to form the cornerstone of African life, especially within South Africa where "Ubuntu" (one is truly human only as a member of a community) forms the overarching philosophy of African life (Mawere et al., 2016; Murithi, 2006). In addition, researchers have reported that hardship and adversity, as experienced within the Diepsloot community (Mahajan, 2014), bring community members closer together (McMillan & Chavis 1986).

In comparing the research results to existing literature, several questions were raised. For example, what causes communities to depart from their traditional cultural orientations? More specifically related to the present study's research results, what causes Diepsloot community members to divert from traditional African community orientations? After further investigation into the topic, literature emerged in which researchers report that environmental scarcity causes high rates of external and internal divisions of ethnic groups within high risk rural communities (Percival & Homer-Dixon, 1998). As such, with Diepsloot being reported as an overpopulated community (Mahajan, 2014), divisions may emerge within and between ethnic groups due to an increased environmental scarcity caused by the overpopulation (Mahajan, 2014; Percival & Homer-Dixon, 1998). In addition, it has also been reported that hardship and poverty, as experienced by Diepsloot community members (Mahajan, 2014), increases the level of salience of group boundaries causing segmentation within communities (Percival & Homer-Dixon, 1998; Mahajan, 2014).

Positive factors related to Diepsloot neighbourhood context and communal living also emerged within the research results. Community resources, including community related social support networks, were presented in the research results as important protective factors that buffer against community risks. What was interesting was that the identified support networks, on a mezzo systemic level, were closely linked to the avoidance coping utilised by the girl youth on a micro systemic level. For example, engaging in community related social support activities were communicated to serve as a means to stay busy and avoid thinking about and getting involved in unwanted behaviour. In line with the research results, literature confirms that social support networks serve as an indirect and direct protective factor (Fraser, 2004; Morrison, Narasimhan, Fein, & Bale, 2016). Researchers report that feeling supported combined with the availability of emotional and tangible resources from supportive social relationships is positively linked to normal development and has been found to buffer the negative effects of community related stressors (Morrison, et al., 2016; Crnic et al., 1983; Fraser, 2004). The girl youth identified community related support networks as comprising of church, anti-violence buddies, African tycoon, Shumbashaba and social workers. From the data sources it was communicated *Anti-violence buddies....They fight against violence and drugs*...(FG1, p 11, lines 336-349). *Because sometimes in the church we have got youth, like they separate us we got child vandalism, youth, young generation. So young generation is teenagers, we also meet, talk about our issues, and also there is youth, they meet, they talk about their personal issues*

and parents, how to deal with such situations (TFG1, p 14, lines 454-458). Photograph 4.3 represents a visual representation of a supportive organisation in Diepsloot that emerged from the photovoice process.

Photograph 4.3

4.4.2.2 Sub-theme 2.2: School related issues

School related issues were poorly represented within the research results and mainly revolved around school dropout. Violence and bullying in schools and school facilities and availability also formed part of school related issues, but to a much lesser extent. In the research results school dropout were communicated in extracts such as, *sometimes even dropping out of school, a lot of people in Diepsloot they, they drop out of school. Like in my class there's this kid, ja, I think he's supposed to be doing grade 12 now, he's out of school. He's just in the streets, smoking so obviously after like five years or six years, he'll be stealing Diepsloot not doing anything and then at the end of the day he would say that he doesn't have any work, blaming the government but then it's him who started it* (TPV2, p 38, lines 116-1122). In line with the research results, literature confirms that school dropout is in particular more prevalent in rural communities (Grant & Hallman, 2008). The girl youth's account of school dropout suggested to be closely related to their sense of agency. In other words, the importance of controlling one's own actions and not blaming others were deemed important (Engbert, Wohlschlager, & Haggard, 2008). Although, a sense of agency is frequently understood to involve internal process of judging and controlling one's own action, literature reports that both internal and external cues contribute towards a sense of agency and that judgements of another person's actions may contribute towards a sense of agency of one's own actions (Moore, Wegner, & Haggard, 2009; Engbert et al., 2008). From the extracts presented of school dropout, it was interpreted that girl youth communicated judgement of another's actions (external cue) in terms of school dropout which, as supported by Moore et al. (2009), potentially contribute towards the girl youth's sense of agency in terms of the importance of not dropping out of school, taking responsibility and not blaming others.

4.4.2.3 Sub-theme 2.3: Peer relations

Peer relations were the weakest sub-theme that formed part of theme 2. Suggested from the research results, peer relations included perceptions that friends are not supportive and can't be trusted. Within the data sources it was communicated, *some people...they don't want to let go...they are good with holding grudges* (TS4, p 6, lines 162-163). *If you tell your friends your stuff, everything, and then you fight with the friend and she go or leaves or eats with another group and then she tells the other group everything (all participants agree)...and then everyone in the school will be like aahh* (TFG2, p 29, lines 828-831). *Sometimes it's bad influence they get from friends* (TPV1, p 11, line 258). It was initially expected that positive peer relations would form an important part of the girl youth's lives, especially because the research results suggested a lack of support from parents and also African cultures are portrayed within the literature to place high value on collectivism (Mawere et al., 2016). In other words, African cultures place high value on the importance of strong social links within social groups (Mawere et al., 2016; Caldwell-Harris, 2006). Also, as discussed in the literature review of the present study (Chapter 2), it was already reported in the third wave of resilience research that positive peer relations, together with self-regulation, attachment, learning, family systems and school systems, represent important adaptive systems that contribute towards positive outcomes (Masten & Obradovic, 2006). Masten and Obradovic (2006) reported that when these adaptive systems are present and function normally there is the potential for an increased level of resilience. However, when these adaptive systems are damaged, develop abnormally or function maladaptive, a decreased level of resilience is likely to result. Additional literature from 1998, report on the importance of positive peer relations in terms of contributing towards normal development. This includes the development of pro-social relationship skills, development of a sense of personal identity and an increased sense of independence as well as developing increased feelings of social competence, which is considered essential for fostering resilience and adaptive adult functioning (La Greca & Lopez, 1998).

The negativity related to peer relations, as suggested within the research results, are reported in the literature to represent a risk that elevates the chances of youth developing increased feelings of social apprehension, worry, anxiety and distress which in turn, may lead to behavioural avoidance of peers, and contribute to missed opportunities for normal socialising experiences (Frankel, 1990; La Greca & Lopez, 1998). However, peer relations from the girl youth's perception were poorly represented within the research results. However, as described in the literature, peer relations forms an important part of positive youth development. As such, it is suggested for a more in-depth investigation to be conducted on peer relations in the lives of girl youth from the Diepsloot community to gain more clarity on the topic.

4.4.3 THEME 3: BROADER SOCIETAL ISSUES

The risk and resilience ecological framework identifies the macro systemic level as comprising of factors related to the broader society (Corcoran & Nichols-Casebolt, 2004). As such, factors within the research results that were found to be related to the broader society were ordered to form part of the macro systemic level as theme 3 (broader societal issues) and grouped into sub-theme 3.1 (discrimination), sub-theme 3.2 (political issues) and sub-theme 3.3 (economically related issues). As presented in figure 4.1, theme 3 was the weakest theme within the research results. Also, as depicted in figure 4.4, within theme 3, sub-theme 3.1 (discrimination) carried the most weight followed by sub-theme 3.2 (political issues) and sub-theme 3.3 (economically related issues).

4.4.3.1 Sub-theme 3.1: Discrimination

In the field of social psychology, discrimination is described as the unequal or prejudice treatment of individuals or group of individuals based on arbitrary characteristics such as age, gender, race, ethnicity, cultural background and/or country of origin (Reber, Allen, & Reber, 2009). Within the research results, discrimination in the form of tribalism and xenophobia emerged. The research results suggested that different cultural groups within Diepsloot are negatively oriented towards each other. For example, *like there are so many people in Diepsloot who are tribalists. They discriminate themselves eg. the Zulus and the Twana's, some of the Twana's do not like the Zulus and the other way around* (TFG1, p 4, lines 112-115). Researchers confirm that high levels of negativity and competition among different ethnics groups are common within resource-constrained communities, such as Diepsloot, as there is a constant climate of economic hardship and influx of migrants within such areas (Percival & Homer-Dixon, 1998).

Also suggested within the research results is the negative perception South African Diepsloot community members have towards foreigners in the Diepsloot community. For example, *they discriminate...against the foreigners...they use some bad names....they treat them badly* (TFG1, p 3, lines 85-92). Literature confirms that xenophobia has become very prevalent within Johannesburg as there has been an enormous influx of immigrants, many undocumented, into Johannesburg over the last ten years (Commey, 2013; Percival & Homer-Dixon, 1998). One of the primary reasons ascribed to xenophobia within South Africa is that South Africans frequently adopt the perception that they have to compete with foreigners for scares resources such as employment (Commey, 2013; Percival & Homer-Dixon, 1998).

4.4.3.2 Sub-theme 3.2: Political issues

In terms of political issues, the girl youth communicated challenges and flaws related to Diepsloot's infrastructure and law enforcement. In the discussion on risk and resilience in

resource-constrained communities in the literature review of the present study (Chapter 2), literature were presented that describe the structural inequalities and poor infrastructure development that is considered to be prevalent in resource-constrained communities in South Africa (May & Govender, 1998; Rogerson, 1996). From the girl youth's perspective infrastructural problems in Diepsloot include poor roads, poor water systems, inadequate sewerage removal systems and poor housing. For example, *there should be proper roads...and bridges should be built* (TPV1, p 4, lines 88-92). *We need some decent housing...we really need some decent housing* (TPV1, p 11, lines 247-248). Specifically referenced to in Chapter 2, researchers describe the poor infrastructure development in resource-constrained communities to be a product of the apartheid era, when black populations were located to areas with a lack of social resources and infrastructure development (May & Govender, 1998; Percival & Homer-Dixon, 1998; Rogerson, 1996). Researchers report that the continued lack of infrastructural development and poor living conditions in resource-constrained communities to be aggravated by the steep increase in population growth rates within resource-constrained communities (Mahajan, 2014; Percival & Homer-Dixon, 1998). In other words, it is interpreted from the literature that the provision of access to basic housing and services such as electricity, running water, refuse collection and adequate sewerage disposal in resource-constrained communities not to be developed at the same rate as the population growth rates. As such, contributing towards the insufficient infrastructure development in resource-constrained communities. Refer to Mahajan (2014), May and Govender (1998), Percival and Homer-Dixon (1998) and Rogerson (1996) for a more detailed discussion on the inequalities and infrastructural challenges faced within rural communities in South Africa.

Next, I provide photographs 4.5 and 4.6 from the photographs the girl youth took during the photovoice process. Photograph 4.5 relates to the poor water systems and water control in Diepsloot. Photograph 4.6 relates to poor roads within Diepsloot.

Photograph 4.5

Photograph 4.6

Government related and law enforcement issues within Diepsloot did not receive much attention within the discussion of the literature review of the present study (Chapter 2), however emerged within the research results as a topic worth consideration. Government related issues that were raised by the girl youth were not as prominent as their concerns related

to law enforcement. In extracts from the data sources it was communicated that, *I think the government should raise his voice and the police too* (TPV2, p 22, line 634). *...the ignorance of the government* (TPV2, p 11, line 314). Concerns raised that were related to the government stemmed mainly from the perceptions of the girl youth that there is a mismanagement of funds within the government and that government's development initiatives are ill managed. For example, *it shows that when government ne, gives money to the municipality to, I mean the councillor to rebuild and to develop, there's always been crime involved, like fraud...mismanagement of funds* (TS6, p 7, lines 230-233).

However, concerns related to the police came out more prominently within the research results related to political issues. There was an overarching perception of the girl youth that the police of Diepsloot are ineffective and corrupt. As such, the research results strongly suggested a lack of trust in the police. For example, *no, you can call , even if you say to these people you call the police, they'll tell you only "we are coming" you wait until maybe tomorrow they will come and these people by that time they'd be gone. Then when they arrive there will be no one to arrest, nothing to solve* (TPV2, p 47, line 1377-1381). *The police are not doing their work* (TFG2, p 22, lines 615-616). *And then the answer I got was the police also need to make a living so some of them, the thugs that we have are associated with the police* (TFG2, p 24, lines 681-683). In line with the research results, literature reports on several occurrences of police corruption within South Africa (Bradford, Huq, Jackson, & Roberts, 2014; Jewkes & Abrahams, 2002). Also literature reports that there is an increased level of distrust in the police among women which results in crimes against women often not being reported (Jewkes & Abrahams, 2002).

4.4.3.3 Sub-theme 3.3: Economically related issues

Economically related issues surfacing in the research results included poverty and unemployment, illicit economy and entrepreneurship. For example, *I wanted to illustrate like in Diepsloot there is a lot of poverty* (TPV2, p 29, line 851-852). *...it's a place with a high unemployment rate...*(TPV2, p 55, lines 1624-1629). *Then this people over here are playing cards, they're gambling actually...* (TPV2, p 44, lines 1256-1259). As discussed within the literature review of the present study (Chapter 2), literature confirms that high poverty and unemployment rates are a major concern in research-constrained communities (Aliber, 2003; Woodland, 2002). Aliber (2003) conducted a study on the incidence and causes of chronic poverty in South Africa and reported that the highest rate of unemployment in South Africa exists within resource-constrained communities.

Although the economically related issues were presented as separate categories, within the research results they presented as being closely connected to and reciprocally in interaction with other categories and sub-themes within the macro systemic level and across the other systemic levels of the risk and resilience ecological framework (Corcoran & Nichols-Casebolt,

2004). For example, within the research results unemployment and poverty (on a macro systemic level) were communicated as a causative factors and/or a result of illicit economic activities (on macro systemic level), such as gambling and drug smuggling, which in turn were also communicated to cause or result in crime and violence (on a mezzo systemic level). I present the following extract from the data sources in support of my argument: *People playing cards, gambling for money* (TPV2, p 53, line 1559). *People commit crime because of poverty* (TS6, lines 186-187). *I think most people are jobless in Diepsloot, so others are just committing crime for a living...* (TS6, p 16, lines 560-565). In line with the current discussion concerning the research results, Seedat et al. (2009) report that high poverty and unemployment rates in resource-constrained communities in South Africa frequently act as a catalysts for violence, alcohol abuse, drug abuse and crimes such as the proliferation of fire arms. Also linked to the present study's research results, Fraser (2004) reports that poverty and high unemployment rates are frequently strongly related to dysfunctional lifestyles and the emergence of illegitimate opportunity structures such as illicit economy (gambling, drug distribution, prostitution and theft).

Within the research results the cause of poverty and unemployment were attributed to "laziness" among Diepsloot community members. For example, in the research results "laziness" as a cause of unemployment and poverty were communicated as s*o sometimes it's not about um unemployment or what. People just say unemployment but at the same time they're also lazy and also dropping out of school* (TPV2, p 38, lines 1122-1124). *So the difference is people in Diepsloot they just sit down, they don't do anything. They would sit the whole day playing cards and nothing and then they'll blame the government and then strike and all those things, they don't think sometimes"* (TPV2, p 39, lines 1129-1132). Also, a lack of entrepreneurship and entrepreneur related initiates among Diepsloot community members were also deemed a contributing factor towards the high poverty and unemployment rate in Diepsloot. For example, it was communicated that *they are so lazy, it's like they have this one brain, one idea, cause if I open a shop here, Tina will opening a shop here and then Pretty opening a shop here and there is a competition* (TFG2, p 18, lines 498-501). *One brain! Like, they're so lazy to think. And they all sell the same thing, same price and like the same price. So you go to this one, if you go to this one, this one will get angry to me, why did you go to this...* (FG2, p 18, lines, 503-507).

However, literature on the issue of unemployment and poverty was found to be in contrast to the present study's research results. For instance, Magruder (2010) report the high unemployment and poverty rate to be caused by a lack of job opportunities within South Africa. According to Aliber (2003), the high unemployment rate could be ascribed to the history of apartheid where community members of resource-constrained communities had limited resources and opportunities for education. This trend is still a reality today where community members of resource-constrained communities have a lack of access to productive

resources that could afford them the opportunities to embark on successful careers (Aliber, 2003). Likewise, Seedat et al. (2009) explains that unemployment, inequality and poverty in resource-constrained communities limits availability and access to important resources that promote well-being, status and respect which in turn has the potential to fuel increased feelings of humiliation, shame and a loss of self respect. Seedat et al. (2009) further explains that a lack of resources and associated negative feelings fuels the probability that violence may be used to obtain resources, status and the ability to influence others.

4.5 FINDINGS IN TERMS OF THE RESEARCH QUESTIONS

In the following section, the findings of the present study will be discussed by means of answering the research questions of the present study. In doing so, I will rely on the themes and sub-themes that were identified as the research results of the present study. The main research question of the present study comprise of three sub-research questions. As such, the answer to the main research question will be presented in answering the sub-research questions of the present study.

4.5.1 MAIN RESEARCH QUESTION

How do girl youth in a resource-constrained community ascribe meaning to risk and resilience during an equine assisted intervention (EAI)?

4.5.1.1 Sub-research question 1

How do girl youth conceptualise risk during an EAI?

In answering sub-research question 1, I will discuss the research results that relates to the girl youth's conceptualisation of risk during the EAI. The research results suggested that the girl youth's conceptualisation of risk was multi systemic and in line with an ecologically oriented conceptualisation of risk (Ungar, 2008; Fraser, 2004). The girl youth's conceptualisation of risk included factors on a micro systemic level (theme 1: individual psychosocial characteristics and family climate), mezzo systemic level (theme 2: community related social issues) and macro systemic level (theme 3: broader societal issues), that negatively affect them in terms of their ongoing development, functioning and ability to cope. Also, some of the identified risks were suggested to have an indirect influence on the girl youth in terms of negatively affecting the community they live in.

On a micro systemic level, individual factors in the form of internal risks and the unfulfilment of needs were identified to represent risks that negatively influence the girl youth's functioning and ability to cope with presenting challenges. Internal risks that formed part of the research results included having a negative self concept, practicing bad decision making skills and adapting ineffective ways of coping. In the discussion of the research results, literature were presented that support the findings that internal risks, such as having a negative self-concept

and ill adaptive life skills, represent risks that contribute towards the development of ineffective coping mechanism and poor social adjustment (Rosenberg, Schooler, & Schoenbach, 1989). In addition, the research results pointed to certain needs, a need for safety and security, and a need for pleasurable stimulation, that were reported to be unfulfilled in the girl's lives. As reported by Emery et al. (2016) these were interpreted to represent a form of risk that facilitate the development of ill adaptive compensatory behaviour to relieve the negative emotions related to need frustration. Although the unfilfilment of needs presented as a risk factor on a micro systemic level, the unfilfilment of needs were interpreted to be greatly influenced by the girl youth's life circumstance on a macro systemic level. In other words, the reported high levels of crime in Diepsloot that exist on a mezzo systemic level were interpreted to play an important role in the girl youth's identified need for safety and security on a micro systemic level.

Also on a micro systemic level, family climate in terms of negative parenting practices were found to form part of the perceived risks in the girl youth's lives. Parents exerting high levels of control and demandingness, low levels of recognition and appreciation, and a lack of support were conceptualised by the girl youth as a risk that negatively influence their adaptation and development. In line with the research results, Berk (2009) report that parenting has a significant impact on youth's adaptation and functioning. However, it was interpreted that the girl youth's perception of their parents' negative parenting practices on a micro systemic level were strongly related to their identified need for autonomy, also on a micro systemic level. As such, as portrayed in the risk and resilience ecological framework (Corcoran & Nichols-Casebolt, 2004), it was interpreted from the research results that certain interactions occur between the different factors that form part of the micro systemic level.

On a mezzo systemic level, community related social issues in the form of crime, gangsters and bullies, pollution, community social cohesion, substance use, gender issues and pregnancy rate, religion/witchcraft, school related issues and peer relations were described to represent risks, negatively effecting the girl youth and the community. However, substance use, gender issues and pregnancy rate, and religion/witchcraft were poorly represented within the research results and were considered to be too poorly represented to gain much attention in the discussion of the present study's research questions. Crime, gangsters and bully related activities in Diepsloot were suggested to represent an ongoing risk the girl youth and their fellow community members are exposed to. In addition, gangsters and bullies were reported to represent a risk in terms of increasing the probability that victims of crime will not report crimes due to an instilled fear that the reporting of crime will result in retaliation by the perpetrator and/or associated gang members. In the literature review (Chapter 2) and discussion of the research results, I presented literature that supports the findings of the present study in terms of the high crime rate in resource-constrained communities such as Diepsloot (Mahajan, 2014; De Hart & Venter, 2013; Mampane & Bouwer, 2011; Woolard, 2002). Additional risks,

such as the high pollution levels in Diepsloot, were identified and suggested to be caused by low levels of community social cohesion among Diepsloot community members. Crime was also identified to be related to low levels of community social cohesion. As such, low levels of community social cohesion were presented as a risk that facilitates the occurrence of other community related risks and adversities.

Also on a mezzo systemic level, school related issues such as dropping out of school, violence and bullying in schools, school facilities and availability, and issues related to peer relations formed part of the girl youth's description of risk. The most prominent risk related to school was the high level of school dropout in Diepsloot which were reported to have a negative impact on future success. Violence and bulling in schools, and school facilities and availability were poorly represented within the research results and were therefore not given much attention in the discussion of the research results and in answering the present study's research questions. Poor peer relations were identified in the research results to form part of the identified risks. In support, literature reports that poor peer relations increases the risk for the onset of anxiety, distress and behavioural avoidance, leading to missed opportunities for normal socialising experience that are considered essential for positive youth development (La Greca & Lopez, 1998; Frankel, 1990).

On a macro systemic level, the girl youth reported discrimination, politically related issues and economically related issues to be challenges within the Diepsloot community that affects them negatively in an indirect way. Discrimination was identified as including tribalism and xenophobia and were reported to contribute towards a negative community climate in the Diepsloot community. Literature confirms that discrimination, especially xenophobia, fuels brutal violence in many communities in South Africa (Commey, 2013; Percival & Homer-Dixon, 1998).

Political issues in the form of poor infrastructure development within Diepsloot were communicated by the girl youth to continue to be a challenge not being addressed by government. Poor infrastructure were linked to safety hazards in the community and were also described to prevent access to the needed resources and basic public services that is deemed necessary for healthy living and normal functioning. In the literature review (Chapter 2) and the discussion of the research results, I presented literature that report on the infrastructural challenges that exist within resource-constrained communities in South Africa. The literature presented ascribes the infrastructural challenges in resource-constrained communities to the apartheid era and to the increased population growth rates in resource constrained communities (Mahajan, 2014; Percival & Homer-Dixon, 1998). Additional political issues identified included government and law enforcement problems. For instance, from the research results it was suggested that police are untrustworthy and were reported to be associated with crime. Although a potentially sensitive topic, literature has been made available on confirmed

incidents were police officials have been found to be corrupt and to form part of crime syndicates (Bradford et al., 2014; Jewkes & Abrahams, 2002).

The last group of issues that formed part of the girl youth's conceptualisation of risk on a macro systemic level included economically related issues, including poverty and unemployment, illicit economy and entrepreneurship. From the research results it was suggested that the identified economically related issues reciprocally influence one another and also has an influence on factors that forms part of other systemic levels. For instance, a lack of entrepreneur related initiatives among Diepsloot community members were communicated to exacerbate unemployment and poverty. Also, unemployment and poverty were suggested to facilitate an increased occurrence of illicit economic activities, such as gambling, which in turn also increase the level of poverty as gambling often results in money lost. Also, poverty and unemployment and illicit economic activities were suggested to increase the level of crime (on a mezzo systemic level) and consequently also impact the girl youth's identified need for safety and security on a micro systemic level. The literature presented in the discussion of the research results support the findings of the present study. For example, literature were discussed that describe economically related issues, such as unemployment and poverty, to be frequently related to dysfunctional lifestyles and the emergence of illegal opportunity structures such as gambling, drug dealing and crime (Fraser, 2004).

Next, I provide figure 4.5 as a summary of the findings of the present study in terms of the girl youth's conceptualisation of risk during an EAI.

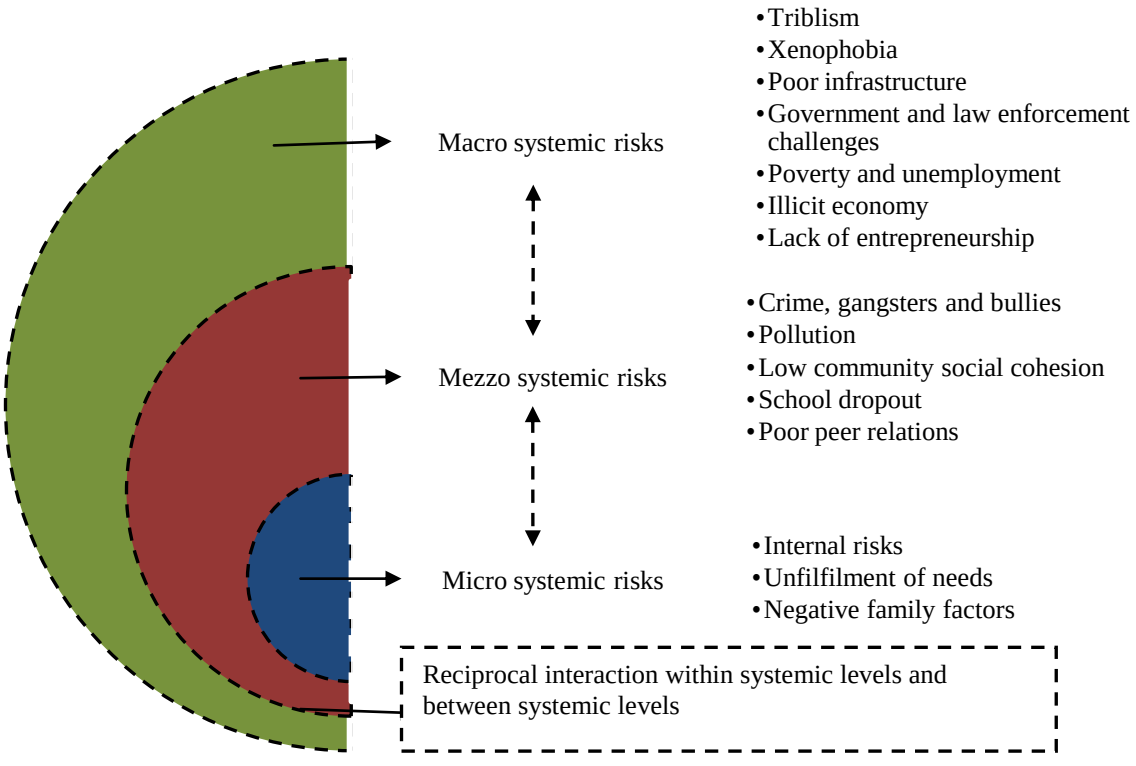

Figure 4.5: Conceptualisation of risk

4.5.1.2 Sub-research question 2
How do girl youth conceptualise resilience during an EAI?

In answering sub-research question 2, I rely on the research results that relates to the girl youth's conceptualisation of resilience during the EAI. The findings of the research results suggested that the girl youth's conceptualisation of resilience was oriented towards factors that were considered to positively influence the girl youth's ability to cope, adapt to situations and to thrive despite their current community circumstances. The identified resilience related factors were found to be centred mainly on a micro systemic level, including individual psychosocial characteristics and family climate. Also forming part of the girl youth's conceptualisation of resilience, but to a much lesser extent, included resilience related factors that presented on a mezzo systemic level, including community related social issues.

On a micro systemic level, certain individual characteristics and aspects related to family climate were identified as contributing towards the girl youth' s ability to cope despite risks, adapt to situations, and identify and avoid threats to self, safety and health. The individual characteristics were labelled internal resources and included a positive self-concept, moral decision making skills, strong value systems, practicing pro-social life skills and adapting effective modes of coping. In the discussion of the research results, literature were discussed that confirm the important role internal resources play in fostering resilience. For example, Greenglass and Fiksenbaum (2009) report that a positive self-concept and easy temperament contribute towards an individual's ability to cope. In addition, with reference to family climate and resilience, the research results revealed that family was perceived positively and as fulfilling an unconditional supportive role in the girl youth's lives. As discussed in the discussion of the research results, the positive perception the girl youth communicated towards their families were interpreted to be potentially linked to their cultural orientation as literature describe African cultures to place great value on family life (Yankuzo, 2013). Also, African cultures portray their families as fulfilling important supportive roles (Yankuzo, 2013).

On a mezzo systemic level, community resources in the form of support networks formed part of the girl youth's conceptualisation of resilience. Community support networks were described as providing a means through which to strengthen internal resources, such as facilitating a positive self concept and the ability to recognise and deal with risks. Also, supportive community organisations were perceived to contribute towards the development of resilience promoting life skills. Researchers agree with the findings of the present study as support networks have been reported to encourage health promoting and functional behaviour which help adolescent develop internal strengths and resources to cope effectively (Fraser, 2004; Morrison et al., 2016). Additional inferences drawn from the research results include that the positives that were ascribed to community support networks were in part motivated by the avoidance coping, the girl youth identified to use to avoid risks and the identified need for pleasurable stimulation. In other words, the support networks were described to represent a

safe and healthy environment for entertainment and also prevent girl youth from seeking entertainment that may have a negative impact on their level of resilience.

Next, I provide figure 4.6 as a summary of the findings of the present study in terms of the girl youth's conceptualisation of resilience during an EAI.

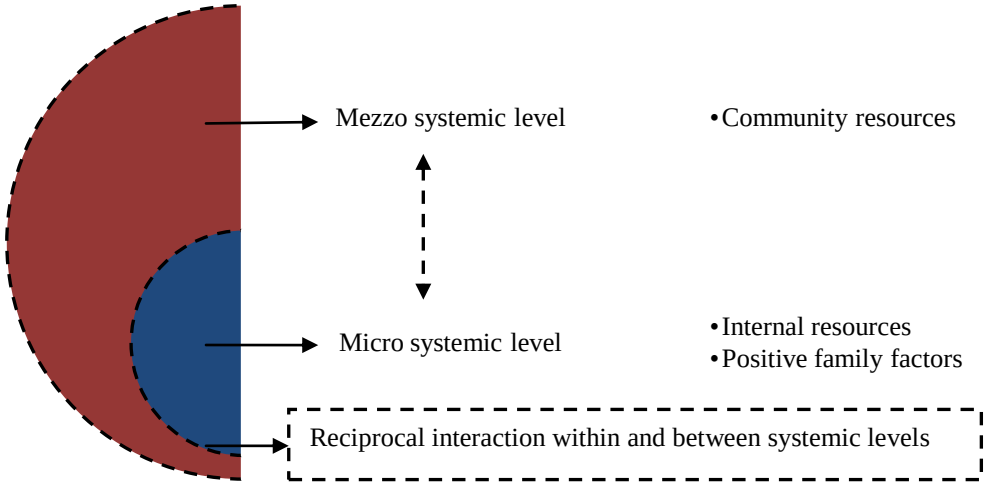

Figure 4.6: Conceptualisation of resilience

4.5.1.3 Sub-research question 3

How can horses help girl youth to make meaning of risk and resilience in their lives?

In answering sub-research question 3, I will draw on the research results that relates to the girl youth's experiences with the horses and on interpretations drawn in terms of how the girl youth's experiences with the horses related to the meaning they ascribed to risk and resilience during the research. The results of the present study suggested that the girl youth perceived the horses in a positive light and that a positive sense of self was instilled during the girl youth's interactions with the horses. Interpretations drawn from the research results included that a positive relationship was formed between the girl youth and the horses as the research results also suggested the girl youth to experience the horses as playing a supportive role in their lives. Mason and Hagan (1999) report on such positive relations that are often formed between animals and humans which aid in addressing therapeutic goals. Consequently, it was interpreted that the positive relationships between the horses and the girl youth and the perception that horses were supportive contributed towards the girl youth's openness and willingness to engage with the horses in the therapeutic setting.

In addition, the research results suggested that the girl youth identified themselves with the horses and metaphorically linked the horses' behaviour to memories of their past and to real

life situations. Likewise, Brandt (2013) and Bachi et al. (2011) describe horses as effective metaphors for human life and that humans often relate horses' behaviour to their own world. As such, from the research results, the identified metaphors were interpreted to represent symbols that relate to the girl youth's lives. In other words, the metaphors provided a window into the girl youth's perceptions of themselves, their interactions at home, interactions with peers at school, human behaviour in the larger community and ultimately also information that relates to risk and resilience that from the girl youth's perceptions is specific to their lives.

However, what was not included in the research results of the present study, but are considered to form an important part of answering the present sub-research question, involves the GGG program content (refer to Annexure B) that was oriented towards risk and resilience and also the important role the facilitators of the EAI session played in the process in which the girl youth made meaning of their experiences with the horses. As the researcher, I interpreted the girl youth's interpretations of the horse's behaviour and the metaphorical links that were made to be encouraged by the EAGALA model facilitators who facilitated the therapeutic sessions with the horses and who used EAGALA model therapeutic skills and modes of questioning to encourage the girl youth to interpret the horses behaviour and link it to their own lives. As such, playing an important role in the process in which the girl youth made meaning of risk and resilience during the EAI. For more information on EAGALA model EAI, refer to the use of horses in therapy to explore risk and resilience that has been discussed in the literature review of the present study (Chapter 2).

As such, results from the present study suggest that horses can help girl youth to make meaning of risk and resilience. However, "how" horses can help girls make meaning of risk and resilience is not solely dependent on the horses but also influenced by other factors that form part of the entire EAI therapeutic process. As such, specifically related to the present study's research results, the horses' presence, behaviour and characteristics creates a supportive and positive atmosphere, opening the door for an increased willingness from the girls to engage in the therapeutic process. Then, program content directs the orientation of the sessions and trained facilitators use therapeutic skills and modes of questioning to encourage the girl youth to interpret the horses' behaviour and metaphorically link their interpretations to their own lives. Hence, creating the opportunity for girl youth to identify and make meaning of risk and resilience that from their perception relates to their lives.

Next, I provide figure 4.7 as a summary of the findings of the present study in terms of the role of horses in the process in which girl youth made meaning of risk and resilience.

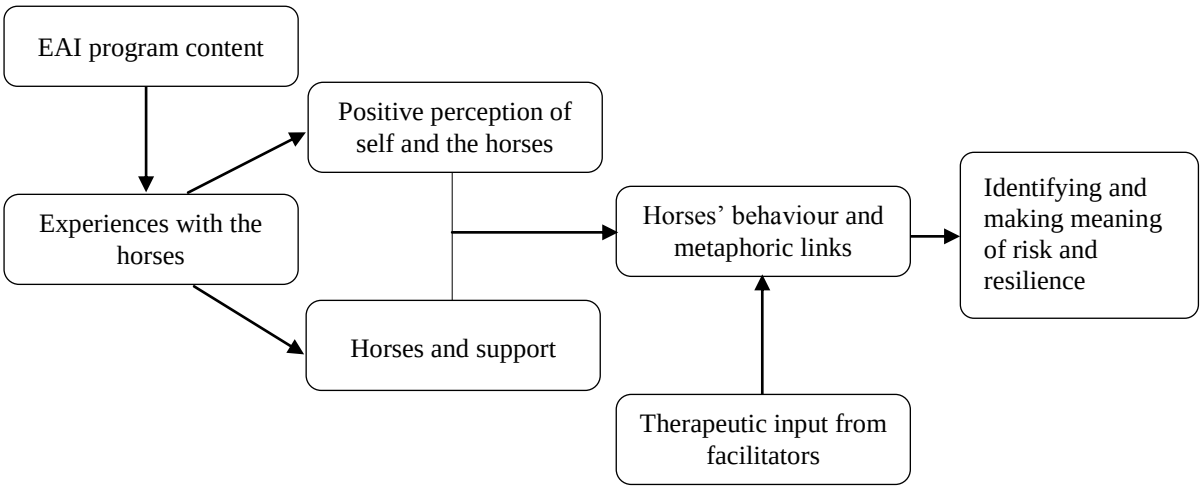

Figure 4.7: Horses and making meaning of risk and resilience

4.6 CONTRIBUTIONS OF THE PRESENT STUDY

The present study contributes to the body of knowledge on youth at-risk, risk and resilience. More specifically, the presented study contributes to the body of knowledge on risk and resilience that relates to understanding risk and resilience in the lives of girl youth at-risk from the resource-constrained community, Diepsloot. As such, the present study also contributes to the body of knowledge on risk and resilience in resource-constrained communities in South Africa. Further, the findings of the present study contribute to the growing body of knowledge on ecologically-oriented and culturally relevant conceptualisations of risk and resilience.

In the present study, an ecologically-oriented approach to risk and resilience was adopted. Ecological theorists argue that a great amount of research conducted on risk and resilience have neglected to recognise and take into account the unique cultural and context specific factors that contribute towards resilience in specific cultural and minority groups (Ungar, 2011; Theron et al., 2012). As such, the research results and findings of the present study contributes to a growing body of literature that questions individual-oriented and western paradigms of risk and resilience in terms of their relevance and applicability across different culture and minority groups across the world.

EAI that are psychologically oriented have been reported to be a valuable therapeutic modality (Bachi et al., 2011; Vidrine et al., 2002). In the literature review of the present study (Chapter 2), I report on the therapeutic benefits of psychologically oriented EAI. However, the field of EAI is still relatively new and researchers report that only a limited amount of research has been conducted on psychologically oriented EAI (Whittlesey-Jerome, 2014). As such, the findings of the present study contribute to the upcoming and growing body of knowledge and research in the field of EAI, more specifically EAGALA model EAI.

In addition, in the present study EAI presented as a valuable means through which to explore and gain an increased level of understanding on risk and resilience that is specific and

subjectively true for girl youth from the Diepsloot community who participated in the present study. But, I experienced great difficulty in finding literature that relates specifically to utilising EAI to explore risk and resilience. As such, the findings of the present study may make a unique contribution to the body of literature on EAI and its usefulness in exploring and gaining an increased level of understanding on risk and resilience.

The present study further contributes to, and support literature specific to the risk and resilience ecological framework, the conceptual framework utilised in the present study (Corcoran & Nichols-Casebolt, 2004; Fraser, 2004). The risk and resilience ecological framework developed as a framework for researchers and health care workers to identify and order individual, cultural and contextually specific factors related to risk and resilience on multi-systemic levels (Corcoran & Nichols-Casebolt, 2004; Fraser, 2004). A more detailed account of the risk and resilience ecological framework has been discussed as the conceptual framework of the present study in Chapter 2. The findings of the present study resonate with and support the use of the risk and resilience ecological framework for the purposes of identifying, conceptualising and ordering culturally relevant risk and resilience related factors on multi systemic levels.

The photovoice technique that was utilised in the present study represented a valuable data collection technique. Although photovoice is a set data collection technique with an existing framework of conduct, it was easily adjusted and restructured to accommodate situational challenges and to fit the case under investigation (Wang et al., 1996). The photovoice method also contributed a great deal towards gathering additional information that did not surface during the other data collection techniques utilised in the present study.

4.7 POTENTIAL LIMITATIONS OF THE PRESENT STUDY

A potential limitation of the present study was that the sample selected that represented the case in the present study, comprised of eight girl youth from Diepsloot that was purposefully and conveniently selected. Researchers report that such sampling techniques cannot be regarded to yield representative samples and as such negatively influence and limit the generalisability and transferability of research results and findings (Shenton, 2004; Marshall, 1996). As such, the results and findings of the present study cannot with certainty be generalised and transferred to the broader girl youth population of Diepsloot. Also, due to the selected sample representing girl youth from Diepsloot exclusively, the research results and findings cannot with certainty be regarded to be applicable to other resource-constrained communities in South Africa that are similar to Diepsloot. In addition, the findings of the present study cannot with certainty be regarded to represent a conceptualisation of risk and resilience from the perspectives of girls from Diepsloot who form part of a different age group.

But, in considering the depth and breadth of data collected, the limitations concerning the research sample is considered to be oriented more towards not being demographically

representative of the entire girl youth population of Diepsloot. However, Denscombe (2014) reports that a selected sample or case still represent as an example within a broader population group. As such, research results and findings yielded from unrepresentative samples and/or cases should not immediately be rejected and regarded as untransferable (Denscombe, 2014). In the present study, to address the limitations related to the sampling methods used and the size of the selected sample/case, I used method triangulation and provided an in-depth detailed description of the research practices and processes (Shenton, 2004). In doing so, I have provided the opportunity for readers and future researchers to judge the extent to which the findings of the present study can be applied to other similar settings and situations (Shenton, 2004).

The research design and time frame of the present study did not allow for considerations related to developmental changes and life experiences. Tudge et al. (2009) report on Bronfenbrenner's PPCT model (Bronfenbrenner & Morris, 1998, as cited in Tudge et al., 2009) which indicates that various factors related to the person, context and processes reciprocally interact over time to influence development and outcomes. However, the present study took place during a short specific time period and therefore did not account for future developmental changes and/or additional life experiences that may influence the girl youth's perceptions of risk and resilience. Therefore, the research results and findings of the present study are considered to be specific for the selected case at the specific time the present study was conducted.

Also considered a limitation, the GGG program during which the research took place was conducted in-part over school holidays which decreased the level of participation of the girl youth over that specific period. This placed limitations on the data collected as the data collected over that time period did not comprise of the entire case. However, this was an expected challenge. Working within a community context, especially with individuals from a resource-constrained community, frequently bring challenges related to availability of transport and additional activities and responsibilities that surface during school holidays.

Another limitation that formed part of the present study included the lack of control I had over the information that was gathered during the EAI sessions with the horses. The GGG is a pre-developed, routinely conducted program. As such, I had no control over the content of the program. I also had no control over the discussions that was initiated by the facilitators during the EAI sessions. As such, the data that was collected during the EAI was influenced to a great extent by the content of the GGG and the input from the facilitators.

The language barrier also presented as a limitation in the present study that potentially influenced the depth of information that was gathered. Marshall and While (1994) report that language barriers, when the primary language of the researcher and research participants are not the same, may lead to a reluctance of research participants to engage in conversations with

the researcher during interviews. The reluctance may stem from embarrassment of not being able to speak the researcher's language fluently and/or not understanding the actual questions asked by the researcher. Marshall and While (1994) report that such reluctance may lead to the emergence of superficial information from the research participants which will have a negative impact on the depth, richness and validity of the data collected. In the present study, language presented as a limitation as the girl youth often communicated that they did not understand the questions asked by the facilitators during the EAI. Also, the girl youth frequently communicated in their own language, especially when engaging with the horses. Valuable information may have come to light concerning their perceptions of the horses and the meaning the horses had in their experiences if I could understand their home language. Attempts were made to translate the observation recordings into English. However sound limitations rendered the translations as an unreliable source. As such, the language barrier that formed part of the present study may have had a negative influence on the data gathered in the present study.

A variety of data collection techniques were utilised in the present study which gave rise to an enormous amount of data collected. However, challenges related to space and time as well as page limitations made it impossible to discuss the findings of the present study with the depth and detail that it deserves.

4.8 RECOMENDATIONS

4.8.1 RECOMMENDATIONS FOR RESEARCH

In addressing challenges and limitations related to the transferability of the results and findings of the present study, it is recommended for a similar study to be conducted with a larger, more representative research sample of the girl youth population from Diepsloot. Teddlie and Yu (2007) report on various qualitative sampling techniques that contribute towards achieving sample representativeness in qualitative research. In comparing the findings of a similar study with a more representative research sample to the findings of the present study, an increased level of clarity concerning the generalisability and transferability of the findings of the present study will be obtained.

The present study's results and findings are gender specific. However, in contributing towards an understanding of risk and resilience from the perspectives of youth from the Diepsloot community, it is recommended for a similar study to be conducted with both boy youth and girl youth. In addition, a similar study focusing only on boy youth would allow for gender comparisons to be made and give a unique view on gender differences and similarities with regards to perceptions of risk and resilience.

Due to the challenges and limitations related to language barriers, it is recommended for research to be conducted with the same research focus and a similar research sample that is

designed and conducted in such a way that language does not influence the outcomes of the study. It will be valuable to compare the findings of such a study to the findings of the present study where language was considered a limitation.

In the present study, various data collection techniques was utilised which gave rise to a great amount of data. As such, with the amount of data that has been collected there is great potential for more analysis to be conducted, utilising different analytic techniques or focussing on specific aspects of the data or approaching the research topic from a different theoretical stance. In adopting a different theoretical approach or in utilising different analytic techniques, additional investigation into the data sources of the present study may give rise to additional patterns or themes that may not have formed part of the results of the present study.

4.8.2 RECOMMENDATIONS FOR PRACTICE

On a practical level, health care professionals may use the research results and findings of the present study as a framework in the development of culturally relevant and systemically-oriented prevention and intervention initiatives that are aimed towards addressing risk and resilience in the lives of girl youth from the Diepsloot community.

Although EAI has been found valuable in the process of exploring risk and resilience from the perspectives of girl youth from the Diepsloot community, it is a scares and expensive therapeutic resource not easily accessible to all population groups, especially for those who experience financial challenges and limitations. As such, it is recommended for additional therapeutic modalities to be evaluated in terms of their usefulness to explore and gain an understanding of risk and resilience.

4.9 CONCLUSION

The present study set out to explore risk and resilience from the subjective experiences of girl youth from the Diepsloot community. Such exploration was deemed important as a growing body of literature indicate that a great amount of research conducted in the field of risk and resilience do not account for cultural differences and contextual influences in their conceptualisation of risk and resilience. This has consequently led to development of prevention and intervention initiatives that are not relevant across different cultural groups, including vulnerable population groups from resource-constrained communities such as girl youth from Diepsloot.

A research problem, rationale and detailed literature review supported the need for the present study to be conducted. The research was approached form a qualitative interpretivistic paradigmatic stance, with an exploratory case study design representing the research design of the present study. Further, 8 girl youth from the Diepsloot community were purposefully and conveniently selected as forming part of the case to be investigated. The research took place

during the course of an EAI program in Dieplsoot called the GGG. The selected girl youth attended the GGG program on a weekly basis for 8 weeks, during which I employed an unstructured approach to observation to capture the girl youth's unique experiences with the horses. In addition, open-ended focus group interviews, journal entries and photovoice, also formed part of the data collection techniques that served to obtain a detailed account of the girl youth's perceptions of risk and resilience.

After an inductive thematic approach to data analysis, the results of the data included three overarching themes:

- *Theme 1: Individual psychosocial characteristics and family climate;*
- *Theme 2: Neighbourhood context and communal living;*
- *Theme 3: Broader societal issues.*

From the research results, the findings of the present study gave rise to an increased understanding of the meaning girl youth from the Diepsloot community ascribe to risk and resilience during an EAI and how horses can help girl youth to making meaning of risk and resilience. In concluding the present study, the contributions of the results and findings of the present study was discussed followed by limitations and recommendations for future research and practice.

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ANNEXURES

ANNEXURE A
Informed consent

ANNEXURE B
Growing great girls program (summary)

ANNEXURE C
Journal questions

ANNEXURE D
Data sources and representing codes

ANNEXURE E
Data sources (as per attached CD)

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ANNEXURE A

INFORMED CONSENT

ANNEXTURE A: INFORMATION LETTER AND INFORMED CONSENT/ASSENT TO PARTICIPATE IN A RESEARCH PROJECT

Information Letter and Informed Consent to Participate in a Research Project

Dear Parent/ Legal Guardian,
Date:_____

Introduction:
As you know, your daughter was invited by Shumbashaba Community Trust to participate in the Growing Great Girls program. I, Linda Nienaber, am a masters student from the University of Pretoria and will be doing research during the course of the Growing Great Girls program. If your daughter will participate in the Growing Great Girls program at Shumbashaba, I would also like to invite your daughter to participate in the research that will take place during the course of the Growing Great Girls program.
It is important that you know that your daughter can choose to participate in the Growing Great Girls programme, but can decide not to take part in the research**.** I will give your daughter the opportunity to choose before the Growing Great Girls programme starts, and again after it has been completed.
To help you decide, I give important information in this letter that explains what the research is about, and what I will ask of your daughter if you and she decides to participate. At the end of this letter is a section where you can sign and write your name to say if you agree or not. If you sign and write your name it means that you understand the information in this letter and that you give permission for your daughter to participate and be part of the research. I will ask your daughter separately whether she agrees to participate or not. Even if you say she can participate, your daughter is still free to decide not to participate.
Remember: This letter is to decide if your daughter can participate in my reseearch. Shumbashaba's letter is to decide if your daughter can participate in the programme. You don't have to say yes to both.
What the research is about:
In my research I am interested in learning how girls think about the challenges they face in life, as well as the strengths they rely on to deal with risk in their life. We have learned from parents in previous programmes that they are worried about many things in their community, and in my research I hope to learn about these things so that we can support girls like your daughter better in community programmes. So, understanding girls' experiences better can help organisations and people improve their programmes that help and support girls from Diepsloot. We also think that our knowledge can help girls in similar situations as your daughter, and we also hope to learn if programmes that use horses is an effective way to support girls to learn more about their own strengths so they can deal with challenges better.
What will happen and how it will work:
If you and your daughter decide to participate, I will ask your daughter to be part of the following research activities:
Focus group interviews:
I will arrange a date and time to meet with your daughter and with other girls who will also participate in the research and programme at Shumbashaba about one week before the start of the Growing Great Girls program, and I will meet with them again after your daughter completed the programme. We will meet at Shumbashaba and I will pay for the transport of the girls to Shumbashaba. At both group interviews, other girls who were also asked to be part of the research will join in the group interviews. At the first meeting, I will ask your daughter to participate in the research, and if she agrees, we will continue with the research. She can also say she does not want to participate, and that is fine. She will still be able to do the programme.
The two focus group interviews that your daughter will be part of, will take about 90 minutes and I will record the conversation to remember everything that was said. At the end of the first group interview, I will give everyone who takes part in the research a small throw-away camera to take pictures of things in their community that they

associate with challenges and strengths. I will ask your daugther to return the camera to me so we can talk about the pictures she took in the second focus group interview.
Here is what will happen in the focus group interviews (each interview will be approximately 90 min):

- I will greet and welcome all the girls (In the first focus group interview I will introduce myself, ask the girls if they still want to participate in the research and if the information they provide may be used for research purposes);
- I will talk briefly about the research topic, what the group interview is about, what will happen in the group interview. I will also explain to your daughter what is expected of her and the other girls that is also part of the interview;
- I will ask your daughter's permission to record the group interview;
- I will ask your daughter to introduce herself to the other girls in the group;
- I will then start with a discussion around the research topic. I might ask one or two simple questions to the group and/or to your daughter directly.
- At the end of the interview, I will thank all the girls (including your daughter) for their time and contribution to the research (At the end of the first focus group interview, I will also hand out small throw away cameras to each girl and provide an explanation and short demonstration of how the cameras work. I will also explain to all the girls what I would like them to take pictures of and that they must please return the cameras so that we can discuss the pictures during the second focus group interview).
- At the end of the last focus group interview, I will again ask your daughter if she still wants to be part of the research and if the information she has provided may be used for the research.

Observation during the Growing Great Girls program:
I will also ask your daughter for permission to observe and record what happens during the sessions of the Growing Great Girls programme.
Journal entries:
After every session of the Growing Great Girls program I will give your daughter a small journal and ask her to write about her experience and what she has learned during the session.
Photos:
I will explain to your daughter how the camera works, and we will also talk about how to ask for permission to take a photo of people. I will let your daughter know that she must avoid taking pictures of people without their permission, or that will make them to be recognised by others.
I will then ask you daughter to bring the camera back the last session of the Growing Great girls program. After collecting the cameras, I will develop the photos and bring them with to the second focus group interview of the research. I will then incorporate a discussion of the photos in the second focus group interview.
If the information provided above seems unclear to you or if you would like to ask me something about the research. Please do not hesitate to contact me on: 076 352 44 88. However, I will also call you during the course of the research to make and finalise arrangements and/or discuss any potential changes to what has been explained in this letter.

Audio recording and video recording:

I will record all group interviews and discussions. I will also make use of video recording to record some of things that happen during the sessions of the Growing Great Girls program. I will do this to help me remember what was said during discussions/group interviews and also to help me recall what happened during the Growing Great Girls program's sessions.
All the recordings and video recordings will be stored in a safe place and no one who is not part of the research will have access to them.

What will happen with the findings of this research:

All the information gathered from this research project (including information from the audio and video recordings) will be used to write a thesis and article. A thesis is a document that one types up to explain what was found during a research project and an article is almost like a short story where one writes a summary of what was found during a research project. The thesis and article will be stored electronically on an "accredited open access repository" which means that the thesis and article will be available on the internet.
However, I will not use your daughter's real name in the thesis or article and therefore no one will be able to identify your daughter when reading the thesis or article. After the thesis and article is written, all the information

gathered from the research project (including the journals, pictures, audio and video recordings) will be stored safely at the University of Pretoria.

How will this research benefit your child:

During the course of the research, your daughter will learn more about herself. She will become more aware of the personal strengths she has that can help her deal with the risks of life. She will also learn from other girls what their strengths are that help them deal with the risks of life. In addition, with this research we hope to help organisations and people improve their programmes that help and support girls, such as your daughter, from Diepsloot.

How will this research project benefit me:

This research project will help me complete my masters degree at the University of Pretoria.

Risk and discomfort:

During the research process there is a chance that your daughter may become emotional, upset or sad when thinking or talking about things that happened in her life. At Shumbashaba, there will be an adult available who specialises in people's mental health, for example a psychologist or a counsellor, and will therefore be able to help your daughter feel better should your daughter feel sad or emotional. It is also important that you know that your daughter will not be forced to say anything she doesn't want to.

Voluntary participation:

- It is important that you understand that your daughter does not have to participate in the research if you don't want her to or if your daughter doesn't want to.
- You and your daughter may also at any time change your mind about your daughter's participation in the research. No one will be angry if your daughter stops participating in the research.
- **Your daughter may also continue to participate in the Growing Great Girls program even though you decide that you don't want your daughter to participate or your daughter decides that she doesn't want to participate in the research.**

Confidentiality:

Your daughter's participation in the research will be kept confidential. This means that I will not use your daughter's real name in my thesis or article and no one who is not part of this research will know your daughter's name or what your daughter did or said during the research.

Compensation for taking part in this research project:

To participate in this research project, transportation will be arranged, and paid for, for your daughter to travel to and from Shumbashaba. Your daughter will receive a small snack (sandwich with a juice and biscuit) on arrival at each visit.

Informed consent for your child to participate in the research:

By writing your name and signing on the lines below you agree that you understand everything that is written in this information letter and informed consent form and that you give permission for your daughter to participate in the research.

Parent/ Legal Guardian Name and Surname:_____ Contact Details:_____

Signature:_____Date:__/__/2016

_____Date:_____ _____Date:_____

Signature Linda Nienaber (Researcher) Signature Prof S Human Vogel (Supervisor)

Information Letter and Assent to Participate in a Research Project

Dear Student, Date:_____

Introduction:
As you know, you were invited by Shumbashaba Community Trust to participate in the Growing Great Girls program. I, Linda Nienaber, am a masters student from the University of Pretoria and will be doing research during the course of the Growing Great Girls program. If you are going to participate in the Growing Great Girls program at Shumbashaba, I would also like to invite you to participate in the research that will take place during the course of the Growing Great Girls program.
It is important that you know that you can choose to participate in the Growing Great Girls programme, but can decide not to take part in the research**.**
To help you decide, I give important information in this letter that explains what the research is about, and what I will ask of you if you decide to participate. At the end of this letter is a section where you can sign and write your name to say if you agree or not. If you sign and write your name it means that you understand the information in this letter and that you want to participate and be part of the research. I will ask your parents separately whether they give permission for you to participate or not. Even if you say that you want to participate, your parents must still provide permission for you to participate.
Remember: This letter is to decide if you want to participate in my research. Shumbashaba's letter is to decide if you want to participate in the Growing Great Girls programme. You don't have to say yes to both.
What the research is about:
In my research, I am interested in learning how girls think about the challenges they face in life, as well as the strengths they rely on to deal with risks in their life. We have learned from parents in previous programmes that they are worried about many things in their community, and in my research I hope to learn about these things so that we can support girls and improve community programmes. So, understanding girls' experiences better can help organisations and people improve their programmes that help and support girls from Diepsloot. We also hope to learn if programmes that use horses is an effective way to support girls to learn more about their own strengths so they can deal with challenges better.
What will happen and how it will work:
If you decide to participate in the research and your parents give permission for you to participate, I will ask you to be part of the following research activities:
Focus group interviews:
I will arrange a date and time with your parents to meet with you at Shumbashaba about one week before the start of the Growing Great Girls program, and I will arrange to meet with you again after you have completed the programme. We will meet at Shumbashaba and I will pay for your transport to come to Shumbashaba. At both group interviews, other girls who were also asked to be part of the research will join in the group interviews. At the first meeting, I will ask you if you want to participate in the research, if you agree, we will continue with the research. You can also say that you don't want to participate, and that is fine. You will still be allowed to do the programme.
The two focus group interviews that you will be part of will take about 90 minutes and I will record the conversation to remember everything that was said. At the end of the first group interview, I will give everyone who takes part in the research a small throw-away camera to take pictures of things in your community that you associate with challenges and strengths. I will ask you to return the camera to me so we can talk about the pictures you took in the second focus group interview.
Here is what will happen in the focus group interviews (each interview will be approximately 90 min):

- I will greet and welcome all the girls (In the first focus group interview I will introduce myself, confirm if you and the other girls still want to participate in the research and if the information you provide may still be used for the research);
- I will talk briefly about the research topic, what the group interview is about, what will happen in the group interview. I will also explain what is expected of you and the other girls that is also part of the interview;
- I will ask your permission to record the group interview;
- I will ask you to introduce yourself to the other girls in the group;
- I will then start with a discussion around the research topic. I might ask one or two simple questions to the group and/or to you directly.
- At the end of the interview, I will thank you and all the other girls for your time and contribution to the research (At the end of the first focus group interview, I will also hand out small throw away cameras and provide you with an explanation and short demonstration of how the cameras work. I will also explain to you and all the other girls what I would like you to take pictures of. I will also ask you and the other girls to return the cameras so that we can discuss the pictures during the second focus group interview).
- At the end of the second focus group interview, I will again ask if you still want to be part of the research and if the information you have provided may be used for the research.

Observation during the Growing Great Girls program:
I will also ask your permission to observe and record what happens during the sessions of the Growing Great Girls programme.
Journal entries:
After every session of the Growing Great Girls program I will give you a small journal and ask you to please write about your experience and what you have learned during the session.
Photos:
I will explain to you how the camera works, and we will also talk about how to ask for permission to take a photo of people. I will also explain to you that you must avoid taking pictures of people without their permission, or that will make them to be recognised by others.
I will then ask you to bring the camera back the last session of the Growing Great girls program. After collecting the cameras, I will develop the photos and bring them with to the second focus group interview of the research. I will talk to you about the photos during the second focus group interview.
All the information provided above might seem a little confusing at this point in time. However, I am going to explain everything that is written in this letter again and then you can ask any questions you may have. Also, during the whole research process I will remind you of and explain everything to you again. I will also contact your parents to inform your parents of all arrangements and if there is any changes.

Audio recording and video recording:
I will record all group interviews and discussions. I will also make use of video recording to record some of things that happen during the sessions of the Growing Great Girls program. I will do this to help me remember what was said during discussions/group interviews and also to help me recall what happened during the Growing Great Girls program's sessions.
All the recordings and video recordings will be stored in a safe place and no one who is not part of the research will have access to them.

What will happen with the findings of this research:
All the information gathered from this research project (including information from the audio and video recordings) will be used to write a thesis and article. A thesis is a document that one types up to explain what was found during a research project and an article is almost like a short story where one writes a summary of what was found during a research project. The thesis and article will be stored electronically on an "accredited open access repository" which means that the thesis and article will be available on the internet.
However, I will not use your real name in the thesis or article and therefore no one will be able to identify you when reading the thesis or article. After the thesis and article is written, all the information gathered from the research project (including the journals, pictures, audio and video recordings) will be stored safely at the University of Pretoria.

How will this research benefit you:

During the course of the research, you will learn more about yourself. You will become more aware of the personal strengths you have that can help you deal with the risks in life. You will also learn from other girls what their strengths are that help them deal with the risks in their lives. In addition, with this research we hope to help organisations and people improve their programmes that help and support girls from Diepsloot.

How will this research project benefit me:

This research project will help me complete my masters degree at the University of Pretoria.

Risk and discomfort:

During the research there is a chance that you may become emotional, upset, sad or angry when you talk about certain things that has happened in your life and/or that you are currently struggling with. But, it is ok to feel like that. There will be adults at Shumbashaba that you can talk to and that will help and support you. These adults are trained to help children with their feelings and can help children feel better when they are sad or angry.
If you also feel that things are getting too much and that you don't want to participate anymore, you are free to withdraw from the research at any point in time with no negative consequences. I will explain this in more detail below, under the heading voluntary participation.

Voluntary participation:

- Taking part in this research is your choice and you don't have to participate if you don't want to.
- If you decide that you want to participate in the research and later decide that you don't want to anymore then that is ok. No one will be angry if you decide that you don't want to participate anymore.
- If your parents decide that they don't want you to participate in the research, then you will also have to stop participating.
- **However, that doesn't mean that you won't be allowed to participate in the Growing Great Girls program. Participating in the Growing Great Girls program is completely your choice and will not be influenced if you don't want to take part in the research.**

Confidentiality:

I will keep your participation in this research a secret to those who are not part of the research. This means that your real name will not be used in anything that is written about the research. Therefore, no one who is not part of this research will know who you are or what you said during the research.

Compensation for taking part in this research project:

To participate in this research project, transportation will be arranged and paid for you to travel to and from Shumbashaba. You will receive a small snack (sandwich with a juice and biscuit) on arrival at each visit.

Assent to participate in the research project:

In this part of the letter you can indicate if you would like to participate in the research or not. If you write your name and sign on the line below it will tell me that you would like to be part of the research and that you understand and accept everything that was explained about the research in this letter.

I (name and surname)_____ agree that I want to participate in the research.

(Signature):_____Date: _____

_____Date:_____ _____Date:_____
Signature Linda Nienaber (Researcher) Signature Prof S Human Vogel (Supervisor)

ANNEXURE B

GROWING GREAT GIRLS PROGRAM (SUMMARY)

ANNEXTURE B: GROWING GREAT GIRLS PROGRAM (SUMMARY)

Session	Session theme	Pre-arena construct discussion	Arena activities- EAI sessions with the horses	EAI session goal	Psycho-education
1	Conscience led decision-making.	Introduction to conscience led decision-making.	Herd observation; Introduction to the horses.	Understanding the importance of listening to conscience.	Preventing substance abuse.
2	Self discovery – Who am I? I am unique.	Discovering personal uniqueness.	Identify a horse that reminds you of yourself and what is unique about you.	Develop self-awareness and respect for other's uniqueness.	Education: depression and anxiety.
3	Building empathetic relationships.	Introduction to the concept "empathy".	Divide into groups, choose a horse and bring it to this space.	Be able to understand and apply empathy to relationships.	Education: healthy food choices.
4	Responsiveness & responsibility.	No pre-arena activity	Move the horse while taking care of your "symbol" of responsibility	Ability to act and behave in a responsible manner	Education: practicing safe sex.
5	Attitude.	Motivational videos and talks about self-concept and personal strength.	Each person receives a secret mission- each person gets a private task to do with the horses that is in conflict with the other people's tasks.	Manage anger and becoming aware that attitude influences our emotions and ability to respond and resolve conflict.	No Psycho-education.
6	Choices and consequences.	Setting healthy boundaries.	Build a space that represent "good", "bad" and "something that just is" in your community and take the horses through the space.	Every choice equals consequence which could be good or bad.	Education: How to look for breast cancer and how to use condoms.
7	Hope for a meaningful future.	Discussion around the meaning of life.	Build a road that represents your life journey from where you are now to where you want to be in future. In this road put things that may be obstacles or things that may help you along your life journey.	Learn to identify things in life that can make life more meaningful and worthwhile.	No psycho-education
8	Discovering meaning from all I have learned	No pre-arena activity	Find all the constructs (written on cards and hidden in the arena) that we paid attention to during the GGG program. Attached to the constructs are beads that we will use to make a necklace that will serve as a memorabilia of the GGG.	Ability to ID meaningful moments in program and preparedness to explore meaning in own life.	No psycho-education.

ANNEXURE C

JOURNAL QUESTIONS

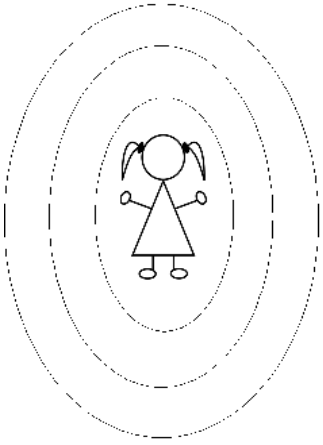
ANNEXTURE C: JOURNAL QUESTIONS

GGG journal questions

Session 2-7	1. What stood out for you in last week's session? 2. During the session I became aware of .....in myself 3. The horse/ horses think I am.... 4. During the session I learned..... 5. I hope that..... 6. Taking what I have learned I will.....
Session 8	Instruction: Write a letter to the horse that means the most to you and in this letter share what you have gotten out of the interaction with the horses. The following questions can be used as a guideline to your letter, and you are free to include anything else that you wish in your letter. 1. What about this horse(s) makes it most meaningful to you. 2. What did you learn about yourself during the interactions with the horses? 3. What did you learn about others during the interactions with the horses? 4. What were you surprised to learn? 5. How has the interaction with the horses impacted your life? 6. What will you take from this experience into your future? 7. What message will you give to others about your experience in this programme?

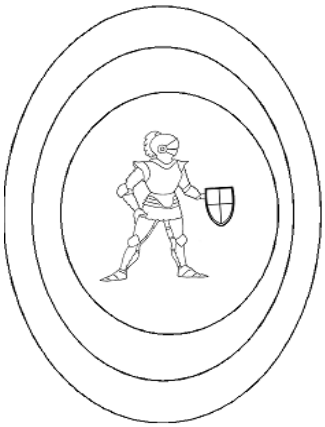
Research journal questions

Session 1	1. What about today was the most meaningful to you? 2. How do you think/how has the interaction with the horses impacted your life?
Session 2	Thinking about your unique self..... 1. What are the different tools that you have that help you cope in life/that helps you deal with challenges and stressful life experiences? 2. If any, what are the different things about yourself that you think may sometimes negatively influence your ability to cope with challenges and the hard stuff in life? 3. How does it (your answer at question 2) negatively influence you ability to cope?
Session 3	Introduction: When you look at this picture imagine that the girl, and the circle in which the girl is, is you. The larger circles are the outer community, and life out there. What are the risks/ challenges/difficulties that you think you face in yourself, your community and the larger society. You can use the questions below to help you complete the picture. You may also use the provided stars (star stickers) if you answer these questions. Stick a specific colour star next to a question and stick the same coloured star next to your answer for that question. 1. ..... stop you from being your best ..... 2. What do you see the problem to be? 3. What do you think could be the worst thing that could happen?



Session 4

Instruction:
Knights wear armour to protect themselves. Symbolically, if the different armour part on the knight represented things *in you* and *in your life* and/or *in your community* that keep you protected, strong and enable you to keep going and be the best you can be what would these different armour parts be? You can use the questions below to help you complete the picture. You may also use the provided stars (star stickers) if you answer these questions. Stick a specific colour star next to a question and stick the same coloured star next to your answer for that question.



1. what/ who/ where/ what can .....act as armour when things are hard, difficult and/or too much?
2. How do (your answer in above question) act as armour
3. What do you think the armour means?

Session 5

1. Has there been a change since the start of this program?
2. If yes, what changed? / If no, what would you like to have changed?
3. If your answer was yes at 1- what brought about that change?/ if your answer was no at1- what could bring about change?
4. What are the advantages of being a girl in Diepsloot?
5. What are the disadvantages of being a girl in Diepsloot?

Session 6

Instruction:
This question page is linked to the things you have written in jour journals. Please page through your journals. You will see numbered starts on different places in your journals. Read the section you have written in your journal next to the stars and then answer the questions on this question page that has the same numbers as the stars in your journals. For example, to answer question 1, go look for the star with a number 1 in your journal, read the section you have written next to the number 1 star and then based on what you have written next to the number 1 star answer question 1 on this question page.

<u>Participant 1</u>

1. A. How would you respond to situations?
   B. Why?
   C.What happened during the session that helped you to become more aware of how to respond in situations?
   D. What helped you to become more aware of how to respond to situations?
2. A. What would you share?
   B. What impact would sharing it have?
3. What about this program made a difference in all of you?
4. A. What changed?
   B. What was it that happened during this program (who/or what helped make a change in you, and how)?
5. A. What is the importance of having knowledge as a girl in Diepsloot?
   B. what impact or difference can sharing knowledge with others have/ make?
   C. What knowledge would you share?
6. A. Please explain what is crime in Diepsloot/ what does crime look like?
   B. Please give detailed examples of crime in Diepsloot?

<u>Participant 2</u>

1. What programs?
2. What community centres?
3. A. What is the impact of the programmes/community centres?
   B. What about these programmes/community centres make a difference?
4. Tell me more about police in Diepsloot?
5. A. What is danger?
   B. Why is it danger?
6. A. Books – Tell me more about the function of books in your life.....
   B.Music- Tell me more about the function of music in your life.....
7. Walking away- what is impact of walking away/ why would you walk away?
8. What is the role or function of family members?
9. Tell me more about police in Diesploot.

	10. What does parents controlling look like? 11. A.Tell me more about unemployment and Diespsloot. B.How does it affect you? 12. What causes school drop outs? <u>Participant 4</u> 1. What does failure in life look like? 2. What does a wrong friend look like? 3. What impact does being raised by a single parent have? 4. Tell me more about xenophobia and Diepsloot? 5. A. what values? B. How does these values influence your life? C. How can you link these values with the horses? 6. If you look at this section where you wrote friends and family tell me more about A-Friends and B-Family and why you mentioned them here? 7. How did the horses give you a different view of yourself? 8. What about church brought a change? 9. Who or What happened that made you believe more in yourself? <u>Participant 5</u> 1. How does that help you to deal with challenges? 2. A. What does that bond with the horse look like? B. What impact does that have in your life? 3. A. What have you learned? B. How will you apply everything you have learned? C.What impact will applying what you have learned have? 4. What impact will teaching other people about .....have? 5. A. Who supports you? B. How do they support you? 6. Tell me more about police and Diepsloot? 7. What opportunities do girls have in Diepsloot? <u>Participant 6</u> 1. What does bullying look like? What is bullying? 2. A. what is a controlling parent? B.How does that affect your life? 3. What is crime in Diepsloot? B. Please give examples 4. A. How can this make a difference? B. What impact has it had on your life? <u>Participant 3 & 8</u> 1. What is the advantage of being a girl in Diepsloot? Please explain. 2. What is the disadvantage of being a girl in Diepsloot? Please explain. 3. ..... stop you from being your best ..... 4. What do you see the problem to be? 5. What do you think could be the worst thing that could happen? 6. What makes you strong? Please explain how it makes you strong.
Session 7	1. How can horses help girls to better understand how to be strong and/or how to overcome obstacles in life? 2. How can horses help girls to better understand the difficulties in life?

ANNEXURE D

DATA SOURCES AND REPRESENTING CODES

ANNEXTURE D: DATA SOURCES AND CODES

1. **Data collection technique (DCT): Open ended focus group interviews**

DCT & **code**	Data source & **code**	Transcript & **code**
Focus group interview 1 **FG1**	Audio recording **ARFG1**	Transcript focus group interview 1 **TFG1**
Focus group interview 2 **FG2**	Audio recording **ARFG2**	Transcript focus group interview 2 **TFG2**

2. **Data collection technique (DCT): Photovoice**

DCT & **code**	Data source & **code**	Data source & **code**	Transcript & **code**
Photovoice 1 **PV1**	Audio recording 1 **ARPV1-1**	Photovoice photos from participants (P): (P1)-**A 1-25** (P3)-**B 1-7** (P4)-**C 1-5** (P5)-**D 1-8** (P6)-**E 1-18** (P7)-**F 1- 22**	Transcript photovoice 1 **TVP1**
Photovoice 2 **PV2**	Audio recording 1-6 **ARPV2-(1-6)**		Transcript photovoice 2 **TVP2**

3. **Data collection technique (DCT): Observation**

DCT & **code**	Data source & **code**	Data source & **code**	Data source & **code**	Transcript & **code**
Session 1 **S1**	Video recording 1-6 **VRS1- (1-6)**			Transcript session 1 **TS1**
Session 2 **S2**	Video recording 1-18 **VRS2- (1-18)**	Audio recording 1-8 **ARS2-(1-8)**	Written content **WCS2**	Transcript session 2 **TS2**
Session 3 **S3**	Video recording 1-17 **VRS3-(1-17)**	Audio recording 1-5 **ARS5-(1-5)**		Transcript session 3 **TS3**
Session 4 **S4**	Video recording 1-11 **VRS4-(1-11)**	Audio recording 1-4 **ARS4-(1-4)**		Transcript session 4 **TS4**
Session 5 **S5**	Video recording 1-8 **VRS5-(1-8)**	Audio recording 1-7 **ARS5-(1-7)**		Transcript session 5 **TS5**
Session 6 **S6**	Video recording 1-7 **VRS6-(1-7)**	Audio recording 1-8 **ARS6-(1-8)**		Transcript session 6 **TS6**
Session 7 **S7**	Video recording 1-9 **VRS7-(1-9)**	Audio recording 1-10 **VRS7-(1-10)**		Transcript session 7 **TS7**
Session 8 **S8**		Audio recording 1 **ARS8-1**		Transcript session 8 **TS8**

4. Data collection technique (DCT): Journal entries

DCT & **Code**	**Data source & Code**	**Transcript of data source**
Journal session 1 **JS1**	Journal entries 1 **JS1-(1-6)**	
Journal session 2 **JS2**	Journal entries 2 **JS2-(1-4)**	
Journal session 3 **JS3**	Journal entries 3 **JS3-(1-5)**	Transcript journal entries 3 **TJS3**
Journal session 4 **JS4**	Journal entries 4 **JS4-(1-4)**	Transcript journal entries 4 **TJS4**
Journal session 5 **JS5**	Journal entries 5 **JS5-(1-3)**	
Journal session 6 **JS6**	Journal entries 6 **JS6-(1-6)**	
Journal session 7 **JS7**	Journal entries 7 **JS7-(1-6)**	

ANNEXURE E

DATA SOURCES

(Find attached CD)