A systematic review of school-based interventions in high risk schools

Leah Nabongwe Nkoana

2017

A systematic review of school-based interventions in high risk schools

by

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Submitted in partial fulfilment of the requirements for the degree

MAGISTER EDUCATIONIS
(Educational Psychology)

Department of Educational Psychology
Faculty of Education
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SUPERVISOR
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PRETORIA
DECEMBER 2017

Dedication

This research is dedicated to my mother Mrs Johannah Mahlangu who believed in taking a girl child to school even though she never went to school and 'my boys' Itumeleng Nkoana, my computer expert and right hand man; Lesedi & Reabetswe; my husband and inspiration James, family, friends and all those who dream beyond the stars.

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Acknowledgements

I wish to express my sincere gratitude to the following people who contributed to me achieving my dream:

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Declaration of Originality

I, Leah Nabongwe Nkoana (student number 15219586), hereby declare that the mini-dissertation, which I hereby submit for the degree Magister Educationis in Educational Psychology at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution.

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Leah Nabongwe Nkoana
December 2017

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Ethical Clearance Certificate

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RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	CLEARANCE NUMBER:	FLY 15-006
DEGREE AND PROJECT	MEd	
	A systematic review of school-based interventions in high risk schools	
INVESTIGATOR	Ms Leah Nkoana	
DEPARTMENT	Educational Psychology	
APPROVAL TO COMMENCE STUDY	12 February 2016	
DATE OF CLEARANCE CERTIFICATE	21 November 2017	

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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,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements.

Ethics Statement

The author, whose name appears on the title page of this thesis, 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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Leah Nabongwe Nkoana
December 2017

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Abstract

A systematic review of school-based interventions in high risk schools

by

Leah Nabongwe Nkoana

Supervisor: Prof. L. Ebersöhn

Degree: M. Ed. (Educational Psychology)

This study is a systematic review of school-based interventions in high risk schools in Southern African context that make schools enabling spaces, and enhance young people's positive educational psychology outcomes (socioemotional competence, learning support, study orientation, career counselling and family support). I used resilience theory as theoretical lens and post-positivism as meta-theory. Search terms relating to school-based interventions (Southern Africa AND school-based, intervention AND/OR primary OR high schools, AND/OR academic achievement OR vocational guidance) and educational psychology outcomes were used to sample intervention studies through electronic database searches, by hand and via networks within a research group. Predetermined criteria for inclusion or exclusion were used during screening with 440 articles matching criteria (i.e. published between 2007 and 2017; Southern African; school-based; primary or secondary schools; resource constrained; rural and urban settings). Of the identified studies, 41 met the criteria and were sampled for inclusion. The specific review protocol used for coding was the PICOC model (population, intervention, comparison, outcomes and context). It was evident that, as is the case globally, samples usually include high school students from urban schools. There is a high frequency of studies of this nature in the Western Cape and a paucity of studies in the Northern Cape. There was a prevalence of studies targeting socioemotional competence for especially objective health and well-being. Studies showed positive educational psychology outcomes for socio-emotional competence (bullying prevention, positive social adjustment for those affected by divorce, healthy lifestyles (eating, exercise, leisure), preventing substance abuse, sexuality education, rights-based psychosocial support to teachers and young people); learning support (reading, comprehension and self-regulation), study orientation (positive attitude towards learning and academic self-efficacy); career counselling (career adaptability and career knowledge). The data was silent on school-based interventions targeting family support outcomes.

Key words

- Positive Educational psychology outcomes
- School-based interventions
- Schools in challenging education spaces
- Socio-emotional competence
- Learning support
- Summary review

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DECLARATION

I herewith declare that I,

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A SYSTEMATIC REVIEW OF SCHOOL-BASED INTERVENTIONS IN HIGH-RISK SCHOOLS

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EDITING CERTIFICATE

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Date: 2017/11/29

I, Genevieve Wood, the undersigned, hereby certify that I have revised the language of the dissertation titled

A systematic review of school-based interventions in high risk schools by Leah N. Nkoana

and have found the standard of the language acceptable provided the indicated alterations have been made.

Genevieve Wood
PhD candidate
Wits University

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Chapter 1
Introduction and Problem Statement

This qualitative meta-summary uses a systematic review design to study existing evidence of what enables positive educational psychology outcomes, socio-emotional learning, family outcomes and study orientation for young people in schools in challenging contexts in Southern Africa. As an integrating study, it aims to address a limitation in research in South Africa, which is mostly based on small scale school-based intervention-studies, which are geographically scattered, and not comparative (Ebersöhn, 2016). In this chapter, the aim of the study, the overview of the study, key concepts, the research questions and the paradigmatic lenses are discussed.

1.1   PROBLEM STATEMENT

South African schools are, problematically, not functioning as well as they could (Teise & Le Roux, 2016). One reason is that South Africa is a postcolonial country, marked with structural disparity and inequality (Ebersöhn, 2014, 2016; Gardner, Waller, Maughan, Cluver, & Boyes, 2015). Figure 1.1 shows that interventions in schools can generate evidence regarding what young people need to experience positive educational psychology outcomes. The latter may be difficult to achieve in an unequal society.
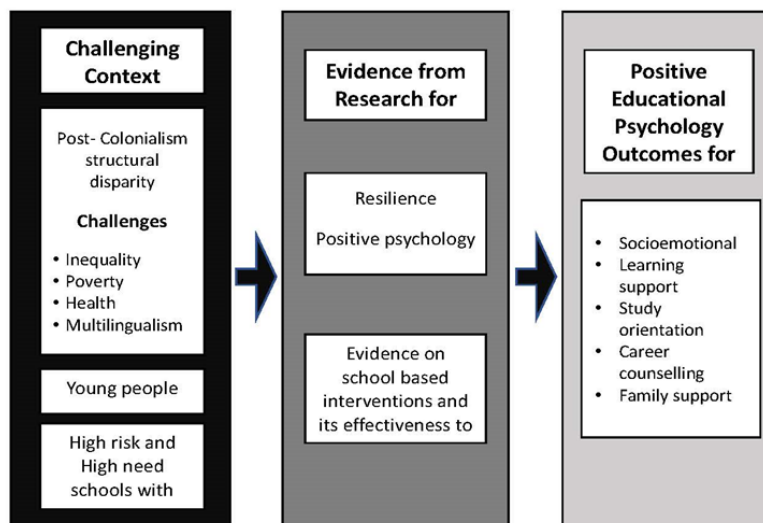
Figure 1.1: What interventions enhance young people from high risk and high need schools to experience wellbeing and positive educational psychology outcomes

Figure 1.1 demonstrates the circumstances in which young people in South Africa live. Young people who learn in South Africa find themselves in challenging contexts, with high-risk, high-need schools with scarce resources. South Africa has a post-colonial past, associated with inequality and uneven distribution of resources. Uneven distribution of income acts as a barrier to community, individual and school health and wellbeing (Pickett & Wilkinson, 2015). Young people attend ill-equipped schools; come from impoverished homes where there are high rates of unemployment, they may be orphaned, affected by Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS), or have no access to facilities to assist them to learn well in their communities. Apart from the challenges mentioned, multilingualism becomes a barrier, because the language of learning and teaching is not the spoken language or mother tongue for the vast majority of South African youth. According to Gardner et al. (2015), these challenges can be overcome when young people depend on the resources they have in order to withstand adversity. Ebersöhn (2016) notes that if there are limited resources within the school and community system, then the risk would be higher.

Given the structural disparity within South Africa as a young democracy, the education system would appear to swing between functional and dysfunctional or

performing and non-performing (Teise & Le Roux, 2016). Young people do not have positive encounters regarding what education should offer for them to flourish and yield positive educational psychology outcomes (Christie, 2008; Shung-King, Orgill, & Slemming, 2014).

They face challenges that are cumulative and which are, therefore, in need of support, in order to adapt to the chronic stressors they face daily. Resilience and positive psychology matters for South African young people in order to respond positively in the series of stressors to which they are required to adjust. Young people require their protective and recovery factors to be enhanced for them to reduce risk that may jeopardise optimal functioning. Evidence from research on successful school-based interventions is required to learn how the effects of negative education are alleviated. According to Ebersöhn (2014), positive outcomes might be mitigated by interventions that support teacher and young people's resilience and those that encourage social connectedness.

Resilience could anchor the ability for young people to attain positive educational outcomes. These outcomes ought to enable young people to gain socio-emotional competence, the ability to learn with a goal in mind, and to rally for family support, which could translate into forming positive relationships. Positive relationships could link young people to social support, which could enhance learning by providing resources that would strengthen attitudes towards learning, effective study methods and study material (Ebersöhn, 2014).

In the South African Constitution, Section 29 (1), it is outlined that education is considered a basic right for all South African children (Christie, 2008) with the national objective of delivering quality education for all. Education White Paper 6 (Department of Education [DoE], 2001) outlines how the education and training system must transform itself to contribute to establishing a caring and humane society, change to accommodate the full range of learning needs and the mechanisms that should be put in place. In addressing learning needs, schools are required to function on a level that will enhance learning, engagement, self-regulation and social responsibility (Christie, 2008). Bipath (2011) distinguishes between functional and dysfunctional schools, noting that dysfunctional schools to be associated with poverty, material deprivation and disruption of communities, which may have contributed to the breakdown of teaching and learning in such schools.

The education system in South Africa planned to supply quality education for all young people, providing them with the opportunity to actualise their potential. Learning environments appear not to be promoting health, well-being and safety for every South African child. The Freedom Charter of 1994 (Christie, 2008) declared that the doors of learning and culture shall be opened. Christie (2008) is however of the opinion that it has been nonetheless difficult to 'open the doors of learning' and provide education for all as a basic right. Despite many changes in South African education, policy improvements have been uneven (Christie, 2008). What is being done to negate the complex nature of risk and lack felt by young people from their disabling environments? Young people ought, it goes without saying, to learn in a safe and supportive environment, but this necessity requires ongoing planning, development and maintenance (Sindhi, 2013). There is a need for an integrated study on schools as enabling spaces for learning, such that school-based interventions could be identified that might work in high-risk, high-need and resource-constrained schools.

1.2   AIMS OF THE RESEARCH

The aim of this study is to integrate studies on schools as enabling spaces by conducting a meta-summary of studies on school-based interventions. From this it will be possible to have an overview synthesis of interventions that enable positive psychology outcomes in high risk schools in Southern Africa. Enabling denotes evidence of circumstances that support young people to demonstrate positive outcomes from an educational psychology perspective where young people can learn and have supportive family systems that assist in developing positive adaptive outcomes, study methods, and socio-emotional competence.

1.3   RESEARCH QUESTIONS

1.3.1   PRIMARY RESEARCH QUESTION

This study was guided by the following primary research question:

- How can a systematic review of existing knowledge on educational psychology research in Southern Africa assist in integrating current fragmented knowledge on practices that enable positive Educational Psychology outcomes for young people in schools in challenging contexts?

1.3.2   SECONDARY RESEARCH QUESTIONS

In addressing the primary research question, the following secondary questions were explored:

- What enables positive educational psychology outcomes amongst young people in Southern African schools?
- Where can studies and publications conducted on this be found, in terms of space and place?
- Which methodologies (design, data categories and data analysis) are used in the sampled studies and publications?
- From which populations do studies take their samples and which sampling techniques and criteria are used in the sampled studies and publications?
- What are the recurrent limitations in the sampled studies and publications?

1.4 CLARIFICATION

1.4.1 SYSTEMATIC REVIEW

Systematic review is a re-evaluation of primary studies, appraising and analysing the findings according to a fixed plan or method (Gough, Oliver, & Thomas, 2012). Petticrew and Roberts (2008) further explain a systematic review as an act of making sense of a large amount of information in order to provide answers to questions we have of both what was working, and what was not.

1.4.2 EVIDENCE-BASED INTERVENTIONS

According to (Akobeng, 2005) the research points to evidence-based intervention as the best method of what happens today to improve quality and also promote practices that work.

1.4.3 SCHOOLS AS ENABLING SPACES

According to Sindhi (2013) and Themane and Osher (2014), schools as enabling spaces are structured environments, in which young people are safe to learn, where they are able to freely interact with teachers and peers in a formal classroom setting. Furthermore, Ebersöhn (2014, 2016) describes enabling spaces as learning environments that are supportive and welcoming for learners to learn, which foster positive outcomes despite being high-risk, high-need, and resource-constrained.

1.4.4 HIGH-RISK SCHOOLS

Schools are educational institutions that provide formal instruction in a classroom setting, following the curriculum of the department of education is followed from Grade One to Grade 12 (DoE, 2001). The school can be any primary, junior secondary or secondary school, situated in either rural or urban areas, in all the provinces of Southern Africa. The schools are high-risk where: the education infrastructure is

dysfunctional; there are no learning support materials; there is lack of community support; or there is limited parental involvement, and the teachers are not qualified to teach the classes, with too many learners without relevant resources (Ebersöhn, 2014).

High-risk schools are schools which may lead learners to failure or non-achievement of positive outcomes and development of wellbeing, due to lack of support and connectedness (Ebersöhn, 2014). It can also be schools that are exposed to danger by either being situated in communities that do not have resources to protect learners from being harmed by specific groups within the community (Bipath, 2011). These include challenging contexts, where the schools are under-resourced, or where there is unavailability of learning materials and qualified teachers to teach (Ebersöhn, 2014, 2016).

1.4.5 EDUCATIONAL PSYCHOLOGY

Educational psychology is that psychological field focusing on gaining knowledge into how learners learn, and how they attain different skills and aptitudes when taught formally in the classroom (Snowman & McCown, 2012). According to Snowman and McCown (2012), educational psychology is concerned with the types of interactions learners have in class with their teachers and their learning material, in order to create behaviours that are universal to educational settings.

1.4.6 POSITIVE EDUCATIONAL PSYCHOLOGY OUTCOMES

Positive outcomes refer to a marked improvement in learning, young people's achievement and development (Snowman & McCown, 2012). This study was conducted in order to gain knowledge on how schools functioned well, even when they were high-risk with scares resources. Positive educational psychology outcomes refer to young peoples' socio-emotional learning, family outcomes and study orientation.

1.5 PARADIGMATIC PERSPECTIVES

1.5.1 THEORETICAL FRAMEWORK: THEORY OF RESILIENCE

The theoretical framework followed in the present study is resilience in poverty. Resilience is the ability to adapt or bounce back in the face of adversity (Ebersöhn, 2014). Resilience in poverty demonstrates how young people face a series of risks that are chronic and cumulative, requiring chronic adaptation. On a daily basis young people face chronic stressors that seem to causing them to continuously move between adaptation and maladaptation. Adaptation can be possible when there is family support, resourced schools, effective school-based interventions, and when

schools develop positive educational psychology outcomes. Maladaptation will persist when adaptation outcomes are not fostered. There should be resources and support in challenging contexts in which young people might find themselves, so that they can adapt to chronic and cumulative adversity (Ebersöhn, 2014).

Looking at the challenges that South Africa faces, and the difficulties that the education system encounters in trying to provide quality education, it is imperative to understand what assists young people in order for them to adapt and access limited educational opportunities. Furthermore, it is important to understand what resources supported the young people facing poverty, unemployment and lack of protective resources to perform well, and to exceed expectations.

1.6   META-THEORETICAL PARADIGM

I followed a post-positivist (Noor, 2008) paradigm, focusing on the various constructions and implications people put on their experiences. The post-positivists reflect a view that causes determine outcomes (Creswell, 2014). Creswell (2014) also said that what we know is changeable, and that the more phenomena is being investigated, the more the merit people have about the knowledge they have. According to Noor (2008) people socially constructs reality from a post-positivist view. Noor (2008) further explained that the post-positivist paradigm was used when conducting qualitative research, to understand the subjectivity of social phenomena. In this study, the post-positivist paradigm assisted me in exploring if schools as social institutions enabling young people to learn well. The post-positivist paradigm also allowed flexible and changing strategies in synthesising the findings in the systematic review carried out. The value of post-positivism was that it corresponded to a narrative that alleviated personal and expert experiences and abstract interpretations, with a persuasive account (Henderson, 2011). One limitation to using the post-positivist paradigm was that I could not directly observe or measure social phenomena (Henderson, 2011), relying instead on what was given in the findings. To overcome this shortcoming, I followed a rigorous process of including studies which were relevant to this current study, and focusing on intervention research carried out in order to establish whether learners in schools were enabled. Sefotho (2015) indicated that post-positivism claims to be value free, which might be problematic, because the researcher brings with them their values, which may shape the research process. The last limitation in the post-positivism paradigm is that it may present itself as incoherent,

and as a researcher, I may consequently appear to be distanced from what I am researching (Sefotho, 2015).

1.7   METHODOLOGICAL PARADIGM

I selected qualitative research as the methodological paradigm for the study. Qualitative research is an in-depth enquiry aimed at understanding meaning of phenomena being studied and its relationship (Gough et al., 2012). Qualitative research was the appropriate method assisting me in gaining insight in my investigation on existing knowledge with regards to schools as enabling spaces. Qualitative research allows for the process of searching and exploring phenomena using different methods of gathering information, towards deeper understanding (McMillan & Schumacher, 2014). The interactions, experiences and activities noted and recorded in sampled articles and publications were distinguished and coded, in order to identify and formulate themes from the findings. A qualitative paradigm gave detailed descriptions and accounts on the findings, which were mostly examined when conducting the research.

A qualitative methodology was used, valued for its potential to inform policy and practice (Thompson & Trice-Black, 2012). According to Gough et al. (2012), conceptual and methodological challenges existed because the research method was new, and because there was no consensus established for the terminology describing and developing methods. In qualitative research, it may be impossible to generalise the findings to other research environments. The process of gathering information may be time consuming and labour intensive, as I would be obliged to rely on relevant articles focusing on South African schools' interventions. Findings in some of the studies might have been influenced by personal bias (Terre Blanche, Durrheim, & Painter, 2006). To overcome this, I paid careful attention to those studies I included for review, because qualitative research includes methods, plans and structure for selecting relevant studies for inclusion. The studies included were studies properly conducted with subjective methods of collecting and interpreting data, with appropriate sources consulted for the purposes of cross reference and corroboration (Akobeng, 2005).

1.8   RESEARCH METHODOLOGY

The table below outlines the systematic review methodology chosen for this study. The comprehensive discussion of the summarised points tabulated in Figure 1.2 will follow in Chapter 3.

Research question	How can a systematic review of existing knowledge on educational psychology research in Southern Africa assist in integrating current fragmented knowledge on practices that enable positive outcomes in schools in schools for young people in schools in challenging contexts?
Rationale	To establish through a systematic review which knowledge exist to make Southern African high risk, high need and resource constrained schools enabling.
Research paradigms	Metatheoretical: Postpositivism Methodological: Qualitative research Theoretical: Resilience
Research design	Systematic review of qualitative research: Population, Intervention, Comparison, Outcomes and Context (PICOC)
Methodology	Sample: Purposive sampling criteria Sampling criteria: Peer reviewed publications on Southern African schools with a focus on educational psychology interventions in South African Schools with young people's positive educational psychology outcomes as one or more of the following: o Learning outcomes o Family relationship/support outcomes o Socio-emotional outcomes o Study orientation (study methods and attitudes) o Young people's positive educational psychology outcomes Ethical considerations Rigour in systematic reviews Systematic Review following PICOC for Step-by-step thematic analysis

Figure 1.2: Outline of my methodological choices

The review used a matrix to indicate trends in existing knowledge methodology, geographical location of studies (rural, urban and provinces), populations (young people from primary/high schools), positive outcomes (learning, development and wellbeing). In this way, I aimed to integrate findings on what worked to make schools spaces that enhanced wellbeing and positive educational psychology outcomes.

1.9   LAYOUT OF THE STUDY

The structure of these study flows in a logical manner, where the research aims and questions are addressed. The chapters are outlined as follows:

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│                        LAYOUT OF THE STUDY                          │
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                                  ▼
┌─────────────────────────────────────────────────────────────────────┐
│                   Chapter 2: Literature Review                      │
├─────────────────────────────────────────────────────────────────────┤
│ The literature review includes consulting relevant literature relating to school-based research and how what has │
│ been done in schools can contribute to enhancing learning and wellbeing. │
└─────────────────────────────────────────────────────────────────────┘
                                  ▼
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│                  Chapter 3: Research Methodolgy                     │
├─────────────────────────────────────────────────────────────────────┤
│ The chapter details the methodological decisions made while conducting the study. Included also is the data │
│ collection process and the method of analysis. │
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│                 Chapter 4: Result of Summary Reveiew                │
├─────────────────────────────────────────────────────────────────────┤
│ The results and the interpretations of the data collected during the research  process are discussed in detail. │
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┌─────────────────────────────────────────────────────────────────────┐
│            Chapter 5: Conclusions and Recommendations              │
├─────────────────────────────────────────────────────────────────────┤
│ The final chapter details the recommendations that could contribute to enabling learning environments and │
│ policy designed to improve the wellbeing of young people in Southern Africa. │
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Figure 1.3:   Outline of my chapters

1.10   CONCLUSION

This chapter served as an introduction of the study detailing the chapters that are to follow. The research process, the aims of the research, the research questions and paradigmatic choices were outlined. The literature review follows in Chapter 2 hereafter.

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Chapter 2
Literature Review

Education in South Africa is plagued by many challenges that act as obstacles to the right to basic and quality education (Myende, 2015). South Africa is a young democracy (23 years) that is still hampered by unequal opportunities, as well as the unequal distribution of resources. According to Myende (2015) and Pillay (2012), improving the quality of education should not be the responsibility of government only. I concur with these authors and believe that teaching and learning should also be the responsibility of parents or primary care givers and of the community in which young people live. The systems in the community should interact with and influence those young people who are determined to learn and who perceive schooling as an opportunity towards success, change, development and well-being. In this chapter I discuss worldwide studies on what has been done to make schools enabling to young people and what could be regarded as enabling. Evidence on school-based interventions, the focus and methodology of such studies, the locations where they were conducted, and their findings will be detailed in the next paragraphs.

2.1   CHALLENGING ECOLOGIES AND EDUCATION

Students in schools need an environment that is conducive to learning and development. Learning environments that seem to be enabling to young people in schools and communities are those that are well resourced. Ideally the amount of support given to schools by departments of education should contribute towards positive academic and psychological outcomes. Support could also be given through school-based interventions that provide opportunities for young people to amplify their ability to acquire knowledge and achieve at school (Manaseri, Uehara, & Roberts, 2014). Countries face various challenges in their different contexts, which makes it difficult for schools to address the needs that high-risk and high-need schools face.

I used Bronfenbrenner's theory of human development to discuss how the lives of young people are influenced by the contexts in which they live. The bioecological theory, one of the systematic approaches that developed from the systems theory, demonstrates how various parts of a system interact or the proximal processes (Tudge, Mokrova, Hatfield, & Karnik, 2009). According to Härkönen (2007), the bioecological theory views an individual as an active player who adapts to his/her

environment – a context within which the different systems discussed below are interrelated and have reciprocal connections.

2.1.1   THE CHRONOSYSTEM

The Chronosystem is Bronfenbrenner's system that incorporates the dimension of change over time (Tudge et al., 2009). According to (Boon, Cottrell, King, Stevenson, & Millar, 2012) this system of human development demonstrates how experiences, perceptions, behaviours and adaptation are shaped through interactions with the different systems over time. The life of the developing human constantly changes, as does the environment.

Where a school is located or placed will affect how it is resourced. Schools located in the previously disadvantaged areas continue to struggle because they were mostly run along racial lines and encouraged implementation of the interests of the colonisers (Khoapa, 2014). According to Vally (2015), most of the schools based in affluent areas continue to prosper and they seem to be well resourced and functioning. Magano (2016) distinguished between young people who attended schools in poor communities and schools in affluent communities, and found that young people from disadvantaged backgrounds and schools are far behind. Socioeconomic barriers or extrinsic barriers (i.e. the circumstances in which the young people find themselves) place the young people at risk and cause them to act in any manner whatsoever that would help them to survive (Magano, 2016).

Similar challenges and risks are experienced in postcolonial countries like Swaziland, Lesotho, Zimbabwe, Uganda, Nigeria, India and Pakistan. These are some of the countries that celebrated independence but today still experience the after-effects of having been colonised. Their education systems may have been transformed in trying to accommodate what the oppressor regarded as not important, for instance the issue of mother tongue instruction (Mfum-Mensah, 2005). According to Mfum-Mensah (2005), African countries have kept debates going regarding their education systems. It seems that it became difficult for scholars and policy makers to do away with the systems of the oppressor (also language policies) because of either sociological, political or economic reasons. Economic prosperity is crucial to developing countries and they have to use every opportunity to participate in the global economy. Such participation has ushered in significant developments of the economies of poverty-stricken countries.

2.1.2 THE MICROSYSTEM

According to Bronfenbrenner (1986), the families in which individuals live constitute their functional context that advances their growth and development. In his theory, Bronfenbrenner demonstrated the nature of development by means of interaction among the systems. The microsystem is the first level of human development and closest to the developing individual. It is where the individual interacts with other microsystems and spends most of her time. Examples of such systems are home, day care, school or church (Tudge et al., 2009). Within this system the developing individual is cared for and taught by caregivers and teachers from the different contexts. Various challenges can stand in the way of growth and development within these contexts, especially when an individual lives and attends school in South Africa.

Young people experience learning difficulties because of inadequate support from their schools. Ebersöhn (2015, 2016) and Pillay (2012) affirm that offering school-based interventions in high-risk schools could assist young people to adapt positively in the midst of adversity. Thompson and Trice-Black (2012) agree with Ebersöhn (2016) and Pillay (2012) that the presence of counsellors in a school creates a safe setting for the growth and development of young people's personal skills and relationships. Young people need social connectedness to create a sustainable holding environment that could help them thrive despite living together with risk. For young people, education is seen as a means of transformation from poverty, as well as the agent of change (Teise & Le Roux, 2016).

2.1.3 THE MESOSYSTEM

The mesosystem is the second level of human development where relations among microsystems occur within contexts (Christensen, 2010). The interrelations that are considered are those between the different microsystems within which individuals spend most of their time, for example between the school and the home, work and home, or home and the church community. Parents constitute the most important microsystems because they contribute towards the socialisation of their children (Magano, 2016). Parents are the ones who introduce the young people to the different microsystems that interact in a positive manner with them and influence their thinking, thereby promoting learning and development in different contexts. According to Magano (2016), parents play a crucial role in offering support, catering for the young people's basic, education and emotional needs, and creating an enabling environment in which they can develop and learn.

2.1.4 THE EXOSYSTEM

The exosystem is made up of the external environment or context that influences the child's development and in which the individual does not play an active role (Evans, Langberg, Egan, & Molitor, 2014). For example, the organisation or entity where the parents work may have an effect on the developing individual at home when the parents are laid off or expected to work extra or unpredictable hours (Boon et al., 2012). In the context of the exosystem of human development, the young person does not function actively or directly; however, the microsystems that the young person interact with have an indirect influence on his/her development.

The family setting in which young people reside (whether positive or negative) has an effect on them because they spend most of their time in that setting. The school also plays a major role because it is the other system where young ones spend most of their time. An important component of the exosystem is the department of health as it provides health care services by using health care professionals. Unfortunately, inequality and structural disparity makes delivering such services impossible. This happens because in poverty-stricken communities there are a limited number of professionals who can assist these young people. Pickett and Wilkinson (2015) demonstrated how inequality could affect mental health, which means that the circumstances in which the parents find themselves at work may affect how they relate to or interact with their children at home. Placement of the health professional is necessary in a school to carry out interventions should issues related to health, abuse, aggression or disorders of conduct manifest. Evans et al. (2014) refers to the tendency to allow daily activities influence interactions at home as the 'spill-over effect' and is of the opinion that when the conditions in which a young person lives are disorganised or complex – thus hampering interactions and/or relationships – this might have a negative effect on the young person development of positive outcomes.

2.1.5 MACROSYSTEM

According to Evans et al. (2014), the macrosystem is the larger cultural setting that depicts the culture, politics, views, customs, laws and rules of a society (Boon et al., 2012; Christensen, 2010; Tudge et al., 2009). The cultural settings that influence development also include socioeconomic status, poverty and ethnicity (Christensen, 2010). Different microsystems influence and are influenced by this system because the macrosystem encompasses all other systems (Tudge et al., 2009). Formal education provided in Sub-Saharan countries like Tanzania, Kenya and Ghana face

different challenges. These challenges result from poorly structured education policies that were formulated when countries were decolonised. Poor socioeconomic development and the failure to fully transform the education system affect the quality of education that the education departments are able to offer (Wandela, 2014).

2.2 EDUCATIONAL PSYCHOLOGY OUTCOMES THAT CAN BE ENHANCED THROUGH SCHOOL-BASED INTERVENTIONS

According to the Health Professions Council of South Africa (HPCSA, 2009), the scope of practice for educational psychologists involves assessment, diagnosis and intervention with the aim of optimising learning and development. The facilitation process includes therapeutic interventions that facilitate change, learning and development within clients or school learners in a school setting. Learning and development can result in either positive or negative outcomes, hence learning support is provided to induce positive outcomes.

The end result of positive educational outcomes is the participation of young people in the school community. Young people located in high-risk areas (that are resource constrained and exposed to chronic and cumulative risks) still find ways to overcome and thrive through positive adaptation (Ebersöhn, 2017). What is provided to these young people that make them persist or keep pressing on, even when the risk is extremely high? What influences their need to achieve? What kind of support motivates them to keep going, even when the rate of adaptation is low or difficult? What meaning do they attach to and what characteristics and skills are developed within them that allow them to progress well with their learning in adverse conditions? Finding answers to these statements will give an indication of what positive psychological outcomes might be.

2.2.1 SOCIOEMOTIONAL COMPETENCE

In the context of this study, socioemotional competence refers to the skills that the young person developed over time. These skills are formed by the young person's experiences and assist in building lasting relationships with others (Laible, 2007). They include the young person's ability to understand, manage and regulate his/her own emotions. Socioemotional competence enables the young person to develop hardiness and the ability to take the initiative in working on what they want to achieve.

According to Laible (2007), young people are socioemotionally competent when they can be optimistic amidst adversity. They often develop productive management schemes in their daily existence and faith in the benevolence of others. Positive

socioemotional outcomes prevail when they experience less anxiety, depression, anger, esteem issues, self-concept issues or emotional regulation problems and when they find a purpose or meaning to life. Educational psychology interventions, like psychodynamic counselling or therapy (Feltham & Horton, 2012) are necessary to help young people accept other features about themselves. The outcome would be regarded as positive when a young person shows he/she can adapt well to a situation and that no externalising of undesired behaviours takes place. Other indicators of a positive outcome are that the young person is able to confidently manage conflicts, to relate well to others, and to have good interpersonal relationships. Young people who have honed good communication skills would be motivated to learn, since this would contribute towards their engagement in class and their relationships with their peers.

Negative socioemotional outcomes that might occur when there are no effective or positive outcomes were recorded in the 3rd National Youth Risk Behaviour Survey (NYRBS) of 2011. The survey was conducted in all the provinces of South Africa. According to Reddy, young people need to be educated from an early age about the consequences of not pursuing health promoting behaviours. Negative socioemotional outcomes (such as the failure to complete high school or dropping out, or pregnancy at an early age and having to raise a child) may also lead to young people being unskilled and unemployable. Other negative outcomes may be entering adulthood with communicable diseases, suffering from depression, turning to a life of crime, losing a sense of purpose in life, and having low self-esteem or a negative self-concept (Reddy et al., 2013).

Reddy et al. (2013) conducted a study in 2008 and found that during the past six months, 24% of young people had unhappy feelings, 21% at some point considered killing themselves, and 17% had a plan to take their own life. As much as 21% of young people had on more than one occasion tried to kill themselves and of all the suicide attempts, 29% needed medical treatment. Reddy et al. (2013) also found that young people were involved in risky behaviour without considering the consequences of their actions. More than a third (38%) of the young people increasingly engaged in sexual activity – 13% of whom had their sexual debut before the age of 14 and 41% of whom had two or more sexual partners. Nineteen per cent of the young people had either been pregnant or made their partner pregnant, 8% of the pregnant young girls had terminated pregnancy, 21% had their pregnancy terminated at a traditional healer and

52% terminated at a hospital or clinic. More than half (55%) of the young people surveyed had received treatment for sexually transmitted infections.

Young people's ability to manage and regulate their emotions should be evidenced in their behaviour. Reddy et al. (2013) propose that young people should be given opportunities to maximise their experience and advance their skills in health literacy so as to solve life problems and gain knowledge on how to experience well-being. The NYRBS survey (Reddy et al., 2013) revealed that 15% of young people had carried a weapon in the past 30 days and 36% had been bullied. In the past six months, 31% had been involved in a physical fight, 34% had been injured and 19% belonged to a group of gangsters. Half of the respondents (50%) used alcohol at the time, 75% were smokers, and 10% had used dagga in the past month.

2.2.2 LEARNING SUPPORT OUTCOMES

Learning support involves the strategies employed to address learning barriers or difficulties within a 'learning' young person (Nel, Nel, & Hugo, 2013). It includes utilising other outside resources to address young people's learning challenges. To address the challenges learners face, Nel et al. (2013) suggest that a team of experts should be involved in formulating the type of support to be given. All levels of support teams (institution-based support team [ILST] and district-based support team [DBST]) as well as relevant experts from the community (e.g. educational psychologist, clinical psychologist, occupational therapist or speech therapist) should be well informed of the plan and the challenges that they are trying to address. This allows parents to be involved in the process so that they can monitor the progress along with the institution-based team and the teacher.

Learning outcomes refer to the goals and objectives that young people achieve through experience and lesson engagements in class. Teachers and care givers are fully present and involved in teaching the young person, but the latter also has agency or needs to take ownership of his/her own learning. Learning is motivated and promoted when school resources that aid in effective teaching and learning are provided. Textbooks and computers for research and for effective learning are supplied so that young people do not find it difficult to understand the subject matter (Snowman & McCown, 2012).

Learning support from teachers, parents and advanced peers is necessary for young people in schools. Spaull's (2013) studies have demonstrated how learners in high-risk areas continue to struggle and experience learning deficits because of a lack

of effective learning support facilities. Spaull (2013) found that young people struggle with reading, spelling, writing, mathematics, language, concentration and the attention skills necessary to actively learn in class. Because young people are experiencing difficulties with the most fundamental skills that assist them in the learning process, it is necessary for an educational psychologist to offer language intervention, mathematics intervention and also to use Cognitive Behaviour Therapy (CBT). These interventions would assist in developing mindfulness and the ability to focus or pay attention to details. Young people experience negative learning outcomes when they cannot read, spell, or solve mathematical problems and if they do not have the communication skills that are necessary in class discussions and in writing. If young people are assisted by the intervention of an educational psychologist, they may experience positive outcomes, for example developing the necessary scholastic skills that are necessary for learning well and achieving their own goals.

The negative learning outcomes that may result from there being no adequate learning support systems in place to address backlogs and difficulties in schools, include poor academic performance and lower levels of achievement in schools. This conclusion was reached by Combrinck, Van Staden, and Roux (2014), who investigated the state of learning and literacy in South Africa and found that 29% of Grade 4 students performed lower than the international centre point in the preProgress in International Reading Literacy Study (prePIRLS) of 2011. According to Combrinck et al. (2014), the students in South Africa were lacking the basic literacy skills that are necessary for learning and success in school. Reddy et al. (2013) concur with Combrinck et al. (2014) that schooling should be used to develop basic analytical competencies in every learning person from an early age. Reddy et al. (2013) conducted a 'Trends in International Mathematics and Science Study' (TIMSS) for Grades 8 to 12 and found a strong correlation between mathematics performance by Grade 8 learners and achievement in Grade 12. However, young people from schools from disadvantaged and low socioeconomic backgrounds, showed poor achievement scores. This confirms the finding that well-built knowledge forms the basic skills of learning (Reddy et al., 2013).

2.2.3 STUDY ORIENTATION/HABITS

Study orientation refers to the attitude and motivation young people have towards the need to learn (Snowman & McCown, 2012). It also indicates the manner in which one studies, and the strategies that are used when studying to advance knowledge. The

young person should be able to identify strengths and weaknesses in the ability to grasp information and successful ways of studying that work for him/her (Landsberg, Krüger, & Nel, 2005). These may include effective times that work well for studying, effective ways of releasing stress and the various techniques used to prepare notes or to study for tests and exams (Snowman & McCown, 2012).

According to Nel et al. (2013), young people should understand how they learn and their own cognitive style of learning from an early age. These learning styles, when cultivated or strengthened, could assist them in formulating meaningful ways of and routines in their study regime. Nel et al. (2013) emphasise the fact that young people should build on their strengths to address their study weaknesses and to stimulate the brain more in what they struggle with or do not know. This strategy gives the learner's brain the potential to grow and learn well (Nel et al., 2013).

Study habits include knowing which strategies to employ in order to learn well. Young people need to acquire the skill of becoming self-regulated students (Snowman & McCown, 2012). Being able to self-regulate includes having the ability to focus on the task ahead and process information meaningfully. Young people who are able to monitor themselves, and who know their strengths and weaknesses successfully capitalise on these strengths to build up their weaknesses. Snowman and McCown (2012) argue that young people's self-regulation depends on their preparedness to become self-regulated students and that this motivates them to use strategies that would help them learn better.

Young people experience positive learning outcomes if they have acquired the necessary tactics that assist them in planning their objectives of studying meaningfully and achieving their goals (Snowman & McCown, 2012). When young people cannot succeed in their studies, it is an indication that they do not experience positive outcomes, they may be using poor study habits or they are unable to use their time wisely. Intervention through the implementation of study skills programmes is needed. Such programmes should include evidence-based methods that aid memory, promote learning and allow for the retention of information for use when it is needed (Snowman & McCown, 2012). Snowman and McCown (2012) suggested that students forget and cannot learn effectively because they implement poor methods that do not help them to learn information and it therefore becomes difficult to retrieve it from memory.

Spaull (2013) conducted a study that looked into the performance of South African students and found that there are gaps or limitations between what young

people already know and what they should actually know. This divide also widens with time. According to Spaull (2013), South African performance at Grade 12 level is not adequate and the requirements of the National Senior Certificate (NSC) for progression are of such a low quality that the NSC limits the ability and prospects of young people to study further at a higher institution of learning. Spaull (2013) furthermore found that young people in disadvantaged locations find it difficult to achieve at the same level as those in previously 'white schools', because of education backlogs and choosing less demanding subjects. Young people choose less demanding subjects, and they avoid taking mathematics, because they are not skilled at how to study and solve problems.

2.3 CAREER COUNSELLING

Career counselling is an opportunity given to young people at any stage that empowers them to make education and training choices. Such choice includes the opportunity to decide on the type of school, choice of subjects, choice of a career and type of work one would like to do (Maree, 2009). According to Maree (2009), this opportunity is a scarce service that is only affordable for a few people. Receiving career counselling or guidance would help young people make informed decisions about what they want to study for further training at higher institutions.

If young people experience positive outcomes, they will be able to make informed decisions and they will know the institutions that would best cater for their career needs. Maree (2009) points out that because of misinformation, young people are ill equipped upon entering higher institutions of learning and therefore they run the risk of dropping out or finding it difficult to follow the career they set for themselves. Career guidance and career adaptability are necessary to prepare young people in high-risk settings for the environments in which they could work one day (Stead & Watson, 2017).

The effects of not being prepared or skilled for the relevant labour market are evident, especially when we look at the rate of unemployment in South Africa. The rate of unemployment among young South Africans was estimated to be 50% in 2008 and this figure has been growing rapidly ever since (Spaull, 2013). South Africa is seriously plagued by a lack of employment opportunities with an overall unemployment rate that is 15% higher here than in other developing countries (Weir-Smith, 2014).

Positive outcomes would be achieved if young people are motivated to achieve their goals and aspirations and are determined to follow a career that they chose,

knowing what the field of study entails. Career guidance and subject choice guidance inform young people of what is needed to pursue different fields of study in a tertiary institution (Maree & Molepo, 2016). Negative outcomes will result if young people cannot make a career choice or even choose the institution where they can study. The expertise of an educational psychologist will be required to assist young people in reaching their goals and objectives.

2.4 SUPPORTIVE FAMILY OUTCOMES

Supportive family outcomes denote the amount of time a young person from a high-risk and resource-constrained environment spends with family members or relatives in order to help him/her achieve the goal of being educated (Chowa, Masa, & Tucker, 2013). The support given includes daily parental support and involvement in school matters like communicating with the school, volunteering and taking part in school decision-making processes. Support can also promote learning and development at home through collaboration with the community and exposing the young person to opportunities that assist him/her in gaining experience. Chowa et al. (2013) emphasise the importance of forming positive and lasting relationships and being connected and socialised in the school and the community as support factors that can bring about positive outcomes. The fact that young people know that education is important and hear the parents talk about school matters, informs the young person of the parents' concern about their performance at school and also demonstrates that education is important or valuable (Chowa et al., 2013).

A supportive family creates an environment that is conducive for the young person to learn, study, question and have his/her basic needs met (Dunst, 2002). According to Dunst (2002), individuals should embrace family because that is where opportunities to learn from experience can be found. The family in which young people live enhances their optimal growth and development if it provides opportunities for developing strong beliefs, values and principles that augment positive adaptation in the community. Young people experience supportive family outcomes if their family motivates them to work hard and provides care and support, including learning support. Family members who are involved in educating their young people and assist them with research and homework, contribute towards positive outcomes that translate into young people who are confident and want to make a contribution in society. Woolley and Grogan-Kaylor (2006) say that family and the neighbourhood can have either a positive or a negative impact on the development and learning outcomes

of a young person. Chowa et al. (2013) therefore suggest that parents should be persuaded to monitor and encourage their young people at home, because such support yields significant positive effects and promotes young people's academic performance.

2.5 KNOWLEDGE ABOUT EDUCATION THAT PROMOTES POSITIVE EDUCATIONAL PSYCHOLOGY OUTCOMES IN SCHOOLS, EVEN AMIDST CHALLENGING CONTEXTS

School-based interventions (in publications on 'schools as enabling spaces') conducted worldwide focused mainly on advancing positive psychological outcomes. Interventions that improve academic achievement were found to be enabling to students. Teachers were included in some of the school-based interventions, which meant that the methods of enhancing development in young people required teachers to be skilled, effective and innovative professionals.

2.5.1 SOCIOEMOTIONAL COMPETENCE

Crooks et al. (2015) found that the provision of relevant experiences and role models played a major role in the success of the programming intervention he conducted. Young people from elementary and secondary schools participated in this study that was conducted in Canada. A case study of design was used with 82 student participants. Survey data and interviews were used to enhance leadership skills, grow confidence and improve relations and school success. Young people who live in high-risk and high-need contexts need to develop socioemotional competence through interventions that promote positive behaviour hence Crooks et al. (2015) fostered building healthy relationships and culturally connecting with other students.

Wagner and Ruch (2015) mention that positive behaviour can be fostered in the classroom by motivating young people to acknowledge and use their character strengths. They conducted a study that reported an association between using the character strengths and positive behaviour that enhance socioemotional competence and academic achievement. The study by Wagner and Ruch (2015) was an empirical, qualitative investigation that was conducted in Switzerland with 179 German speaking students in grade 5 and 6. The focus was on evaluating good character strengths such as perseverance, social intelligence and hope. A school-based organisation intervention (Evans et al., 2014) was conducted among young people with attention deficit and hyperactivity disorder (ADHD) in a middle school. The intervention was administered twice weekly over a period of five months. Patterns of responding

positively emerged, including improvements in organisation of learning materials and academic performance.

2.6 LEARNING SUPPORT OUTCOMES

Sargent and Hannum (2009) conducted a school-based intervention study in resource-constrained primary schools in rural China. Data was collected in primary schools that serve 71 villages in the rural Gansu province and from transcripts of in-depth interviews with 30 teachers. Bass, Faircloth, Vargas, Wahnee, and Waukau (2013) focused on poverty across the United States of America and elementary schools in poverty-stricken and high-risk communities. Data was collected from 248 teachers representing 56 Title 1 elementary schools from an urban school district in a Midwestern state.

All the efforts to intervene in high-risk schools emphasised the importance of forming collaborative teams, establishing learning organisations, forming community-school partnerships and connecting with community professionals to enhance outcomes and develop well-being in school students (Barley, 2009; Barley & Beesley, 2007; Bass et al., 2013; Sargent & Hannum, 2009).

Hamilton (2005) reported on the Teacher-led Enquiry Project and the PEEL (Project for Enhancing Effective Learning), a school-based intervention project. He observed interaction between students and teachers in a Catholic school in Australia. Young people in the middle-school years or year 7 were observed. Connectedness was found to create an environment that encourages young people to inquire about or research their learning material, because teachers offered to advance their development. Teachers offered psychosocial support that created an atmosphere of trust and a sense of connectedness.

Jeffes (2016) carried out an intervention that aimed to improve the reading skills of young people in a United Kingdom secondary school. The intervention was done with young people who experience severe and persistent reading difficulties. Jeffes (2016) conducted a Toe-By-Toe study with 30 young people who were selected from inner London secondary schools; 15 were assigned to the intervention, while the remaining 15 made up the control group. An intervention of 60 minutes per week for 10 weeks was conducted with the intervention group and the control group had to carry on with the normal curriculum. Young people found the intervention informative and interesting because they learned about word sounds and how to link bits of words. This increased their responsiveness on how to decode unknown words when

confronted with them. The intervention was found to be an effective way to advance accuracy in phonics decoding, word reading, fluency and comprehension for young people with word-reading difficulties. Jeffes (2016) further indicated that the intervention yielded positive learning support outcomes when it was carried out over 10 weeks and when a methodological approach was followed.

Cockroft and Atkinson (2017) conducted an exploratory case study with three Grade 8 students who found reading boring in an affective adolescent reading intervention. Five sessions were conducted with the three young people in an urban mainstream high school in West Midlands. They found that when students are encouraged to challenge the way they perceive reading, and when they are intrinsically motivated and see reading as important, enjoyable and beneficial to their own future, then they will have the interest to do it independently (Cockroft & Atkinson, 2017). It is necessary for practitioners and teachers to focus on reading instruction since this enhances young people's ability to explore and challenge their attitude and motivation towards reading. Once they have identified what it is that motivates them to read, their self-efficacy and motivation to read more, develops.

2.7   STUDY ORIENTATION/HABITS

When trying to perform a school-based intervention that works, young people and teachers need to use strategies that assist them in developing cognitive, social and self-management skills. Brigman and Campbell (2003) used the student success skills (SSS) intervention to improve academic performance. This was carried out using a counselling model in a group setting to give guidance to young people. Positive outcomes were the result of having taught them problem-solving skills and self-management techniques, while monitoring the progress. To develop positive attitudes towards learning, interventions in high-risk schools emphasised the importance of forming collaborative teams, establishing learning organisations, forming community-school partnerships and connecting with community professionals to enhance outcomes and develop well-being among school students (Barley, 2009; Barley & Beesley, 2007; Bass et al., 2013; Sargent & Hannum, 2009).

Mann, Smith, and Kristjansson (2015) reported on the success of the REAL programme in a quasi-experimental and mixed method study. A three days study was conducted with 48 girls aged between 12 to 14 years. The study aimed at improving the academic self-efficacy of struggling girls in the United States of America. Mann et al. (2015) named the programme the "REAL Girls program", because girls struggling

in middle schools were encouraged to participate in an intervention that contributed to the development of identity and an increase in self-efficacy. The REAL programme motivated girls to use the opportunity to become connected to other sources at school that enhance learning, and this improved their academic self-efficacy.

2.8   CAREER COUNSELLING

Chiesa, Massei, and Guglielmi (2016) conducted an empirical, longitudinal and quantitative study. Their study focused on career decision making and involved 280 young people from an Italian secondary school. This study was regarded as enabling to young people because the intervention indicated success in enlarging career decision making, self-efficacy and career awareness; however, anxiety when choosing a career was not reduced. A career development study was conducted in the Republic of Korea by Choi, Kim, and Kim (2015). Longitudinal survey data was used to investigate the effects on young people having been involved in the development of career enhancement skills. Twenty schools were sampled using stratified and later a two-stage cluster sampling method. The study was conducted over two years with 2,473 boys and 2,132 girls. They found that all young people who participated in career programmes on multiple occasions over a period of two years performed higher in the prediction of school success and developing career skills, as compared to the young people who attended such a programme only once or not at all. The study however had limitations because information about the experiences students had prior to the study on career education was not known.

2.9   FAMILY SUPPORT OUTCOMES

Wienke Totura et al. (2009) studied the influence of perceived family and learning environments. Their study was conducted with young people and teachers in a middle school where they completed questionnaires that evaluated emotionality, relationships with people of their same age group, academic achievement, and home and school settings. Wienke Totura et al. (2009) had 55,000 students from a low socioeconomic status setting. All student participants were classified as Caucasian. The findings from the study indicated that when young people with behaviour complications were from an interconnected family environment and attended a school that has an overwhelming degree of supervision, the chances of these young people being seen as bullies was limited. According to Wienke Totura et al. (2009), the perception the family has about supporting a student and being involved in school activities seemed to decrease the level of dysfunction and increased the intensity of school

connectedness. Waters, Lester, and Cross (2014) in their study emphasised the importance of connectedness to family and peers as factors to enhance positive outcomes in a young person's circle. Their study was done in Australia, following an empirical and quantitative investigation, and involved young people in transition from primary to secondary school. They found that having parents who are present and peers on whom a young person can rely, assists in the latter's smooth transition from primary to secondary school. Young people who do not experience a smooth transition may become depressed and anxious.

Oyserman, Brickman, and Rhodes (2007) conducted a 2-year follow-up randomised clinical study at a middle school in Detroit with Grade 8 students. Altogether 239 students in a control and intervention group participated in 11 small-group-based sessions that were offered two times in a week. This was followed by sessions where parents attended with their children. According to Oyserman et al. (2007), elevated participation of parents in the schooling and education of young people influences the latter's achievement in class. The study indicated that positive outcomes are achieved by young people who plan how they are going to achieve their goals and have an idea of what precisely is to be attained. This could be good achieving good grades because of the time and effort invested in studying (developing positive study habits and problem solving skills). Oyserman et al. (2007) believe parents who participate from a low socioeconomic status setting can reduce the chances of their children going off-track and can create an impression that focus in school matters brings academic success. School success appeared to be far more possible when parents showed an interest and were involved in their young people's schools.

2.10   CONCLUSION

Chapter 2 provided an overview of literature and started with an exploration of challenging ecologies through the lens of Bronfenbrenner. From the literature review it became apparent that interventions carried out in schools try to address high-risk and resource-constrained school settings. Some of the challenges that face schools need to be addressed by collaborative teams consisting of parents, members of the community and professionals in order to achieve positive outcomes. The educational needs of young people have to be known and understood in order to provide motivation or the opportunity to experience positive educational psychology outcomes.

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Chapter 3
Research Methodology

Chapter 2 presented an overview of evidence related to enhancing schools' capacity to be enabling in both a local and worldwide sense. This chapter further explores the methodological choices for the qualitative meta-summary as outlined in Chapter 1, the research design, how journal articles were selected and analysed, including the challenges and limitations of using systematic reviews as a method of research in the study. Finally, the ethical considerations and quality criteria that were followed when undertaking the study are also discussed.

3.1   RESEARCH DESIGN: A META-SUMMARY AS SYSTEMATIC REVIEW

In this study, I conducted a qualitative meta-summary as systematic review. A meta-summary is a comprehensive investigation and an assimilation of qualitative findings in a study (Sandelowski, Barroso, & Voils, 2007). According to Maree (2012) a research design is a specific plan for studying the research problem, or a blueprint of how to conduct research. The research design clarifies the type of study to be undertaken. In this study, the systematic reviews based on qualitative research were followed. The study undertook systematic reviews based on qualitative research as a method of research synthesis to investigate what has been done to make schools enabling spaces, and what effective intervention strategies were employed to assist in transforming schools from being high-risk, high-need and resource constrained, into well-functioning schools.

A systematic review involves critical appraisal and analysis of primary studies carried out following explicit and systematic methods of research (Gough et al. 2012). According to Bartolucci and Hillegass (2010), the starting point for conducting systematic review is a well-formulated research question. The research question for this study asks how a systematic review of existing knowledge on education research in Southern Africa might assist in integrating current fragmented knowledge on schools as enabling spaces. The answer to this question needs to include a clearly defined plan, and a review protocol that can assist in locating relevant information from researched journals and dissertations.

The systematic review was chosen in order to identify school-based intervention studies and publications to combine the findings and synthesise them. The matrix was

developed to indicate trends in methodology; geographical location of selected studies and publications (rural, urban and provinces); populations (young people from primary and secondary schools); school-based interventions, and findings found from the included peer reviewed journal articles. Booth, Papaioannou, and Sutton (2012) support the notion that systematic reviews synthesise primary research studies that consider the applicable subjects to the selected topic. Results found in primary studies are usually not clear, requiring the reader to read and interpret them with caution. Reviewing research systematically involved three key activities:

(i)   identifying and describing the relevant research;

(ii) critically appraising research reports in a systematic manner; and

(iii) bringing together the findings into a coherent statement known as synthesis.

Systematic review was used in this study to investigate:

(i)   evidence on interventions that enable high risk and high need schools to support positive outcomes;

(ii) particular focus placed on South African education research that supports young people's learning, development of positive educational psychology outcomes and family support; and

(iii) synthesising results of effective intervention strategies used in schools to buffer against chronic adversity (Gough et al., 2012).

A systematic review was used due to the following reasons:

(i)   it was the most reliable and comprehensive method of synthesis, which contributed to evidence-based decision making and used strategies that minimised bias (Mallett, Hagen-Zanker, Slater, & Duvendack, 2012);

(ii) provided crafted guidelines and informed policy (Bartolucci & Hillegass, 2010);

(iii) gave a better picture and clarity of what is already been researched because it is rigorously done;

(iv) gave a base to plan and interpret primary research as it is more comprehensive and based on a range of studies (Gough et al., 2012); and

(v)   offers a more objective means of synthesising previous research, moving literature closer to scientific inquiry (Weed, 2008).

The design is in line with the research question in this study, which investigates what has been done in Southern Africa to enable learning and development in high risk schools.

The limitation of systematic reviews is that finding peer-reviewed journals in a wide range of databases can be costly and challenging for researchers who are non-academic (Mallett et al., 2012). According to Bartolucci and Hillegass (2010), conducting systematic data reviews might be too old or too expensive to retrieve. Egger, Dickersin, and Smith (2001) argue quality to be the most important tenet of systematic reviews, and that it therefore must be taken into consideration where raw material is inconsistent, that such findings may be compromised. The studies with the most favourable outcomes are those likely to be published and cited most often by others, which might initiate bias (Egger et al., 2001). It is therefore important for me to include studies that are free from bias. The other limitation in systematic reviews is that studies that yield negative outcomes are unlikely to be published, or used by others in their research. Studies which are not well written or do not give details demands from the researcher to ask the authors details of the missing information (Kitchenham, 2004) might be daunting and time consuming for the researcher.

3.2   SAMPLING OF PUBLICATIONS (DATA SOURCES) FOR REVIEW

3.2.1   PURPOSIVE SAMPLING

In this study, purposive sampling was used to select articles for review. According to Tongco (2007), purposive sampling identifies sources of information according to qualities that the sources encompass. The strength of purposive sampling is that it is more efficient than random sampling, and can provide rigorous data. Purposive sampling can be practical when coming to amount of time, rigour and expenses required to progress with the research. The other advantage of using purposive sampling is that it can be valuable when there is limited funding and other relevant resources (Tongco, 2007). Tongco also indicates that the sampling results can be applicable beyond the communities within which the study was conducted, allowing applicability to the entire sampled population. Furthermore, purposive sampling can be used in both qualitative and quantitative studies.

Limitation in using purposive sampling as a method is that the method is naturally biased, because the researcher has the discretion to include or exclude other items from the primary studies. There is no equal chance for the researcher to include favourable or unfavourable items in the sample. It might be difficult for purposive sampling to contribute to the generalisation of results across the population (Tongco, 2007).

3.2.2 SAMPLING CRITERIA

The selection of articles for this study was based on relevant information on schools as enabling spaces. The database search of online literature was used to select publications and scholarly articles, which were published and peer reviewed within the past 20 years. Given the number of responses, the databases searched included Africa-Wide information, ERIC, EBSCOhost, MEDLINE, PsycINFO, PsycARTICLES, *Contemporary Educational Psychology*, Sage publications, *British Journal of Educational Psychology*, Science Direct, and Sabinet. There were hand-searched articles and those provided by the SES (Schools as enabling systems) research group. An expert panel[1] of local and international scholars provided valuable source in developing the inclusion/exclusion criteria. Besides criteria, below I also considered the reliability of a study (provided in 3.5) during the sampling process. The following table demonstrates which selection criteria used in the sampling in order to include and exclude publications for review.

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[1] Flourishing Learning Youth (FLY) project experts.

Table 3.1: Selection criteria for sampled studies

	Criteria
Publications	Peer reviewed journals
Time frame	2007 to 2017
Focus	Southern Africa
Type of Intervention	School-based in primary and secondary schools
Positive Educational Psychology outcomes:	
Socioemotional competence	Aggression
	Grief, bereavement
	Bullying
	Anxiety (performance anxiety)
	Identity, self-concept, self-esteem
	Interpersonal relationship
	Emotional regulation, emotional intelligence
	Purpose/ meaning in life/spirituality
	Values
Learning support	Reading
	Writing
	Spelling
	Listening
	Numeracy/mathematics intervention
	Literacy
	Language intervention (Multilingualism intervention)
	Concentration and attention
Study orientation/habits	Study methods
	Meta-cognitive strategies
	Self-regulation
Career counselling	Career guidance
	Subject choice
	School choice
	Goals, objectives, aspirations
	Motivation
Family support	Family and diversity and world-views
	School-family partnerships
	Parenting
	Homework support

I kept track of studies reviewed, their citations and reasons to include/exclude them in a data extraction form (refer to Appendix B and Appendix E). To document information obtained (refer to Appendix A) for details of search.

The following stages in the search process stipulated in Booth et al. (2012) were pursued. It is however to be noted that it is not necessary to use all the search strategies. The technique was followed because it was found to be the most comprehensive in conducting and identifying relevant studies for this research (see Appendix B). The stages are:

- First stage – a scoping search was conducted to search for primary studies on databases covering topics relevant to this study (see Appendix A)

- Second stage – a search using the identified search terms and key search terms, search for grey literature was conducted and documented (see Appendix C)

- Third stage – a search of bibliographies and reference lists was done and identified key citations as well as using manual searching of relevant journals (School as enabling spaces research group and hand search Appendix C)

- Fourth stage – verification and checking of the indexing of relevant papers that have been apparently missed by search strategies (new basis for inclusion/exclusion (according to Weed, 2008) also in Appendix E)

- Fifth and last stage – included the documentation and recording details such as the sources searched, strategies used, and number of references found for each source (see Appendix B).

Reflecting on these stages, I considered implementing relevant techniques applicable to this study. The collection, abstraction and compilation followed a rigorous and prospectively defined objective process, as detailed on Figure 3.1 (Bartolucci & Hillegass, 2010; Weed, 2008).

```
                    RESEARCH AREA IDENTIFIED

              Identification of initial contrasting illustrative
                              studies

 Further studies      Dataset developed        Review all previously excluded
   identified                                    studies for potential re-
                                                        inclusion

                                                   Re-develop exclusion criteria
    Thematic Analysis          Context Analysis
                                                                 NO
                                                  Does exclusion
                                                   criteria from     Specific reasons
     Exclusion Criteria?        FAll    Study      previous iterations  for exclusion
                                       Excluded    remain relevant to  noted in detail and
              PASS                                 studies excluded    generic exclusion
                                          YES      in this iteration?   criteria developed
     New Basis for Exclusion?    YES                                   further if
                                                                      necessary
              NO
 Search literature for    Conceptual issues identified
   conceptual issues
              NO      Saturation Point Reached?
                                                                      YES
                 YES                                        Review of
                                                           exclusion criteria

       DEVELOPMENT OF THEORY / FINDINGS                    STATEMENT OF
                                                           APPLICABILITY
```

Figure 3.1: Inclusion and exclusion of studies as adapted from Weed (2008, p. 24)

Retrieval of studies followed Bartolucci and Hillegass (2010) and Weed (2008) and strategies using the exclusion criteria, reviewing and re-developing new basis for inclusion or exclusion as indicated (see Appendix B, C, and D). The primary studies included were supposed to be clear and well conducted (Gough et al., 2012) in their design, sampling procedures, research methods and sample size used. School-based interventions are recorded and different strategies used to demonstrate whether schools are enabling young people's positive educational psychology outcomes, followed by a detailed discussion of interventions that worked and their pertinent findings (Kitchenham, 2004).

3.3 SYSTEMATIC REVIEW OF SAMPLED PUBLICATIONS: PICOC

I used selected papers based on five components (PICOC), as identified by Akobeng (2005), Booth et al. (2012) and Petticrew and Roberts (2008):

- population;

- intervention;
- comparison;
- outcomes; and
- context.

The PICOC model thus served as the review protocol in an attempt to answer the research question for this study.

PICOC is the review protocol drawn from the acronym PICO (Population, Intervention, Comparison and Outcomes). The procedure was developed to elaborate on the methods to be followed in answering the research question in a systematic review of qualitative research (Booth et al., 2012; Petticrew & Roberts, 2008).

Table 3.2:   Detailing the PICOC protocol for the review of sampled data sources

Research question:

How can a systematic review of existing knowledge on educational psychology research in Southern Africa assist in integrating current fragmented knowledge on practices that enable positive educational psychology outcomes for young people in schools in challenging contexts?

P (Population)	I (Intervention)	C (Comparative intervention)	O (Outcomes)	C (Context/ environment)
Southern African schools from rural or urban areas in high-risk areas.	School-based interventions addressing learning, family relationships, socio-emotional learning and study orientation/study methods and attitudes.	Indicates what could be an alternative. Comparison between the experiment and the control group. Indicate whether the effect of two or more intervention worked or not.	Positive educational psychology outcomes following interventions – positive learning outcomes, positive socioemotional competence, positive study habits and positive family outcomes.	Setting for delivering interventions – functional and non-functioning schools.

3.3.1   POPULATION

Population refers to the "who" or "what" of the problem is being addressed in the study (Booth et al., 2012). The population studied includes schools of Southern Africa, and

the young people in attendance at these schools. Schools were to be situated anywhere in the Southern part of Africa. All ethnic groups, gender, socioeconomic status, rural or urban schools were included. From all included studies, the search focus was on what enabled young people's positive outcomes, socioemotional competence and learning, and family support in high-risk, high-need and resource constrained schools.

3.3.2 INTERVENTION

Intervention refers to the manner in which a researcher wishes to intervene in a certain setting (Booth et al., 2012). In this study, it refers to the type of development and learning support carried out in schools of interest included in the study (Petticrew & Roberts, 2008). The studies incorporated were required to demonstrate that they carried out school-based interventions in the past where the said interventions resulted in positive educational psychology outcomes and well-functioning schools. The studies should promote and develop positive educational psychology outcomes, learning outcomes, family support and socio-emotional outcomes. Interventions were to include the community and members of the family and considered advancing learning and positive educational psychology outcomes in high-risk populations. Programmes conducted at schools were acceptable, as long as they could promote positive outcomes. Evidence of young people experiencing positive emotions like low anxiety, low aggression or low rates of depression, implementing good study methods, and having positive attitudes towards their studies, are part of what the included studies were supposed to demonstrate.

3.3.3 COMPARISON

Comparison refers to the types of interventions compared and their effectiveness (Petticrew & Roberts, 2008). According to Booth et al. (2012), the researcher considers what might be the alternative between two or more intervention effects. Studies were included despite the fact that they have or did not have a comparison group. There was no comparison done between the studies, but randomised control trials were included and their studies have the experiment and the comparison group. Within the primary studies identified, assessment of the intervention was detailed, with effects that were unambiguously explained and quantified.

3.3.4 OUTCOMES

According to Petticrew and Roberts (2008), outcomes refer to an array of results found, which may have either constructive or unconstructive effects. These outcomes

are evaluated to determine which one answers the research question, thus revealing the consistencies between them. Positive educational psychology outcomes include what the intervention has achieved (Booth et al., 2012). Priority was given to studies that enhanced positive educational psychology outcomes, including learning outcomes, family support outcomes, and socioemotional competence. In Chapter 2, each positive educational psychology outcome was operationalised for review purposes.

3.3.5 CONTEXT

Context is the setting within which the intervention is carried out (Petticrew & Roberts, 2007). Primary focus of this study was on South Africa and what has been done to make high risk, high need and resource constrained schools function well. All the international studies were considered to determine whether the results could be applied to the South African context, as well as to identify what worked well in school communities so as to enhance positive educational psychology outcomes, learning outcomes, socioemotional competence, and family support outcomes.

3.4 QUALITY CRITERIA

There are a number of questions that are asked related to synthesis in order to test its robustness. Gough et al. (2012) and Thomas and Harden (2008) agreed on using sensitivity analysis to assess possible impact of study quality on the review's findings. This assisted the reviewer or the review team in justifying if the study was trustworthy or reliable. Studies selected for this research were assessed for feasibility and worth. Therefore, sensitivity analysis within the synthesis of qualitative research was an important focus for thematic synthesis. According to Thomas and Harden (2008) when determining the reliability or trustworthiness of a study, principles of good practice for conducting social research were considered. When conducting a study in institutions for example, it was important to note whether those studies chose appropriate methods for addressing the review questions.

Besides sampling criteria (3.3.2) I also considered the following when assessing reliability of the study and for the inclusion and selection of studies:

- reporting of the study's aims;
- setting/country;
- purpose;
- design;

- Critical Appraisal Skills Programme (CASP);
- criteria met:
  - adequate description of the sample used and the methods for how the sample was selected and recruited provided.
  - strategies employed to establish the reliability and validity of data collection tools and methods of analysis, and hence the validity of the findings.
  - appropriateness of the study methods for ensuring that findings about the interventions carried out in schools were a true reflection of what enables young people to learn as recommended by Graneheim and Lundman (2004).

3.5   ETHICAL CONSIDERATIONS

Studies that were included in the current study were ethically conducted. The process excluded studies that were vague and needed more details regarding how the participants responded. Existing literature was reviewed to show respect for those who made it available, and acknowledging the sources from which information was gathered (Gajjar, 2013). It was crucial that an investigation was conducted in a careful and considerate manner, bearing in mind that the authors cannot bridge the promise of confidentiality made to clients. If it was not possible to conduct the review without the said information, then the study was disregarded, in order to demonstrate respect for the author's participants and their right to confidentiality (Economic & Social Research Council [ERSC], 2016).

This study forms part of the FLY (Flourishing Learning Youth) project, which has obtained its ethical clearance. According to Morton, Tong, Howard, Snelling, and Webster (2010), ethical clearance is not required when conducting systematic reviews. Since this research builds up on existing literature, it was imperative that consideration be taken of primary studies that had an ethical approach that is appropriate and acceptable (Mertz, Kahrass, & Strech, 2016). Furthermore, consideration was taken of what procedures and strategies were used to obtain ethical clearance within the selected articles and publications. The focus of the analysis of these studies was on how participants were sampled, and if there was respect for human beings, including the consent to conduct the study in education departments and schools (Denzin & Lincoln, 2011).

3.6   CONCLUSION

This chapter described the approach followed in the selection of articles included in this study, and how the findings, as well as the contributions of the different studies were synthesised. The type and focus of the primary studies that were to be used in the synthesis were provided and explained. The PICOC model, which was used to categorise the criteria for including studies, was explained in detail. Furthermore, the chapter discussed how the sampled articles were analysed, and concluded with the details of quality criteria. Ethical norms, which were to be considered and adhered to were outlined. The next chapter will focus on the results/findings of the research and make recommendations for future study.

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Chapter 4
Analysis

The previous chapter detailed the research design, sampling procedures and review protocol that were applied in this study. The criteria for selecting studies for inclusion or exclusion, as well as ethical considerations, were discussed in the conclusion. In Chapter 4 I will provide a comprehensive discussion of the results from the meta-summary conducted. Evidence that was gathered from the included studies and that indicates what is regarded as enabling to learners in high-risk, high-need and resource-constrained areas will be presented. A detailed analysis will also be made of the included studies and the psychology outcomes that resulted from them. In this Chapter 4, attention was drawn to the comprehensive analysis tabled in appendix F according to the PICOC model.

4.1   POPULATION

Population signifies the age group, the ethnic group and the economic status of the participants involved in the research (Booth et al., 2012). Population in this summary review is presented in Table 4.1 which constitutes students of school-going age, teachers, caregivers and schools where intervention research was conducted. In terms of the selection criteria (Chapter 3), the intervention should have been school-based, Southern African and conducted in primary or high schools with the expressed goal of facilitating positive outcomes that can be regarded as enabling to students in high-risk, high-need and resource-constrained areas.

Table 4.1: Population results of coding

Data source	Students	Teachers	Caregivers	Schools <10	Schools >10	Primary	High
1	—	n=6	—	1	—	—	✓
2	Grade 11 students n=87 42=intervention 45=control	—	—	2	—	—	✓
3	Grade 11 students age 16-18 n=5	—	—	1	—	—	✓
4	Grade 10 students n=685	Life Orientation teachers	—	—	✓	—	—
5	Grade 4 students n=887	Teachers from 100 schools n=517	Parents from 100 schools n=54 Parents from 50 urban schools n=50	—	100	✓	—
6	Grade 8 students 13 to 16 years n=226	Teachers Aged 32 to 48 years n=8	—	—	16	—	✓
7	Grade 5 to 12 students n=972	—	—	—	21	✓	✓
8	Grade 9 and 11 students n=1200	—	—	—	13	—	✓
9	Grade 9 students aged between 15 and 18 years n=88	—	Educational psychology students n=11	✓	—	✓	✓
10	—	Teachers n=10	—	✓	—	✓	—
11	—	Teachers n=33	—	✓	—	3	✓

Table 4.1. Continued.

Data source	Students	Teachers	Caregivers	Schools <10	Schools >10	Primary	High
12	Grade 1 students n=54	—	—	1	—	✓	—
13	Grade 4 to 7 students n=1103	—	—	—	—	✓	—
14	Grade 6 and 7 students n=40	Teachers n=139	—	8	—	✓	—
15	Grade 1 students n=100	—	3 nurses 2 assistants 2 paediatric audiologists	✓	—	✓	—
16	Grade 4 to 6 students n=163	Teachers n=4	—	✓	—	✓	—
17	—	Grade 11 Teachers n=4	—	✓	—	—	✓
18	—	n=80	—	✓	—	4	✓
19	9- to 13-year-old students n=12	—	—	✓	—	✓	—
20	Grade R to Grade 7 students n=1000 Grade 1 to Grade 7 students n=1000 68 students interviewed in a focus group	Teachers from each school n=34	—	2	—	✓	—
21	Grade 8 students n=1107	—	—	—	—	—	✓
22	Grade 11 students n=32	—	—	—	✓	—	✓
23	Grade 9 students n=1141	—	—	—	22	—	✓
24	10- to 14-year-old boys n=25	—	—	✓	—	✓	—
25	14 year-old-students n=2193	Teachers n=10	—	✓	—	—	✓
26	—	Teachers n=4	—	—	10	—	✓

Table 4.1. Continued.

Data source	Students	Teachers	Caregivers	Schools <10	Schools >10	Primary	High
27	Grade 8 and 9 students n= 21	—	—	✓	—	—	✓
28	Students n=8	—	—	✓	—	—	✓
29	12- to 16-year-old students n=1670	—	—	—	—	✓	✓
30	Grade 7 to Grade 11 13- to 17-year-old students n=2360	—	—	✓	—	—	✓
31	Grade 8 to Grade 10 11- to 18-year-old students n=8470	—	—	✓	—	✓	✓
32	Grade 8 students n=122 interviewed in focus group	Teachers n=38	—	—	25	—	✓
33	Students n=120	Teachers n=4	—	✓	—	—	✓
34	Grade 7 to Grade 11 13- to 17-year-old students n=433	—	—	✓	—	—	✓
35	Students n=4040	—	—	—	ü	—	✓
36	Students	—	—	✓	16		—
37	14- to 17-year-old Grade 10 girls n=29	—	—	✓	—	—	✓
38	Grade 8 students n=6244	—	—	—	✓	—	✓
39	Grade 4 students n=15744	—	—	—	342	✓	—
40	—	Grade 1 to Grade 7 teachers n=72	—	✓	—	✓	—
41	—	(Learning support teachers) n=42 (Mainstream teachers) n=165	—	—	87	19	27

4.1.1 STUDENTS

Students were sampled as participants in all but seven of the 41 selected publications (34 studies). This indicates that the majority of the participants who were sampled for school-based studies with educational psychology relevance, were students. On average, the sample size of students was more than 1,000. In six studies, the sample size of students was more than 2,000 (study 20: $n = 2,000$; study 25: $n = 2,193$; study 30: $n = 2,360$; study 31: $n = 8,470$; study 38: $n = 6,244$; study 35: $n = 4,040$). This trend was followed closely by five studies with student samples of between 1,000–1,999 (study 8: $n = 2,000$; study 13: $n = 1,103$; study 21: $n = 1,107$; study 23: $n = 1,141$; study 29: $n = 1,670$). In only one instance (study 39: $n = 15,744$) the sample size of student participants was more than 10,000. There were also instances where the student sample size was smaller than 500 participants. Five studies (study 6: $n = 226$; study 16; $n = 163$; study 32: $n = 122$; study 33: $n = 120$; study 34: $n = 433$) had a sample size of between 101–500 students, while five other studies (study 14: $n = 32$; study 22: $n = 32$; study 24: $n = 25$; study 27: $n = 21$; study 37: $n = 29$) had small sample sizes of between 21–49 students.

There was a low frequency ($n = 3$) of studies with a student sample size of less than 20 student participants (study 3: $n = 5$; study 19: $n = 12$; study 28: $n = 8$). The same can be said of studies with a sample size of 500–999 students (study 4: $n = 685$; study 5: $n = 887$; study 7: $n = 972$).

4.1.2 TEACHERS

Teachers were involved as participants in only 16 of the sampled publications. Most of these studies ($n = 8$) had fewer than 20 teacher participants (study 1: $n = 6$; study 6: $n = 8$; study 10: $n = 10$; study 16: $n = 4$; study 17: $n = 4$; study 25: $n = 10$; study 26: $n = 4$; study 33: $n = 4$). In three studies (study 11: $n = 33$; study 20: $n = 34$; study 32: $n = 38$) the sample size of teachers was smaller than 50. Two studies had teacher sample sizes amid 50–100 (study 18: $n = 80$; study 40: $n = 72$), and in two other studies the teacher sample size was more than 100 (study 14: $n = 139$; study 41: $n = 165$). More than 500 teacher participants were sampled in only one of the studies (study 5: $n = 517$).

4.1.3 CAREGIVERS

In the summary review, a caregiver is denoted as any significant adult who is not a teacher but who collaborates in providing services in the learning and development of a student of school-going age. Caregivers were involved in only three of the studies

(study 5: $n = 104$; study 9: $n = 11$; study 15: $n = 7$). In these three instances, the designated caregiver group in one study was parents (study 5: $n = 104$), educational psychology students (study 9: $n = 11$) and health caregivers ($n = 7$). In one instance where parents participated (study 5: $n = 104$), parents in both rural ($n = 54$) and urban ($n = 50$) schools were sampled (I will revisit this point in 4.3.3). In one study with caregivers as participants (study 15: $n = 7$), caregivers included nurses ($n = 3$), nursing assistants ($n = 2$) and audiologists ($n = 2$).

4.1.4 SCHOOLS

In most of the studies ($n = 23$), the sample size of schools was smaller than 10 schools per study (study 2: $n = 2$; study 24: $n = 2$; study 14: $n = 8$; study 20: $n = 2$), with 19 studies having a single school as study unit (i.e. studies 9; 10; 11; 12; 15; 16; 17; 18; 19; 20; 24; 25; 27; 28; 30; 31; 33; 34 and 37). In 14 studies, more than 10 schools were sampled (study 4: $n = 16$; study 6: $n = 16$; study 8: $n = 13$; study 26: $n = 10$; study 35: $n = 19$; study 36: $n = 16$). In five studies (study 7: $n = 21$; study 22: $n = 24$; study 23: $n = 22$; study 32: $n = 25$; study 38: $n = 42$), a total of between 21 and 50 schools were sampled.

In a small number of studies, more than 50 schools were sampled. These included two studies with school samples of about 50–100 (study 40: $n = 72$; study 41; $n = 87$), as well as two studies in which more than 100 schools were sampled (study 5: $n = 100$; study 39: $n = 342$).

Most studies (27 studies) were conducted in high schools. Of these high school-based studies, 25 had a sample size of a single high school per study (studies 1; 2; 3; 6; 7; 8; 9; 11; 17; 21; 22; 23; 25; 26; 27; 28; 29; 30; 31; 32; 33; 34; 35; 37; and 38). Study 18 had a sample size of $n = 2$; and in the last instance (study 41) the number of sampled high schools was more than 20 (27 high schools in study (41)).

All 19 studies conducted in primary schools had less than 20 participating schools. In 14 of the studies (studies 4; 10; 12; 14; 15; 16; 19; 20; 24; 29; 31; 36; 39 and 40) the sample size was $n = 1$, while in study 11 the sample size was $n = 3$; in study 18 it was $n = 4$; and in study 41 it was 19).

Ten studies were from high schools in the Western Cape; four in Gauteng and Mpumalanga's high schools; three in KwaZulu-Natal; two in Limpopo's high schools and one in the Eastern Cape's. The highest frequency of the primary schools was in the Western Cape (five studies). There were three primary schools for Gauteng studies; two in the Eastern Cape; one in North West, Mpumalanga, Free State and

KwaZulu-Natal. Thirty-one of the studies were conducted in resource constrained areas with the nature of the settings unknown.

4.2   CONTEXT

In this summary review, the context signifies the school setting where intervention took place and where participants performed activities aimed at positive educational psychology outcomes. The criteria were for school-based studies in Southern Africa, and included all nine provinces of South Africa. The context results of coding can be seen in Table 4.2.

Table 4.2:   Context results of coding

Data Sources	1 Province	>1 Province	SA	Other countries	Rural	Urban	Resource constrained
1	1	—	✓	—	Rural area in Mpumalanga	—	✓
2	1	—	✓	—	Rural area in Mpumalanga	✓	—
3	1	—	✓	—	—	✓	—
4	1	—	✓	—	8 Rural	8 Urban	Low socioeconomic setting
5	1	—	✓	—	✓	✓	Historically disadvantaged, low-income communities
6	1	—	✓	—	—	✓	Resource-constrained community in Cape Town
7	1	—	✓	—	—	✓	Resource-constrained township (Edendale) in Pietermaritzburg
8	—	4	✓	—	✓	—	Remote and resource-constrained regions of Limpopo, Gauteng, North West and Mpumalanga
9	1		✓	—	✓	—	✓
10	1	—	✓	—	—	✓	✓
11	—	3	✓	—	✓	—	✓
12	1	—	✓	—	—	✓	—
13	1	—	✓	—	✓	✓	—
14	1	—	✓	—	—	✓	—
15	1	—	✓	—	—	✓	✓
16	1	—	✓	—	—	✓	✓
17	1	—	✓	—	—	✓	✓
18	1	—	✓	—	—	✓	—
19	1	—	✓	—	Rural village in QwaQwa	—	✓
20	1	—	✓	—	—	Urban area Yeoville, Johannesburg	✓
21	1	—	✓	—	—	Urban area in Langa, Cape Town	✓
22	1	—	✓	—	✓	—	✓
23	1	—	✓	—	✓	✓	✓
24	1	—	✓	—	—	✓	—
25	1	—	✓	—	—	✓	✓
26	1	—	✓	—	✓	—	—
27	1	—	✓	—	✓	—	✓
28	1	—	—	Khomas region, Namibia	—	✓	✓
29	1	—	✓	—	—	✓	✓
30	1	—	✓	—	—	✓	✓
31	1	—	✓	—	—	✓	—
32	1	—	✓	—	—	✓	—
33	1	—	✓	—	—	✓	—
34	1	—	✓	—	—	✓	✓
35	1	—	✓	—	—	✓	✓
36	1	—	✓	—	—	✓	✓
37	1	—	✓	—	✓	—	✓
38	1	—	✓	—	—	✓	✓
39	1	—	✓	—	✓	✓	✓
40	—	—	—	Botswana	✓	—	✓
41	1	—	✓	—	✓	✓	✓

4.2.1 SOUTH AFRICAN SETTING

Most of the selected studies (*n* = 39) were conducted in South Africa. Fourteen studies were conducted in the Western Cape; seven in Gauteng; four in Mpumalanga; three in KwaZulu-Natal; two in North West, Eastern Cape and Limpopo; one in the Free State and none in Northern Cape. Studies 8 and 13 were conducted in the province of North West; studies 10 and 11 in the Eastern Cape; study 19 in the Free State; studies 8 and 26 in Limpopo; studies 10, 23 and 27 in KwaZulu-Natal; studies 1, 2, 11 and 37 in Mpumalanga; studies 8, 11, 12, 17, 18, 20 and 33 in Gauteng; and lastly, studies 5, 6, 8, 15, 21, 24, 25, 29, 30, 32, 34, 35, 36 and 41 in the Western Cape. Of these, all but two studies (study 8: *n* = 4; study 11: *n* = 3) were conducted in a single South African province. Study 8 was conducted in Limpopo, Gauteng, North West and Mpumalanga; whereas study 11 was conducted in Gauteng, Mpumalanga and the Eastern Cape. In other instances studies were conducted, but information on the provinces is missing (study 9, 22, 16, 31 and 39).

4.2.2 OTHER SOUTHERN AFRICAN COUNTRIES

Two of the sampled studies were conducted in countries other than South Africa. One (study 28: *n* = 1) took place in an urban area in Namibia with high school students. The other (study 40: *n* = 1) was in a rural area in Botswana among teachers of a primary school.

4.2.3 RURAL OR URBAN AREAS

Seven studies were conducted in both a rural and an urban setting (studies 2, 4, 5, 13, 23, 39 and 41). Most (*n* = 31) of the school-based studies were conducted in urban areas (studies 2, 3, 4, 5, 6, 7, 10, 12, 13, 14, 16, 17, 18, 20, 21, 23, 24, 25, 32, 33, 34, 35, 36, 38, 39 and 41), and only 15 school-based studies were conducted in rural schools (studies 1, 2, 4, 5, 8, 9, 11, 13, 19, 22, 26, 27, 37, 39 and 40). In one of the studies (study 15), the rural and/or urban setting of the study was not specified.

4.2.4 SOCIOECONOMIC STATUS

School-based studies were mostly (*n* = 31) conducted in resource-constrained (challenged) settings. In several studies, the socioeconomic status of the sampled schools was not specified (studies 2, 3, 13, 14, 18, 24, 26, 31, 32 and 33).

4.3 INTERVENTIONS AND OUTCOMES

In this summary review, as can be seen in Table 4.3, interventions refer to school-based, Southern African studies aimed at promoting positive educational psychology outcomes. Outcomes refer to instances where school-based interventions had led to

positive results in the following educational psychology domains: socioemotional competence (4.4.2), learning support (4.4), study orientation (4.5), career counselling (4.6) and family support (4.7).

Table 4.3:   Intervention and outcomes coding

No	Data Sources	Socioemotional	Learning support	Study orientation/habits	Career counselling	Family support
1	Intervention	–	Learning support	–	–	–
	Outcomes	–	Phonetic acquisition as the basis to develop reading skills	–	–	–
2	Intervention	–	–	–	8 career adaptability lessons over 2 months, each lasting a maximum of 45 minutes	–
	Outcomes	–	–	–	Improved student's curiosity and concern about significant change in career adaptability	–
3	Intervention	–	–	–	8 group-based, 45-60 minutes counselling sessions over 4 months	–
	Outcomes	–	–	–	Improved career adaptability	–

Table 4.3. Continued.

No	Data Sources	Socioemotional	Learning support	Study orientation/habits	Career counselling	Family support
4	Intervention	Develop student's skills that could reduce bullying behaviour by using the Integrated Model of Behaviour Change	—	—	—	—
	Outcomes	High levels of awareness reported, reduction in verbal bullying experiences, motivation, intention, and ability to regulate self	—	—	—	—
5	Intervention	Healthkick intervention, training and promoting healthy eating habits to reduce the risk of developing non-communicable diseases	—	—	—	—
	Outcomes	Grade 4s have material and training to implement health-promoting habits that have the potential to reduce the risk of developing chronic diseases, like type 2 diabetes	—	—	—	—
6	Intervention	Need for effective prevention programmes adapted to suit South African young people. Life skills training programme reducing risk behaviours in young people	—	—	—	—
	Outcomes	Programmes used elsewhere can be effectively adapted to suit other countries. A balance should be struck between adaptation and fidelity of implementation of the programme	—	—	—	—
7	Intervention	12-week "On The Ball" programme, football field HIV prevention	—	—	—	—
	Outcomes	Young people who participated in the HIV prevention programme demonstrated that they have more HIV knowledge and lower stigma than the ones who did not take part	—	—	—	—

Table 4.3. Continued.

No	Data Sources	Socioemotional	Learning support	Study orientation/habits	Career counselling	Family support
8	Intervention	—	—	—	Career counselling and assessing the importance of post-modern narrative approach	—
	Outcomes	Most students were offered career counselling for the first time. Students were able to openly talk about their challenges and try to find solutions together. Hope and confidence in their abilities was enhanced	—	—	—	—
9	Intervention	—	—	—	Quadrant mapping, cross-cultural career counselling, possible career path assessment, and addressing barriers identified	—
	Outcomes	—	—	—	Quadrant mapping demonstrated its effectiveness when implemented by professionals helping students to design their lives. It enables the ability to bounce back and has cross-cultural career value	—
10	Intervention	Memory-box making to provide psychosocial support	—	—	—	—
	Outcomes	Memory-box making empowered teachers to effectively play their pastoral role in counselling school children	—	—	—	—
11	Intervention	Equipping teachers to adapt (foster resilience) to their school's situation in order to form partnerships that provide psychosocial support to students	—	—	—	—
	Outcomes	Teachers developed partnerships that assisted them to collaboratively address the problems encountered in their various schools and acquired a skill to use own assets to promote resilience, as well as provide psychosocial support and care	—	—	—	—

Table 4.3. Continued.

No	Data Sources	Socioemotional	Learning support	Study orientation/habits	Career counselling	Family support
12	Intervention	—	20-minutes speed stacking on mathematics, reading, spelling and visual motor integration	—	—	—
	Outcomes	—	Practising and applying the skills learned through speed stacking contributed to student's performance	—	—	—
13	Intervention	—	—	Helping students improve their orientation towards mathematics	—	—
	Outcomes	—	—	—	—	—
14	Intervention	Addressing challenging behaviour by introducing caring schools criteria	—	—	—	—
	Outcomes	Teachers and students realised that they have some of the qualities (promoting caring school, advancing good behaviour, and discipline)	—	—	—	—
15	Intervention	—	Context-effective hearing screening test	—	—	—
	Outcomes	—	—	—	—	—
16	Intervention	—	Reading strategy instruction and teacher training	—	—	—
	Outcomes	—	None	—	—	—
17	Intervention	—	Instructional practice and observation	—	—	—
	Outcomes	—	Knowledge and skill on the subject is necessary	—	—	—
18	Intervention	Teacher's role in curbing bullying	—	—	—	—
	Outcomes	Awareness of bullying prevalence	—	—	—	—
19	Intervention	Visual participatory process exploring experiences of hope	—	—	—	—
	Outcomes	Hope is enhanced on a personal, relational and collective level for engaging in hope-oriented processes	—	—	—	—

Table 4.3. Continued.

No	Data Sources	Socioemotional	Learning support	Study orientation/habits	Career counselling	Family support
20	Intervention	Permaculture food gardens, a system of organic agriculture nutrition and health promotion	—	—	—	—
	Outcomes	Student's learning resource contributing to physical, mental and emotional health	—	—	—	—
21	Intervention	HIV prevention programme	—	—	—	—
	Outcomes	Technology feasible and acceptable in HIV prevention programmes	—	—	—	—
22	Intervention	Strategies that prevent teenage pregnancy	—	—	—	—
	Outcomes	Messages should consider lifestyles of young people	—	—	—	—
23	Intervention	HIV and AIDS education, 20-weeks' life skills intervention	—	—	—	—
	Outcomes	Positive attitude towards sexual conduct	—	—	—	—
24	Intervention	Evaluation of social adjustment after divorce	—	—	—	—
	Outcomes	Positive adjustment reported	—	—	—	—
25	Intervention	Three 30- to 40-minute lessons on what goes into leisure time space	—	—	—	—
	Outcomes	None	—	—	—	—
26	Intervention	—	What facilitates achievement in mathematics	—	—	—
	Outcomes	None	—	—	—	—
27	Intervention	Using photo voice for youth activism strategies to reduce HIV/AIDS stigma	—	—	—	—
	Outcomes	Understanding perceptions	—	—	—	—
28	Intervention	ARV treatment in school	—	—	—	—
	Outcomes	None	—	—	—	—
29	Intervention	HIV prevention programme	—	—	—	—
	Outcomes	Effective sexual and reproductive health behaviours	—	—	—	—
30	Intervention	HIV prevention programme	—	—	—	—
	Outcomes	None	—	—	—	—
31	Intervention	Global youth Tobacco survey	—	—	—	—
	Outcomes	None	—	—	—	—

Table 4.3. Continued.

No	Data Sources	Socioemotional	Learning support	Study orientation/habits	Career counselling	Family support
32	Intervention	HIV/AIDS intervention 17 hours / 30 lessons	—	—	—	—
	Outcomes	None	—	—	—	—
33	Intervention	—	Teaching emotional intelligence to prevent behaviour problems	—	—	—
	Outcomes	None	—	—	—	—
34	Intervention	Training programme on sexual health and behaviour	—	—	—	—
	Outcomes	Positive attitude towards sexual conduct	—	—	—	—
35	Intervention	HIV and substance abuse prevention	—	—	—	—
	Outcomes	Slowing the onset of frequent poly drug use	—	—	—	—
36	Intervention	"Eurofit" changes in fitness level	—	—	—	—
	Outcomes	None	—	—	—	—
37	Intervention	Cash transfers based on school attendance to prevent HIV/AIDS	—	—	—	—
	Outcomes	Awareness and general understanding of the process	—			
38	Intervention	Skills-based education preventing HIV and partner violence, 21 sessions delivered once a week	—	—	—	—
	Outcomes	None	—	—	—	—
39	Intervention	—	—	PreProgress in International Reading Literacy	—	—
	Outcomes	None	—	—	—	—
40	Intervention	—	—	Quality of schooling	—	—
	Outcomes	None	—	—	—	—
41	Intervention	—	—	Quality education for students on	—	—
	Outcomes	None	—	—	—	—

4.3.1 SOCIOEMOTIONAL INTERVENTION AND OUTCOMES

In this summary review, socioemotional interventions and outcomes include interventions and outcomes that require socioemotional competence to regulate behaviour for positive development and well-being. These include interventions and outcomes with objective health and well-being foci (4.3.5); subjective health and well-being foci (4.3.6); and psychosocial support (4.3.7). For each of these foci, relevant results regarding frequency, trends and outcomes are discussed.

4.3.2 OBJECTIVE HEALTH AND WELL-BEING INTERVENTIONS AND OUTCOMES

Objective health and well-being include intervention studies conducted to create awareness and inform students about HIV and AIDS, in an attempt to prevent infection and/or its spreading. These go hand in hand with the treatment of HIV/AIDS Anti-Retro-Viral (ARV) treatment and the need to reduce negative perceptions and stigma among students. Sexuality involves providing motivation for students to engage responsibly in sexual activities; delaying the onset of sexual activity; using mechanisms that are provided by the health system to prevent teenage pregnancies; and taking part in prevention interventions that develop students' perceptions. Substance abuse studies encourage students to not engage in risky behaviours that could lead them to using drugs, smoking tobacco or abusing alcohol, all of which may predispose them to becoming pregnant or contracting HIV/AIDS. Objective health also includes food, nutrition and well-being and therefore prevents young people from developing eating disorders and contracting non-communicable diseases like type 2 diabetes.

4.3.3 FREQUENCY OF SOCIOEMOTIONAL INTERVENTIONS WITH AN OBJECTIVE HEALTH AND WELL-BEING FOCUS

4.3.3.1 HIV and AIDS prevention

Most of the studies ($n = 12$) implemented interventions that promoted sexual health. This was facilitated by providing skills and strategies that prevent HIV/AIDS (studies 21, 29, 30, 31, 32, 34, 35, 37 and 38). These studies focused on HIV/AIDS prevention programmes by developing life skills that enhance sexual health. The studies emphasised the development of skills that could create awareness on how to prevent HIV/AIDS and provide education on partner violence.

4.3.3.2 HIV treatment and stigma

Two studies focused on risky behaviour and the promotion of life skills. Studies 27 and 28 were conducted to motivate students to take their ARV treatment regularly and to reduce HIV/AIDS stigma.

4.3.3.3 Sexuality and teenage pregnancy

Study 22 was conducted in a high school in one unspecified province of South Africa. This study appeared to be the only study that focused on preventing teenage pregnancy and providing strategies that could assist students in rural areas to focus on their studies and avoid becoming pregnant during their teenage years. Peer educators ($n = 32$) and students ($n = 24$) participated in this study.

4.3.3.4 Substance abuse

Two studies (studies 31 and 35) were conducted to provide students with information on how to avoid engaging in risky behaviour. This included assisting them to prevent the contraction of HIV/AIDS by not becoming involved in the abuse of substances and drugs.

4.3.3.5 Food, nutrition and well-being

Two studies (studies 5 and 20) were included in the review for promoting healthy eating habits and nutrition. Study 5 promoted healthy eating habits to prevent non-communicable diseases. Study 20 used food gardens (permaculture programme) to promote health and nutrition.

4.3.4 TRENDS IN SOCIOEMOTIONAL INTERVENTIONS WITH AN OBJECTIVE HEALTH AND WELL-BEING FOCUS

In all but one (study 37) of the socioemotional focused intervention studies the interventions were implemented in urban areas. The schools within which the studies were conducted were more than > 10 and less than < 10 schools. Interestingly, most of the studies were conducted in high schools in a single province of South Africa and the participants were from resource-constrained settings. For promotion of health and positive sexual behaviour, there was a particular trend regarding population and context.

Studies 27 and 28 were conducted in both rural and urban areas. Both studies were performed in high schools and resource-constrained settings. The studies considered the impact of reduced stigma and whether adhering to treatment regimens could assist a student to learn better. Study 28 was conducted in Namibia. No particular trend was identified from either of the two studies.

Studies 31 and 35 were conducted in high schools in urban areas that were resource constrained. The studies considered the potential for students to develop socioemotional competence by not engaging in risky behaviour. Both studies were conducted in more than 10 schools. There was a particular trend identified in terms of population and context.

4.3.4.1 Food, nutrition and well-being

Studies 5 and 20 were conducted in resource-constrained settings. Both studies were conducted in one South African province. The studies were performed in primary schools; more than 10 schools participated in study 5, and fewer than 10 schools participated in study 20. Teachers, students and parents were participants in study 5, but only teachers and students participated in study 20.

Studies 7, 25 and 36 were conducted in resource-constrained urban areas. The studies were conducted in one province of South Africa, but in both primary and high schools. Students and teachers from more than 10 schools participated in studies 7 and 36, while fewer than 10 schools participated in study 25. No clearly defined trend could be detected among these sampled studies.

4.3.5 OUTCOMES OF SOCIOEMOTIONAL INTERVENTIONS WITH AN OBJECTIVE HEALTH AND WELL-BEING FOCUS

4.3.5.1 HIV and AIDS prevention, ARV treatment, stigma, sexuality, teenage pregnancy and substance abuse

Positive outcomes with regard to students demonstrating an elevated knowledge of HIV/AIDS and how to reduce stigma were recorded in 13 studies (studies 21, 22, 24, 27, 28, 29, 30, 31, 32, 34, 35, 37 and 38). Students became aware of the options they have to utilise their time effectively and to delay the onset of engagement in risky behaviour, drug abuse or substance use. Students found the information and education dealing with sexual behaviour to be empowering, especially where their lifestyles are considered. In study 37, young women were provided with skills that could prevent HIV/AIDS infection and the families from where the students came were also involved in the study. Students developed positive attitudes towards sexual conduct.

4.3.5.2 Food, nutrition and well-being

Study 5 highlighted the potential of these studies to promote healthy eating habits and to reduce the risk of students developing non-communicable diseases. Study 20 demonstrated that permaculture can be regarded as a learning resource that

contributes to the physical and mental health of students. Studies 7 and 36 demonstrated the ability to create awareness of the importance of physical activity. Study 25 did not specify any outcomes in this regard.

4.3.6 SUBJECTIVE HEALTH AND WELL-BEING INTERVENTIONS AND OUTCOMES

The socioemotional interventions and outcomes include interventions that develop competence to regulate one's own behaviour in various contexts. This encompasses the bullying that affects students in schools and of which teachers need to be aware in order to fulfil their role and implement strategies designed to curb bullying, hope and divorce.

4.3.6.1 Frequency of socioemotional interventions with a subjective health and well-being focus

Bullying - Bullying behaviour and the role of teachers in reducing this behaviour were presented in two studies (studies 4 and 18).

Hope intervention - Study 19 motivated students in high-risk environments to develop strategies that foster resilience, giving them a sense of hope in the midst of adversity.

Football and leisure time - Three studies (studies 7, 25 and 36) demonstrated the potential of sport and leisure time to enhance well-being in students through either promoting participation in sport (study 7); learning how to utilise leisure time (study 25); or encouraging physical activity (study 36).

Divorce - Study 24 was conducted in a South African urban primary school in the Western Cape among male students. The socioeconomic status that the setting presented was not specified. The study focused on promoting social adjustment for students who were affected by divorce.

4.3.7 PSYCHOSOCIAL SUPPORT

Psychosocial support involves equipping students who are in difficult situations with techniques to enhance their engagement with others. It also shows them how to adapt and thrive in a resource-constrained school environment.

4.3.8 FREQUENCY OF PSYCHOSOCIAL SUPPORT INTERVENTIONS

Memory-box making and building partnerships - Both Studies 10 and 11 provided psychosocial support to teachers. Study 10 provided teachers with strategies to support primary school children, while Study 11 provided them with strategies for developing skills that address educational problems and foster resilience.

4.3.9 TRENDS IN PSYCHOSOCIAL SUPPORT INTERVENTIONS

Study 10 was conducted in an urban environment in a resource-constrained area in one South African province and involved primary school teachers. Study 11 was conducted in a rural environment among primary and high school teachers. The study was carried out across three South African provinces. Both studies were conducted in samples of more than 10 schools.

4.3.10 OUTCOMES OF PSYCHOSOCIAL SUPPORT INTERVENTIONS

Memory-box making and building partnerships - Studies 10 and 11 developed the teacher's ability to provide psychosocial support and effectively play his/her pastoral role to promote resilience in their students. No particular trend was identified in these studies.

4.4 LEARNING SUPPORT FOR INTERVENTION AND OUTCOMES

In this summary review, learning support entails developing a student's competence in literacy and numeracy. It also prepares students for what they could study on completion of their schooling.

4.4.1 FREQUENCY OF LEARNING SUPPORT INTERVENTIONS

Literacy, numeracy and reading strategies - Learning support studies were six sampled studies where teachers were the participants. Teachers were equipped on how to develop reading skills in students. Study 1 demonstrated how teachers can assist students in acquiring phonetics skills that could instil in students the ability to read or decode English texts independently. Study 12 focused mainly on supporting students' mathematics, reading, spelling and visual motor integration. In study 26, teachers facilitated their students' achievement in mathematics learning. Study 15 was conducted by caregivers who provided an effective hearing screening test to students. Study 16 had teachers as participants in a reading strategy instruction training programme. Study 17 had teachers involved in instructional practice.

4.4.2 TRENDS IN LEARNING SUPPORT INTERVENTIONS

Literacy, numeracy and reading strategies - Six studies were conducted in rural and urban settings in South Africa. Studies 1 and 26 were performed in a rural setting and studies 12, 16 and 17 in an urban setting. Study 15 did not specify its setting. Three of the studies (studies 12, 15 and 16) were carried out in primary schools and three (studies 1, 17 and 26) in high schools. One study (study 26) was conducted in more than 10 schools. The six studies were each conducted in only one province of South Africa. Studies focused on developing the teacher's teaching methods to

effectively teach or support the student. Even when this was the case, there was no particular trend in terms population or context.

4.4.3 OUTCOMES OF LEARNING SUPPORT INTERVENTIONS

Literacy, numeracy and reading strategies/phonetic acquisition - Teachers in study 1 acquired skills that assisted them in effectively supporting students' phonetic and reading skills. Students in study 12 reported positive outcomes and demonstrated that speed stacking contributes to academic performance. Studies 15, 16, 17 and 26 reported no specific outcomes.

4.5 STUDY ORIENTATION/HABITS FOR INTERVENTIONS AND OUTCOMES

Study orientation entails being interested, trying to understand the principles of the subjects offered by teachers at school, and developing the habit of revising daily school tasks. These depend on the nature of education the teachers provide in class using various interventions and outcomes.

4.5.1 FREQUENCY OF STUDY ORIENTATION INTERVENTIONS

Mathematics orientation and quality education - Four studies (studies 13, 39, 40 and 41) focused on enhancing positive study habits. Study 13 was conducted to assist students in improving their orientation towards mathematics. A reading and literacy study (study 39) was performed, and two studies (studies 40 and 41) facilitated the provision of quality education to students – including students with learning difficulties.

4.5.2 TRENDS IN STUDY ORIENTATION INTERVENTIONS

Mathematics orientation and quality education - Study 13 was conducted in both rural and urban areas. Participants were students in a South African school. The study was conducted in one province, but the sample of schools was not specified. Study 39, the reading literacy study, was conducted in urban, rural and resource-constrained settings. The students of more than 10 primary schools participated.

In study 40, teachers of a primary school were the participants. The study was conducted in rural Botswana in a resource-constrained setting. Fewer than 10 schools were sampled. Another study (study 41) that was also conducted with teachers in rural, urban and resource-constrained settings was performed with learning support and mainstream teachers from primary and high schools. More than 10 schools were sampled as participants. The four identified studies facilitated the development of study orientation in students; however they did not illustrate any particular trend regarding population or context.

4.5.3 OUTCOMES OF STUDY ORIENTATION INTERVENTIONS

Mathematics orientation and quality education - The intervention studies (studies 13, 39, 40 and 41) promoted positive attitudes towards studying and created good study habits. However, no outcomes were reported in any of the four studies.

4.6 CAREER COUNSELLING INTERVENTIONS AND OUTCOMES

Career counselling involves assessing and educating students about the careers they can follow at the end of their Grade 12 year. It also gives guidance/counselling on the suitable subjects to choose.

4.6.1 FREQUENCY OF CAREER COUNSELLING INTERVENTIONS

Career adaptability - Studies 2 and 3 aimed at enhancing the student's career adaptability.

Career counselling - Studies 8 and 9 were conducted on career counselling for students. Caregivers in study 9 implemented cross-cultural career counselling.

4.6.2 TRENDS IN CAREER COUNSELLING INTERVENTIONS

The four career studies were conducted in South African rural (studies 2, 3, 8 and 9) and urban (study 2) schools. All career counselling interventions were offered in high schools. The studies were conducted in resource-constrained settings and with fewer than 10 schools as participants. Emphasis was placed on career counselling (studies 8 and 9) and career adaptability (studies 2 and 3). Only study 8 was conducted across four different provinces of South Africa, whereas all the rest were conducted in only one province. Even when the studies involved career counselling, no particular trend was detected regarding population and context in career counselling intervention studies.

4.6.3 OUTCOMES OF CAREER COUNSELLING INTERVENTIONS

Career adaptability - A significant change in career adaptability was noted (study 8). Studies reported on students' improved career adaptability. Students demonstrated having developed career awareness and they had career curiosity, concern and confidence.

Career counselling - Students who participated indicated that they received career counselling for the first time. Caregivers (educational psychology students) in study 9 implemented the cross-cultural career counselling intervention that enhanced hope in student's capabilities. Cross-cultural value was established from the effectiveness of the career counselling programme (study 9).

4.7 FAMILY SUPPORT INTERVENTIONS AND OUTCOMES

Family support includes the time and effort that family members invest in a student's life and schooling. Support signifies being there for the student in terms of supplying resources such as school necessities, food and assisting with homework or school projects. Family intervention studies were silent in the data. Studies relevant for inclusion were pursued and only international studies could be found. No Southern African intervention studies on family support were discovered.

4.8 RESEARCH METHODOLOGY

This section discusses the coded results related to research methodology in the sampled studies. I first discuss comparative studies and then the relevant research design as presented in Table 4.4.

4.8.1 COMPARATIVE STUDIES

From the selected studies (see Table 4.4), only fifteen used an intervention and a control group in the intervention studies (studies 2, 4, 5, 7, 8, 12, 16, 23, 24, 25, 34, 35, 36, 37 and 38). Study 2 provided ten Life Orientation lessons for the control group. In most of the studies where a control group was included (seven studies), the sample size for schools were smaller than 20 (study 4: $n = 8$; study 5: $n = 8$; study 7: number not specified; study 25: $n = 5$; study 35: $n = 5$; study 36: $n = 8$). In one study with a comparison group, 21 schools were sampled (study 38). In a comparative study (study 24), the nature of the school as control group was not specified.

Table 4.4: Comparative intervention and research design

Data Sources	Comparative intervention	Research design
1	None	Intervention research design
2	45 Students in the control group	Mixed methods comparative study
3	None	Multi-method, explorative, descriptive, collective case study
4	8 schools in the control group	Randomized Control Trial (RCT)
5	8 schools in the control group	3 Phases of the Healthkick study Intervention mapping. Formative assessment. Outcome evaluation
6	None	Qualitative study
7	Secondary school in control group	Survey study
8	600 students in the control group	Action Research Mixed methods interpretative approach
9	None	Qualitative methodology from an interpretivist meta-theory Instrumental case study
10	None	Case study design. Action research
11	None	Participatory reflection and action research. Comparative case study
12	Comparative intervention 27 in control group	Quantitative study
13	None	Quantitative study
14	None	Qualitative research
15	None	Mixed method
16	35 Students in control group	Mixed method
17	None	Qualitative study
18	None	Qualitative study
19	None	Qualitative study. Critical transformative paradigm
20	None	Qualitative case study
21	None	Survey study
22	None	Participatory Action Research
23	Control group	Qualitative study
24	570 in Control group	Quantitative Exploratory analysis
25	5 schools in Control group	Randomized control trial
26	None	Quantitative comparative study
27	None	Visual participatory methodology
28	None	Interpretive qualitative case study
29	None	Quantitative follow-up study
30	None	Randomized Control Trial (RCT)
31	None	Survey study
32	None	Randomized Control Trial (RCT)
33	None	Qualitative study
34	295 in Control group	Quantitative study, empirical study
35	5 Schools in the control group	Quantitative study. Linear and logistic regression model
36	8 schools in the control group	Quantitative study
37	15 young women in control group	Quantitative and qualitative study
38	21 schools in the control group	Cluster Randomized control Trial
39	None	Quantitative study
40	None	Mixed methods
41	None	Mixed methods

Besides comparisons between schools, studies also made use of students as comparative groups. In six studies (study 8: *n* = 600; study 12: *n* = 27; study 34: *n* = 295; study 36: *n* = 8; study 37: *n* =15) students were involved in a control group. In study 7, secondary school students formed part of the control group, but the number of students in the control group was not specified.

4.8.2 RESEARCH DESIGN

Regarding the methodological paradigm adopted in the studies, as presented in Table 4.4, ten studies used qualitative research methods (studies 6, 9, 14, 17, 18, 19, 20, 28, 33 and 37). Quantitative methodology was used in nine studies (studies 12, 13, 23, 29, 34, 35, 36, 37 and 39), whereas mixed methods were used in six studies (studies 2, 8, 15, 16, 40 and 41). Participatory reflection and action research methods were used in two studies (studies 11 and 22), while visual participatory methods on promoting healthy eating habits and reducing HIV/AIDS stigma were used in two other studies (studies 5 and 27). In one study on hope, a critical transformative paradigm was specified (study 19).

Four of the studies used a survey design to facilitate their interventions (study 7 on the prevention of HIV/AIDS; study 24 on evaluation of social adjustment after divorce; study 31 on tobacco smoking; and study 36 on changes in fitness levels). Four other studies used randomised controlled trials (study 4 on developing skills that can reduce bullying; study 25 on what goes into leisure time space; study 30 on HIV/AIDS prevention; study 32 on HIV/AIDS prevention; and study 38 on HIV/AIDS education). In one study (study 25), a pre- and post-test design was used for a subjective health and well-being (leisure time) intervention.

Different types of case studies were used. Study 3 used a collective case study on career adaptability, study 9 was an instrumental case study on career counselling, and an unspecified case study for psychosocial support was used in study 10. A comparative case study on psychosocial support was used for study 11, and an interpretivist and qualitative case study on ARV treatment was the focus of study 28.

4.9 CONCLUSION

Chapter 4 outlined a comprehensive analysis of the studies that have been selected for inclusion. These studies noted trends in frequencies, interventions, outcomes and what is known to be enabling to students. In the next chapter, which serves as a conclusion to the study, I will present a summary and recommendations for future research.

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Chapter 5
Conclusion and Recommendation

With this summary review I set out to determine what the current knowledge is on educational psychology-related interventions in Southern African schools in order to enable support in response to high-risk, high-need and resource-constrained settings. In Chapter 4, a detailed analysis of the results from the study was reported on. In this final chapter, I aim to discuss the findings of the study, with reference to the background literature discussed in Chapter 2. A brief overview of the chapters will be provided. Next, I will reflect on the similarities, contradictions, silences and new knowledge from the study. The discussions include answering the primary and secondary research questions, literature control and providing a brief description of contributions to and limitations of the study. I will conclude by making recommendations for training, practice, and for future research stemming from the results, findings and conclusions of this study.

5.1   OVERVIEW OF THE CHAPTERS

5.1.1   CHAPTER 1: INTRODUCTION AND ORIENTATION

This chapter was the introduction to the systematic review and the problem statement that demonstrated that South African schools are not functioning as well as they could. Studies demonstrated that South Africa appears to have two systems of schooling; resourced and performing schools on the one hand, and under-resourced and under-performing schools on the other hand. Under-performance is still a problem because South Africa is a post-colonial country hampered by inequality, even though the Education Department's policy declares that there has to be learning opportunities for all. The current study showed that school-based interventions constituted the mechanism that can assist young people in high-need environments to experience positive outcomes. Settings in which young people live and learn and the difficulties they face were presented. The aims of the research, the primary and secondary research questions guiding the study were provided. Key concepts, paradigmatic lenses, a theoretical framework and research methodologies were outlined. In conclusion, Chapter 1 provided the layout of the subsequent chapters.

5.1.2 CHAPTER 2: LITERATURE REVIEW

The literature review was presented in this chapter. Literature from South Africa and the international community relating to the study was presented. The chapter explored the key concepts and explained what they entail in detail. The theory of Bronfenbrenner was used to discuss challenging ecologies worldwide. The literature was searched in-depth to identify what is known about education that promotes positive outcomes in schools. This was followed by educational psychology outcomes that could be enhanced through school-based intervention. The chapter concluded with the insights gained on education that promote educational psychology outcomes in schools with challenging contexts.

5.1.3 CHAPTER 3: RESEARCH METHODOLOGY

In Chapter 3 the research design and the method of conducting the summary review were detailed. The meta-summary as a systematic review is carried out with the intent to synthesise the findings from all the data sources to be sampled and included in the study. A discussion of the systematic review of qualitative research and how studies should be identified is given, followed by the specific sampling criteria (purposive) used to include or exclude the publications. The search strategies and the selection protocol were outlined. The PICOC method of reviewing (Population Intervention Comparison Outcomes and Context) was introduced and its implementation details were explored. This was done carefully in relation to the research question. The chapter concluded by giving details of reviewing, quality criteria and ethical considerations.

5.1.4 CHAPTER 4: RESULTS AND DISCUSSIONS

This chapter gave a detailed discussion of the results. It began with a reflection on the research process and presented an in-depth analysis of the findings. The findings from the 41 included data sources were reported. PICOC results were coded and presented in tabular form, followed by a qualitative discussion. Using these tables, I identified how the frequency, trends and outcomes of students' socioemotional competence, learning support, study habits, career counselling and family support were distributed. The chapter concluded with a discussion of the research methodologies used in the sampled studies.

5.2 ADDRESSING RESEARCH QUESTIONS

In this section, the findings from Chapter 4 of the summary review are used to reflect on the secondary questions mentioned in Chapter 1. The primary research question guiding the review is reflected upon afterwards.

5.2.1 SECONDARY RESEARCH QUESTIONS

5.2.1.1 What enables positive educational psychology outcomes among young people in Southern African schools?

It appears that certain school-based interventions supported positive educational psychology outcomes among young people in Southern African schools. The majority of studies focused on socioemotional competence interventions (with accompanying positive outcomes), and placed specific emphasis on objective and subjective health and well-being outcomes for students. The categories of socioemotional outcomes, objective health and well-being were targeted overwhelmingly. Here interventions aimed to support socioemotional competence, to promote sexual health and to prevent HIV and AIDS. Studies aimed to reduce teenage pregnancy, to limit the contraction of HIV and AIDS, and to prevent engagement in at-risk behaviour related to drug and substance abuse. These studies also motivated students to lead a healthy lifestyle by taking their ARV treatments regularly and encouraged students to understand and reduce stigma. Food, nutrition and well-being outcomes were developed when students engaged in organic permaculture at school. The students were taught gardening and they learnt about how to produce food and where food comes from. They were also encouraged and trained to uphold healthy eating habits in order to reduce the risks of advancing non-communicable diseases.

In the socioemotional competence category of educational psychology outcomes, subjective health and well-being outcomes were addressed. Here students were supported to develop skills that prevent bullying behaviour, create awareness of the types of bullying and the consequences of bullying others. Other subjective health and well-being outcomes were intervention studies that promoted hope for students living in adverse contexts and also enhanced positive social adjustment for students affected by divorce. Students were further encouraged to develop healthy habits and to keep fit by using leisure time and space wisely and by interacting with the members of the same age group in football.

Psychosocial support to teachers and students was also emphasised. An example was teachers who received professional development training to provide support and comfort to students who were traumatised or experienced emotional difficulties. The use and creation of memory boxes was an intervention that positively influenced the lives of the participants. Another example was psychosocial support to

students to protect the rights of the young and support the notion that the students can be safe.

To a lesser extent there were interventions that supported learning support outcomes, for example developing students' ability to read and to self-regulate. In study orientation studies, positive outcomes were reported where mathematics and reading skills were developed. Positive career counselling outcomes were evidenced in studies with students who received career counselling for the first time and reported increased career adaptability and career knowledge.

There was silence in the data on school-based interventions that were targeting family support outcomes. The results regarding positive outcomes from school-based studies in the current study are similar to those of studies conducted worldwide. Crooks et al. (2015) enhanced socioemotional outcomes in his study where the provision of role models and programming was implemented as an intervention. Wagner and Ruch (2015) motivated students to display positive behaviour in the classroom through the use of identified character strengths. Evans et al. (2014) conducted an intervention study on learners with ADHD and their patterns of responding changed, noting improvements in organisation and learning. Hamilton (2005) encouraged interaction and connectivity between teachers and students using the Project for Enhancing Effective Learning (PEEL Project). Jeffes (2016) carried out an intervention that improved reading skills.

Cockroft and Atkinson (2017) also engaged in an effective reading intervention that resulted in positive learning outcomes. Mann et al. (2015) developed self-efficacy in struggling girls, while Brigman (2003) used the student success skills (SSS) intervention programme to develop students' cognitive, social and self-management skills. Choi et al. (2015) developed career decision-making strategies by giving students skills to use in career decision making. Family support outcomes were enhanced by Waters et al. (2014) and Wienke Totura et al. (2009), while Oyserman et al. (2007) encouraged parental involvement, support and supervision in schools and at home, because they create positive results.

In contrast to the silence in data from the current study on family support outcomes, Waters et al. (2014) conducted a study to enhance family support outcomes with students who were preparing for transition from primary to high school. Wienke Totura et al. (2009) suggested that parents' supervision and involvement enhance academic achievement. Oyserman et al. (2007) emphasised that parent involvement

influences the student's academic performance and assists them to focus on their studies and to not go off track.

5.2.1.2 Where can you find studies and publications conducted on this, in terms of space and place?

Populations where studies were conducted, were located mostly in South Africa, with two instances in other Southern African countries (Namibia and Botswana). All but one South African province was represented in the school-based intervention studies, namely the Northern Cape. Studies were prolific in especially the Western Cape, followed by Gauteng, Mpumalanga and KwaZulu-Natal. School-based intervention studies in the North West, Eastern Cape, Limpopo, and especially the Free State were sparse. In the publications selected for review, the Western Cape school-based studies were therefore over-represented, and studies in the Free State were limited to one, while there was an absence of school-based studies in the Northern Cape.

Sampled studies were representative of primary and high schools. However, close to two-thirds of studies were conducted in high schools, followed by those in primary schools. It appears that the South African trend to over-sample certain regions and under-sample others, mirrors trends in international school-based intervention studies. Internationally, school-based spaces and places are similar to those found in the current study. It is the case in international school-based studies that students from low socioeconomic settings are sampled and interventions are conducted with them as participants. Mann et al. (2015) sampled struggling middle-school girls, and Bass et al. (2013) sampled students from poverty-stricken areas. Oyserman et al. (2007) conducted the intervention in a high poverty area.

5.2.1.3 Which methodologies (design, data categories and data analysis) are used in the sampled studies and publications?

Qualitative approaches (10 studies) were as prevalent as quantitative approaches (nine studies) in school-based studies. There was also evidence of the use of a mixed method approach (six studies) and a participatory (including visual methodology) approach (four studies). Designs mentioned in selected publications included survey designs (four studies), case study designs (three studies), and randomised control trials (three studies).

Findings from the study in hand appear similar to those conducted worldwide. Wienke Totura et al. (2009) used a survey design to enhance family support outcomes and Oyserman et al. (2007) used a randomised clinical trial. Waters et al. (2014) used

a quantitative method, whereas Choi et al. (2015) used a survey design. Brigman and Campbell (2003) used a pre-test/post-test comparison group design with randomisation and Mann et al. (2015) used a quasi-experimental mixed method in their intervention studies. Wagner and Ruch (2015), as well as Jeffes (2016) used both qualitative and quantitative research methods.

5.2.1.4 From which populations do studies take their samples and which sampling techniques and criteria are used in the sampled studies and publications?

School samples included public and independent schools. Population samples included students, teachers, as well as parents and/or caregivers. However, more than three-quarters of school-based studies included students as participants (33 studies). Teachers were participants in just more than a third of school-based studies (16 studies). Very seldom were parents or caregivers involved in school-based studies (two studies).

Purposive sampling of participants was used in more than half of the school-based studies (24 studies). About a third of the studies used random sampling (14 studies) and there were limited instances where cluster sampling (three studies) was used. Studies conducted internationally use methods similar to those used in South Africa. Brigman and Campbell (2003) used random sampling to sample students for intervention to improve behaviour and enhance academic success at school. Mann et al. (2015) used a survey design for purposively selected school young women to promote school connectedness and to improve academic self-efficacy. Chiesa et al. (2016), in a longitudinal quantitative study, offered career decision-making intervention to secondary school students. Choi et al. (2015) used a stratified two-stage sampling method for students involved in a career enhancement skills intervention. Wienke Totura et al. (2009) studied the influence of family and the student's learning environments and used middle-school students from rural regions that had been randomly selected.

5.2.1.5 What are the recurrent limitations in the sampled studies and publications?

The limitations of the sampled studies were that most studies used small samples. Some of the studies did not include details (missing information) of the sample, which made it difficult to specify how many participants formed part of the study or at which geographical location the study was carried out. Purposive sampling, with its

accompanying limitations, was most often used. There was an imbalance in providing school-based interventions because of a high volume of Western Cape studies, only one Free State study and no reported studies in the Northern Cape. This appeared to be the case with international studies as well, where the same geographical locations were often used.

Choi et al. (2015) found that the limitations to the conducted study were missing information about the student's experiences of career education, and whether the student attended career education or not. Their study was also conducted using a small sample that could only apply to 20% of the students in one school. Waters et al. (2014) mentioned that the intervention study sample was too small, because it only included Catholic primary or secondary schools within the metropolitan area. However, Wienke Totura et al. (2009) used a large sample of participants classified as Caucasian. Because of the fact that Caucasians had been minimally involved in bullying behaviour, this affected the possibility of the study being generalisable.

5.2.2 PRIMARY RESEARCH QUESTION

In order to answer the primary research question, I used findings from the current study together with the theoretical framework to illustrate my contention (see Figure 5.1).

Best Evidence of Research Outcomes
Socio-emotional (21)
Learning Support (3)
Career Counselling (3)
Family support (0)

| Some **thriving** outcomes: pride, model resilience to others and inspire | Mostly **positive** adaptation outcomes; fulfilled, eustress, free to teach | **Expected** adaptations outcomes: adaptive coping with limitations to teach | Some **maladaptation** outcomes: distress/burnout because of multiple roles, teacher-policy divides |

Variability in **adaptive outcomes**

Chronic adaptation appraisal of (i) risk sequence and (ii) available protective resources (internal: traits, coping strategies & external)

Intervention context chronic and cumulative risk

Key:
- High frequency studies
- Low frequency studies
- Absence of studies

Resilience in poverty

Frequency of School- Based Interventions
Socio-emotional
• Objective health and wellbeing
Sexually and Health
HIV/AIDS prevention
Reduce Stigma
ARV Treatment
• Food, Nutrition & Wellbeing
Permaculture
Food Garden
Eating Habits
• Subjective health and wellbeing
Bullying
Hope
Divorce
Leisure time space
Soccer
Psychosocial support
Memory box making
Providing a safe learning space

Research Methodology for Interventions
• Approach
Qualitative (10)
Quantitative (9)
Mixed Methods (6)
PAR (2)
• Design
Survey (4)
Case Study (3)
RCT/Control (3)
• Comparative Studies (14)
• Sampling
Purposive (24)
Random (14)
Cluster (3)

Frequency of Interventions for Adaptations
Socio-emotional (21)
Career counselling (4)
Study Orientation (4)
Learning Support (3)
Family support (0)

Population and Context of Interventions
Student
High Schools
Western Cape
Urban

Teachers

Primary Schools

Rural

Absence of Family Based Interventions
Parents (0)

Western Cape (14)
Gauteng (7)
Mpumalanga (4)
KwaZulu-Natal (3)
Limpopo (2)
Eastern Cape (2)
North West (2)

Free State (1 Study)
Northern Cape (0 Studies)

Figure 5.1: Theoretical framework – adapted from Ebersöhn (2014)

5.2.2.1 How can a systematic review of existing knowledge on educational psychology research in Southern Africa assist in integrating current fragmented knowledge on practices that enable positive educational psychology outcomes for young people in schools with challenging contexts?

It is evident that school-based interventions need to support students and teachers in schools in resource-constrained areas to adapt to daily (chronic and cumulative) risk. The studies reviewed indicate that school-based intervention studies are targeting

especially high school students in urban Western Cape schools. Southern African school-based studies also often sample teachers.

Interventions relevant to socioemotional competence were especially favoured in school-based studies and were aimed at promoting objective and subjective health and well-being outcomes. Particularly the former is highlighted, namely sexuality and health, HIV and AIDS prevention and stigma reduction, as well as treatment. Food, nutrition and well-being were other objectives, and health and well-being intervention received moderate attention. Other socioemotional school-based interventions included those that emphasised subjective health and well-being, as well as psychosocial support.

Similarly, another popular focus for school-based interventions included career counselling, learning support and study orientation to support positive educational psychology outcomes. The summary review indicated areas where research on school-based interventions that enable educational psychology outcomes may be strengthened. More studies may wish to target evidence of what support is required in rural schools and in primary schools. Similarly, more samples need to include schools in the Free State and the Northern Cape. Because caregivers and parents were seldom sampled for participation in school-based intervention studies, it could be beneficial for intervention studies to include them to support learning and development.

5.3   LIMITATIONS OF THE STUDY

Sampling and retrieving data sources for inclusion were problematic (Kitchenham, 2004). Apparently, relevant data sources were missed because of purposive sampling criteria. Studies may not stipulate 'school-based' or 'intervention' as key words, although they may have been conducted in schools. One study was included and later realised that it was in Afrikaans and the abstract was in English. The study could not be fully used or applied based on limitations in using the language. Consequently, findings from the study cannot be generalised to the whole South African body of knowledge on school-based interventions aimed at enabling positive educational psychology outcomes.

5.4   RECOMMENDATIONS

5.4.1   RECOMMENDATIONS FOR TRAINING

Training and support for teachers is recommended and Klapwijk (2012, p. 200) mentions that "teachers require sustained post-implementation support and

collaboration to ensure sustained change." It is recommended that educational psychology professionals should regularly offer teacher training on how to develop reading skills. From an early age, young people need to acquire numeracy and literacy skills that they would otherwise find difficult to conceptualise. Training on how to offer skills in basic numeracy and literacy to both those students who do well and those who lag behind in class is imperative, and should be an ongoing and sustained teacher development initiative. Career training and the basic necessities of what to offer students in Grade 9 (to enable subject choice) or in Grade 12 (to guide their choice of tertiary institution) is necessary to create awareness and make opportunities available to students.

5.4.2 RECOMMENDATIONS FOR PRACTICE

It is recommended that all professionals in the field of psychology commit themselves to providing their services through interventions, because they have proven to provide sustained support to young people and teachers in resource-constrained settings. It appears as if professionals need to devise working strategies that could promote sexual health, and youth-friendly strategies should be considered. Wood and Hendricks (2017) emphasise the need to listen to young people and to give them a platform to air their views or thoughts. It appears that the two fields (phonetic acquisition and career counselling) of practice in the types of interventions yield more positive outcomes. Intervention studies also need to be conducted in the other provinces of South Africa that appear to be forgotten or excluded.

5.4.3 RECOMMENDATIONS FOR FUTURE RESEARCH

Documenting the process of the summary review contributed to research because no meta-summary on school-based interventions has been conducted. It is recommended that further research be conducted on how teacher and student support can be sustained, in order to offer effective teaching and learning that support positive outcomes. Seeing that there was silence in the data when it comes to family participation, studies still to be conducted could benefit from the participation and involvement of parents. Schools depend on the functionality of the family as a system that supports and enhances positive outcomes, and that develops and motivates the young person to pursue education, dreams and a future career. Future research could invest in replicating this study in the different regions of Southern Africa. Evidence on how literacy and numeracy can be enhanced needs to be interrogated and explored with the aim of finding better ways to support learning and promote positive study

habits. This needs to be investigated, because a study by Van Staden, Bosker, and Bergbauer (2016) showed how difficult it is for older (senior foundation phase and higher grades) students to improve the reading literacy that is necessary for progression in all schooling grades.

5.5   CONCLUSION

This study documented a summary review of school-based interventions in high-risk schools. Chapter 5 gave an overview of the study and addressed the research questions. This systematic review demonstrated that South African professionals need to contribute toward the learning and development of students in high-risk settings. Not only should they address barriers to learning, but they should also enhance the young people's socioemotional competence, learning support, career options, study orientation and family support outcomes. This study demonstrates that this is possible and that what worked in other countries, can be applied in South Africa. Change for the poverty-stricken student is imminent if information and support is taken to those in high-risk, high-need and resource-constrained contexts through interventions.

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APPENDICES

Appendix A:
Search History and Results

Appendix B:
Data Extraction Form

Appendix C:
Stages Followed in the Article Search and Screening

Appendix D:
Selection Criteria/Process of Studies for Inclusion

Appendix E:
Studies Sampled for Review / Coding

Appendix F:
Analysis of Studies According to the PICOC Model

Search ID#	Search terms	Search options	Last run via	Results
S13	school based intervention AND educational psycholog* AND "south africa"	Limiters - Scholarly (Peer Reviewed) Journals; Published Date: 19970101-20171231 Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Academic Search Complete;Africa-Wide Information; ERIC; Humanities Source; MasterFILE	22
S12	school based intervention AND educational psycholog*	Limiters - Scholarly (Peer Reviewed) Journals; Published Date: 19970101-20171231 Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Academic Search Complete; Africa-Wide Information; ERIC; Humanities Source; MasterFILE Premier; PsycARTICLES; PsycINFO; Social Work Abstracts	1,914
S11	school based intervention AND "south africa"	Limiters - Scholarly (Peer Reviewed) Journals; Published Date: 19970101-20171231 Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Academic Search Complete; Africa-Wide Information; ERIC; Humanities Source; MasterFILE Premier; PsycARTICLES; PsycINFO; Social Work Abstracts	200
S10	school based intervention AND south africa	Limiters - Scholarly (Peer Reviewed) Journals; Published Date: 19970101-20171231	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Academic Search Complete; Africa-Wide Information;	206

Search ID#	Search terms	Search options	Last run via	Results
		Search modes - Boolean/Phrase	ERIC; Humanities Source; MasterFILE Premier; PsycARTICLES; PsycINFO; Social Work Abstracts	
S9	school based intervention AND ("primary schools" high schools or secondary schools or junior high or middle schools) AND "family support"	Limiters - Scholarly (Peer Reviewed) Journals; Published Date: 19970101-20171231 Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Academic Search Complete; Africa-Wide Information; ERIC; Humanities Source; MasterFILE Premier; PsycARTICLES; PsycINFO; Social Work Abstracts	7
S8	school based intervention AND ("primary schools" high schools or secondary schools or junior high or middle schools) AND ("social support* or "emotional support*")	Limiters - Scholarly (Peer Reviewed) Journals; Published Date: 19970101-20171231 Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Academic Search Complete; Africa-Wide Information; ERIC; Humanities Source; MasterFILE Premier; PsycARTICLES; PsycINFO; Social Work Abstracts	1
S7	school based intervention AND ("primary schools" high schools or secondary schools or junior high or middle schools) AND ("social	Limiters - Scholarly (Peer Reviewed) Journals; Published Date: 19970101-20171231 Search modes - SmartText Searching	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Academic Search Complete; Africa-Wide Information; ERIC; Humanities Source; MasterFILE Premier; PsycARTICLES; PsycINFO; Social Work Abstracts	0

Search ID#	Search terms	Search options	Last run via	Results
	competence* or "emotional competence*")			
S6	school based intervention AND ("primary schools" high schools or secondary schools or junior high or middle schools) AND ("social competence* or "emotional competence*")	Limiters - Scholarly (Peer Reviewed) Journals; Published Date: 19970101-20171231 Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Academic Search Complete; Africa-Wide Information; ERIC; Humanities Source; MasterFILE Premier; PsycARTICLES; PsycINFO; Social Work Abstracts	0
S5	school based intervention AND ("primary schools" high schools or secondary schools or junior high or middle schools) AND ("vocational guidance" or "social-emotional competences" or "family support")	Limiters - Scholarly (Peer Reviewed) Journals; Published Date: 19970101-20171231 Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Academic Search Complete; Africa-Wide Information; ERIC;Humanities Source; MasterFILE Premier; PsycARTICLES; PsycINFO; Social Work Abstracts	13
S4	school based intervention AND ("primary schools" high schools or secondary schools	Limiters - Scholarly (Peer Reviewed) Journals; Published Date: 19970101-20171231	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Academic Search Complete; Africa-Wide Information;	185

Search ID#	Search terms	Search options	Last run via	Results
	or junior high or middle schools) AND ("academic achievement" or "career counseling" or "social-emotional competences" or "family support")	Search modes - Boolean/Phrase	ERIC; Humanities Source; MasterFILE Premier; PsycARTICLES; PsycINFO; Social Work Abstracts	
S3	school based intervention AND ("primary schools" high schools or secondary schools or junior high or middle schools) AND ("learning support" or "study skills" or "study habits" "career counseling" or "social-emotional competences" or "family support")	Limiters - Scholarly (Peer Reviewed) Journals; Published Date: 19970101-20171231 Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Academic Search Complete; Africa-Wide Information; ERIC; Humanities Source; MasterFILE Premier; PsycARTICLES; PsycINFO; Social Work Abstracts	12
S2	school based intervention AND (primary schools or high schools) AND South africa AND ("learning support" or "study skills" or "study habits"	Limiters - Scholarly (Peer Reviewed) Journals; Published Date: 19970101-20171231 Search modes - SmartText Searching	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Academic Search Complete; Africa-Wide Information; ERIC; Humanities Source; MasterFILE Premier; PsycARTICLES; PsycINFO; Social Work Abstracts	1

Search ID#	Search terms	Search options	Last run via	Results
	"career counseling" or "social-emotional competences" or "family support")			
S1	school based intervention AND (primary schools or high schools) AND South africa AND ("learning support" or "study skills" or "study habits" "career counseling" or "social-emotional competences" or "family support")	Limiters - Scholarly (Peer Reviewed) Journals; Published Date: 19970101-20171231 Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Academic Search Complete; Africa-Wide Information; ERIC; Humanities Source; MasterFILE Premier; PsycARTICLES; PsycINFO; Social Work Abstracts	0

	Reference	Data Source	Database	Include/ Exclude	Comment
1.	Cherrington, A. M., & De Lange, N. (2016).	I want to be a hope champion!'—Research as hope intervention with rural South African children.	PsycINFO	Include	School-based intervention
2.	Destin, M., & Svoboda, R. C. (2017).	A brief randomized controlled intervention targeting parents improves grades during middle school.	PsycINFO	Exclude	USA population
3.	Crooks et al. (2015)	A case study of culturally relevant school-based programming for First Nations youth: Improved relationships, confidence and leadership, and school success.	PsycINFO	Include	School intervention study
4.	Cheon (2013)	A classroom-based intervention to help teachers decrease students' amotivation.	PsycINFO	Exclude	Study for adults 18 years and above
5.	Dada (2007)	A discussion of individual variability, in activity-based interventions, using the niche concept.	PsycINFO	Exclude	United Kingdom based study
6.	North et al. (2014)	A global view of statistics education research.	PsycINFO	Exclude	Netherlands' based study

	Reference	Data Source	Database	Include/ Exclude	Comment
7.	Nota, Santilli, & Soresi (2016)	A life designed based online career intervention for early adolescents: Description and Initial Analysis.	Academic search complete	Exclude	Online career development study
8.	Guo et al. (2015)	A longitudinal evaluation of the positive action program in a low income, racially diverse, rural country: Effects on self-esteem, school hassles, aggression and internalising symptoms.	MasterFILE Premier	Exclude	USA-based study
9.	Riglin et al. (2013)	A longitudinal study of psychological functioning and academic attainment at the transition secondary school.	PsycINFO	Exclude	USA-based study
10.	Goodwin & Ahn (2013)	A meta-analysis of morphological interventions in English: Effects on literacy for school-age children.	PsycINFO	Exclude	USA-based study
11.	Khupe, Balkwill, & Osman (2013)	A needle in a haystack: A search for value for money in turn-around strategies for schools in difficult circumstances.	PsycINFO	Exclude	Review of Studies
12.	Wood and Hendricks (2017)	A participatory action research approach to developing youth-friendly strategies for the prevention of teenage pregnancy.	PsycINFO	Include	School based SA study

	Reference	Data Source	Database	Include/ Exclude	Comment
13.	Oyserman, Terry, & Bybee (2002)	A possible selves intervention to enhance school involvement.	PsycINFO	Exclude	Year of publication
14.	Hobkirk et al. (2016)	A qualitative study of methamphetamine initiation in Cape Town, South Africa.	PsycINFO	Exclude	(Community based) for 18 years and older participants
15.	Abel, Chung-Canine, & Broussard (2013)	A Quasi-Experiential evaluation of a school-based intervention for children experiencing family disruption.	Academic search complete	Exclude	Florida study
16.	Steyn et al. (2009)	A review of school nutrition interventions globally as an evidence base for the development of the Healthkick Programme in the Western Cape, South Africa.	Africa-Wide Information	Include	SA study
17.	Archambault, Eccles, & Vid (2010)	Ability self-concepts and subjective value in literacy: joint trajectories from grades 1 through 12.	MasterFILE	Exclude	American study
18.	Jordaan and Moonsamy (2015)	Academic literacy and cognitive processing: Effects on the examination outcomes of speech-language pathology students at a South African University.	PsycINFO	Exclude	University study

	Reference	Data Source	Database	Include/ Exclude	Comment
19.	Mall and Swartz (2012)	Addressing intersections in HIV/AIDS and mental health: the role of organisations for deaf and hard of hearing individuals in South Africa.	PsycINFO	Exclude	Not a school-based study
20.	Namisi et al. (2015)	Adolescent's communication with parents, other adult family members and teachers on sexuality: Effects of school-based interventions in South Africa and Tanzania.	PsycINFO	Exclude	The study is not Southern African
21.	Yang, Yon, & Kim (2013)	An effect of a mandatory counselling program for college students on academic probation: A preliminary study.	PsycINFO	Exclude	Korea study for adults
22.	Taylor et al. (2015)	An efficacy trial of research-based curriculum materials with curriculum-based professional development.	ERIC	Exclude	Study conducted in Washington
23.	Swart and Oswald (2012)	An ethic of care in participatory research in school community settings.	PsycINFO	Exclude	Community engagement study
24.	Clark et al. (2010)	An evaluation of asthma interventions for preteen students.	ERIC	Exclude	Detroit-Michigan study

	Reference	Data Source	Database	Include/ Exclude	Comment
25.	Ma, Guo, & Shen (2009)	An experimental study on enhancing the academic emotions of 2nd grades of junior high school by systematic intervention.	PsycINFO	Exclude	Chinese study
26.	Govender and Edwards (2009)	Appreciative inquiry into life skills-based HIV/AIDS education in South African schools.	PsycINFO	Exclude	Adulthood study (Adults over 18 years)
27.	Mampane and Huddle (2017)	Assessing the outcomes of school-based partnership resilience intervention.	ERIC	Exclude	School-based partnership development
28.	Mampane and Huddle (2017)	Assessing the outcomes of school-based partnership resilience intervention.	ERIC	Exclude	Duplicate (1)-Removed
29.	Xu et al. (2010)	Association between social and environmental factors and physical activity opportunities in middle schools.	ERIC	Exclude	USA study
30.	Xu et al. (2010)	Association between social and environmental factors and physical activity opportunities in middle schools.	ERIC	Exclude	Duplicate (2) - Removed
31.	Wubs et al. (2013)	Associations between attitudes towards violence and intimate partner violence in South Africa and Tanzania.	PsycINFO	Exclude	Not Southern African study (includes Tanzania)

	Reference	Data Source	Database	Include/ Exclude	Comment
32.	Arillo-Santillan et al. (2005)	Associations between individual and contextual factors and smoking in 13, 293 Mexican students.	PsycINFO	Exclude	Mexican study (year of publication)
33.	Franz, Chambers, & De Vries (2017)	Autism spectrum disorder in Sub-Saharan Africa: A comprehensive scoping review.	PsycINFO	Exclude	Systematic reviews African study
34.	Evans et al. (2005)	Becoming HealthWise: strategies for sustainable youth development.	Africa-Wide Information	Exclude	Year of publication
35.	Van Zyl and Rothmann (2012)	Beyond smiling: the evaluation of a positive psychological intervention aimed at student happiness.	PsycINFO	Exclude	Tertiary institution study
36.	Amoateng and Kalule-Sabiti (2016)	Biosocial correlates of age at first sexual intercourse: the case of grade 9 and grade 11 pupils in the North West province in South Africa.	PsycINFO	Include	S.A school-based intervention
37.	Wienke Totura et al. (2009)	Bullying and victimization among boys and girls in middle school: the influence of perceived family and school context.	Academic search complete	Include	School based SA

	Reference	Data Source	Database	Include/ Exclude	Comment
38.	Brion-Meisels (2015)	Can I trust you with this? Investigating middle school students' use of learning supports.	PsycINFO	Exclude	USA study
39.	Campbell et al. (2016)	Can schools support HIV/AIDS affected children? Exploring the "ethic of care" amongst rural Zimbabwean teachers.	PsycINFO	Exclude	Adults (18 years and older) participants. Creating opportunities for teachers
40.	Chiesa et al. (2016)	Career decision- making self-efficacy change in Italian high school students.	PsycINFO	Exclude	Italian study
41.	Choi et al. (2015)	Career development and school success in adolescents. The role of career interventions.	PsycINFO	Exclude	Korean study
42.	Bierstekker et al. (2016)	Centre-based early childhood care and education program quality: A South African study.	PsycINFO	Exclude	Early childhood and pre-school study
43.	Pretorius (2016)	Challenges in pre-tertiary education in South Africa: Is school social work part of the solution.	PsycINFO	Exclude	Social work practice
44.	Walsh et al. (2015)	City connects: Building and argument for effects on student achievement with a quasi-experimental design.	ERIC	Exclude	Massachusetts study

	Reference	Data Source	Database	Include/ Exclude	Comment
45.	Cupp at al. (2008)	Combining and adapting American school-based alcohol and HIV prevention programmes in South Africa: The HAPS project.	PsycINFO	Exclude	Adapting American measures
46.	Shield Nadassen and Pierce 92013)	Community violence and psychological distress in South African and US children.	PsycINFO	Exclude	American comparative study
47.	Namisi et al. (2013)	Condom use and sexuality communication with adults: a study among high school students in South Africa and Tanzania.	Academic search complete	Exclude	South Africa, Tanzania study
48.	Anyon, Nicotera, & Veeh (2016)	Contextual influences on the implementation of a schoolwide intervention to promote students' social, emotional and academic learning.	PsycINFO	Exclude	Adults older than 18 years study
49.	Ebersohn (2011)	Coping in HIV/AIDS – dominated context: Teachers promoting resilience in schools.	PsycINFO	Exclude	Adults older than 18 years study
50.	Lochman et al. (2012)	Coping power dissemination study: intervention and special education effects on Academic outcomes.	PsycINFO	Exclude	Alabama study

	Reference	Data Source	Database	Include/ Exclude	Comment
51.	Van Voorhis (2011)	Costs and benefits of family involvement in homework.	PsycINFO	Exclude	USA study
52.	Kliewer et al. (2017)	Cumulative risk, emotion dysregulation, and adjustment in South African youth.	MasterFILE Premier	Exclude	Not a school-based study
53.	Sherman (2013)	Deflecting the trajectory and changing the narrative: How self-affirmation affects academic performance and motivation under identity threat.	Psyc ARTICLES	Exclude	USA study
54.	Birnbaum (2008)	Developing a school functioning index for middle schools.	Academic search complete	Exclude	Publication year
55.	Lam et al. (2015)	Developing mindfulness programs for adolescents: Lessons learned from an attempt in Hong Kong.	MasterFILE	Exclude	Hong Kong study
56.	Mukoma et al. (2009)	Development and test-retest reliability of research instrumented designed to evaluate school-based HIV/AIDS interventions in South Africa and Tanzania.	Africa-Wide Information	Exclude	Not a Southern African study

	Reference	Data Source	Database	Include/ Exclude	Comment
57.	Mukoma et al. (2009)	Development and test-retest reliability of research instrumented designed to evaluate school-based HIV/AIDS interventions in South Africa and Tanzania.	Africa-Wide Information	Exclude	Duplicate (3) removed
58.	Mukoma et al. (2009)	Development and test-retest reliability of research instrumented designed to evaluate school-based HIV/AIDS interventions in South Africa and Tanzania.	Africa-Wide Information	Exclude	Duplicate (4) removed
59.	Chan and Moore (2006)	Development of attributional beliefs and strategic knowledge in years 5-9: A longitudinal analysis.	PsycINFO	Exclude	Year of publication
60.	Duong, Schwartz, & McCarthy (2014)	Do peers contribute to the achievement gap between Vietnamese – American and Mexican-American adolescents?	PsycINFO	Exclude	Not a South African school based study
61.	Chen and Dai (2016)	Does gender moderate the direct and indirect relationships between different sources of social support and adolescents' physical activity?	PsycINFO	Exclude	Chinese study

	Reference	Data Source	Database	Include/ Exclude	Comment
62.	Rosenblatt and Elias (2008)	Dosage effects of a preventative social-emotional learning intervention on achievement loss associated with middle school transition.	PsycINFO	Exclude	USA study
63.	Rosenblatt and Elias (2008)	Dosage effects of a preventative social-emotional learning intervention on achievement loss associated with middle school transition.	PsycINFO	Exclude	Duplicate (5) remove
64.	Tin et al. (2008)	Drink driving and patterns and context of drinking among New Zealand adolescents.	Academic search complete	Exclude	New Zealand study
65.	Jennings et al.	Economic resources and HIV preventative behaviours among school-enrolled young women in rural South Africa (HPTN).	PsycINFO	Exclude	Not a school-based study
66.	Smolkowski et al. (2017)	Effectiveness evaluation of the positive family support intervention: A three-tiered public health delivery model for middle schools.	Academic search complete	Exclude	USA – school-based study

	Reference	Data Source	Database	Include/ Exclude	Comment
67.	Valentino and Reardon (2015)	Effectiveness of four instructional programs designed to serve English learners: Variation by ethnicity and initial English proficiency.	PsycINFO	Exclude	USA study
68.	Cleary, Platten, & Nelson (2008)	Effectiveness of the self-regulation empowerment program with urban high school students.	Academic search complete	Exclude	Milwaukee study
69.	Gann et al. (2014)	Effects of comprehensive function – based intervention applied across multiple educational settings.	PsycINFO	Exclude	USA study
70.	Mhurchu (2013)	Effects of a free school breakfast programme on children's' attendance, academic achievement and short-term hunger: Results from a stepped-wedge, cluster randomised controlled trial.	PsycINFO	Exclude	New Zealand
71.	Battistich, Schaps, & Wilson (2004)	Effects of an elementary school intervention on students' connectedness to school and social adjustment during middle school.	PsycINFO	Exclude	Year of publication

	Reference	Data Source	Database	Include/ Exclude	Comment
72.	Little, Mc Coach, & Reis (2014)	Effects of differentiated reading instruction on student achievement in middle school.	PsycINFO	Exclude	USA study
73.	Kelm (2014)	Effects of implementing school-wide positive behavioural interventions and supports on problem behaviour and academic achievement in a Canadian elementary school.	ERIC	Exclude	Canadian study
74.	Matthews et al. (2016)	Effects of PREPARE, a multi-component, school-based HIV and intimate partner violence (IPV) prevention programme on adolescent sexual risk behaviour and IPV: Cluster randomised controlled trial.	PsycINFO	Include	School based
75.	Alexander, Seabi, & Bischof (2010)	Efficacy of a post-modern group career assessment intervention of disadvantaged high school learners.	PsycINFO	Include	SA study
76.	Evans et al. (2004)	Efficacy of a school-based treatment program for middle school - youth with ADHD: pilot data.	ERIC	Exclude	Year of publication

	Reference	Data Source	Database	Include/ Exclude	Comment
77.	Karnell et al. (2006)	Efficacy of an Amerian alcohol and HIV prevention curriculum adapted for use in South Africa: Results of a pilot study in five township schools.	PsycINFO	Exclude	Year of publication
78.	Bowen, Wegmann, & Webber (2013)	Enhancing a brief writing intervention to combat stereotype threat among middle-school students.	PsycARTICLES	Exclude	USA study
79.	Brackett et al. (2012)	Enhancing academic performance and social and emotional competence with the RULER feeling words curriculum.	Academic search complete	Exclude	USA study
80.	Deacon and van Rensburg (2012)	Enhancing emotional and social competence in a group of South-African school beginners: A preliminary study.	PsycINFO	Exclude	Preschool students
81.	Jinabhai et al. (2001)	Epidemiology of helminth infections: Implications for parasite control programmes, a South African perspective.	MEDLINE	Exclude	Year of publication

	Reference	Data Source	Database	Include/ Exclude	Comment
82.	Smokowski et al. (2016	Evaluating dosage effects for the positive action program: How implementation impacts internalising symptoms, aggression, school hassles and self esteem.	PsycARTICLES	Exclude	USA study
83.	Brady, Ebans, & Berlin (2012)	Evaluating school impairment with adolescents using the classroom performance survey.	PsycINFO	Exclude	USA study
84.	Harvey, Stuart, & Swan (2000)	Evaluation of a drama-in – education programme to increase AIDS awareness in South African high schools: A randomised community intervention trial.	PsycINFO	Exclude	Year of publication
85.	Botha and Wild (2013)	Evaluation of a school-based intervention programme for South African Children of divorce.	Africa-Wide Information	Include	SA – school-based intervention
86.	Botha and Wild (2013)	Evaluation of a school-based intervention programme for South African Children of divorce.	Africa-Wide Information	Include	Duplicate (5) removed
87.	Botha and Wild (2013)	Evaluation of a school-based intervention programme for South African Children of divorce.	Africa-Wide Information	Include	Duplicate (6) removed

	Reference	Data Source	Database	Include/ Exclude	Comment
88.	Jacobs et al. (2013)	Evaluation of a school-based nutrition and physical activity programme for Grade 4 learners in the Western Cape province.	Academic search complete	Include	School Intervention
89.	Draper et al. (2011)	Evaluation of a school-based physical activity intervention in Alexandra Township.	Africa-Wide Information	Include	School-based intervention
90.	Hendricks et al. (2010)	Evaluation of a truancy court intervention in four middle schools.	PsycINFO	Exclude	Year of publication
91.	Poyton et al. (2006)	Evaluation of an innovative approach to improving middle school students' academic achievement.	PsycINFO	Exclude	Year publication
92.	Mukoma and Flisher (2004)	Evaluations of health promoting schools: a review of nine studies.	MEDLINE	Exclude	Review of studies
93.	Mukoma and Flisher (2004)	Evaluations of health promoting schools: a review of nine studies.	MEDLINE	Exclude	Duplicate (6) Remove
94.	Siegfried and Parry (2003)	Evidence-based alcohol and other drug policy: A developing country perspective.	PsycINFO	Exclude	Publication year
95.	Bandernhorst et al. (2015)	Exploring lectures'' views of first year health science students' misconceptions in biomedical domains.	PsycINFO	Exclude	University-based intervention

	Reference	Data Source	Database	Include/ Exclude	Comment
96.	Cullen, Thompson, & Watson (2012)	Exploring strategies to promote middle school student participation in the school breakfast program.	ERIC	Exclude	USA-based study
97.	Shulruf, Tumen, & Tolley (2008)	Extracurricular activities in school, do they matter?	Academic search complete	Exclude	New Zealand study
98.	Rawatlal and Petersen (2012)	Factors impeding school connectedness: A case study.	PsycINFO	Exclude	School managers intervention
99.	Uys et al. (2015)	Factors influencing break-time physical activity of South African primary learners from low-income communities.	PsycINFO	Exclude	School-based study
100	Casale, Flicker, & Nxon (2011)	Fieldwork challenges: lessons learned from a North-South public health research partnership.	MEDLINE	Exclude	USA study
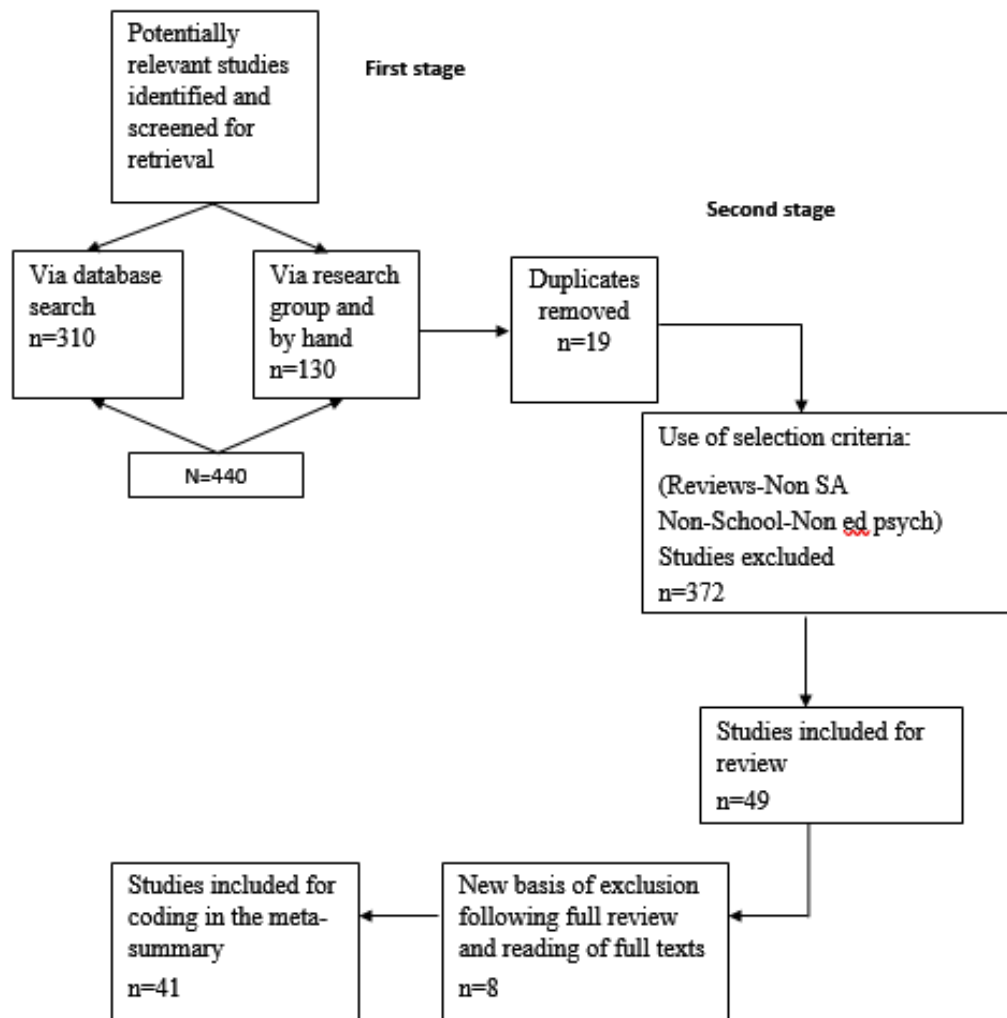
Databases searched: PsycINFO, PsycARTICLES, MasterFILE Premier, Medline, Africa-Wide Information, ERIC, EBSCOhost, Humanities index, Sagepub, Google scholar Hand-Searched, SES (Research group): *Contemporary Educational Psychology* (CEP), *British Journal of Educational Psychology*

Appendix D:
Selection Criteria/Process of Studies for Inclusion

Studies included in this systematic review were obtained from electronic academic literature and grey literature relevant search terms are used.

Review Methods	
Academic Literature-electronic	Research group and Hand-searched literature

Electronic databases searched:

- Education
- Education Research Complete (EBSCO)
- ERIC
- Interdisciplinary
- Arts and Humanities Index
- Web Science
- Francis
- Psychology
- PsychINFO
- Websites searched for grey literature/ hand searches and research group (SES)
- Google Scholar
- ScienceDirect
- Sagepub
- Sabinet
- *British Journal of Educational Psychology*
- *Contemporary Educational Psychology*

Search terms and keywords

- Limiters-peer reviewed and year of publications; January 2007-December 2017 no foreign language or duplicate

Search strings

"Child*" or "young person*" or "adolescents*" or "students*" or "learners*" or "schools*" or "primary*" or "high*"

AND

"School-based intervention*" OR "interventions*"

AND

"Educational psychol*"

AND

"Academic achievement*"

AND

"Vocational guidance or "socioemotional competence OR socioemotional learning AND aggression*" or "grief*" or "bereavement*" or "bullying*" or "anxiety (performance anxiety*" or "identity*" or "self-concept*" or "self-esteem*" or "interpersonal relationship*" or "emotional regulation*" or "emotional intelligence*" or "purpose/meaning of life/spirituality*" or "values*"

OR

"learning support and reading*" or "writing*" or "spelling*" or "listening*" or "numeracy/mathematics intervention*" or "literacy*" or "language intervention (multilingualism intervention) *" or "concentration AND attention*"

OR

"Study orientation/habits AND study methods*" or "meta-cognitive strategies*" or "self-regulation*"

OR

"Career counselling AND career guidance*" or "subject choice" or "goals*" or "objectives*" or "aspirations*" or "motivation*"

OR

"Family support AND family and diversity AND world views*" or "school-family partnerships*" or "parenting*" or "homework support*"

AND

"South Africa*" OR "Southern Africa*" OR "Swaziland*" OR "Botswana*" or "Lesotho*" OR "Malawi*" OR "Mozambique*" OR "Namibia*" OR "Swaziland*"

No	Authors	Date	Title	Publication
1	Joubert, I.: Ebersöhn, L.: Ferreira, R.: du Plessis, L.: Moen, M.	2014	Establishing a Reading Culture in a Rural Secondary School: A Literacy Intervention with Teachers	Journal of Asian and African Studies
2	Cook, A. M., Maree JG	2016	Efficacy of Using Career and Self-Construction to Help Learners Manage Career-Related Transitions	South African Journal of Education
3	Maree, J.G : Symington, C.	2015	Life design counselling effects on the career adaptability of learners in a selective independent school setting	
4	Naidoo, S.: Satorius, B. K.: Vries, H.: Taylor, M.	2016	Verbal bullying changes among students following an educational intervention using the Integrated Model for Behavior Change	Journal of school health
5	Draper, C. E.: de Villiers, A.: Lambert, E. V.: Fourie, J.: Hill, J.: Dalais, L.: Abrahams, Z.: Steyn, N. P.	2010	HealthKick: a nutrition and physical activity intervention for primary schools in low-income settings	BMC public health
6	Wegner, L. : Flisher, A.J.: Caldwell, L.: Vergnani, T. : Smith, E. A.	2007	Healthwise South Africa: cultural adaptation o f a school-based risk prevention programme	Health education research
7	Balfour, L. F., T.: McGilvray, M.: Wilson, D.: Tasca, G. A.: Spaans, J. N.: Mathews, C.: Maziya, L.: Khanyile, S.: Dalgleish, T. L.	2013	HIV prevention in action on the football field: the WhizzKids United program in South Africa	AIDS and Behavior
8	Maree, J. G. : Molepo, J. M.	2016	Changing the Approach to Career Counselling in a Disadvantaged Context: A Case Study	Australian Journal of Career Development
9	Ebersöhn, L.	2010	Resilience and career counseling: Describing the utility of quadrant mapping	Journal of Psychology in Africa
10	Ebersöhn, L. F., Ferreira, R. : Mnguni, M.	2008	Teachers' Use of Memory-Box-Making to Provide Psychosocial Support in Their Pastoral Role	Journal of Psychology in Africa
11	Ebersöhn, L. L.,Loots,T.: Eloff, I. : Ferreira, R.	2015	In-service teacher training to provide psychosocial support and care in high-risk and high-need schools: school-based intervention partnerships	Journal of Education for Teaching
12	Krog, S.	2015	Speed Stacking: an appropriate tool to enhance academic learning in the foundation phase	African Journal for Physical Health Education, Recreation and Dance
13	van der Walt, M. S.: Maree, J. G.: Ellis, S. M.	2009	Developing a Basic Mathematics Questionnaire for Grades 4 to 7	Journal of Psychology in Africa
14	Weeks, F. H.	2008	Caring schools-a solution for addressing challenging behaviour in schools?	Koers
15	Cloete, T.: Wilson, W. J.: Petersen, L.: Kathard, H.	2015	Identifying a context-effective school hearing screening test: An emic/etic framework	International journal of audiology
16	Klapwijk, N. M.	2012	Reading strategy instruction and teacher change: implications for teacher training	South African Journal of Education
17	Botha, H.: Maree, J.: Stols, G.	2013	Mathematical Literacy teachers: Can anyone be one?	Perspectives in Education
18	Venter, E.: Du Plessis, E. C.	2012	Bullying in schools-The educator's role	Koers
19	Cherrington, A. M.: De Lange, N.	2016	'I want to be a hope champion!'–Research as hope intervention with rural South African children	Journal of Psychology in Africa
20	Beery, M.: Adatia, R.: Segantin, O.: Skaer, C.	2014	School food gardens: Fertile ground for education	Health Education
21	Ybarra, M. L.: Mwaba, K.: Prescott, T. L.: Roman, N. V.: Rooi, B.: Bull, S.	2014	Opportunities for technology-based HIV prevention programming among high school students in Cape Town, South Africa	AIDS Care
22	Wood, L.: Hendricks, F.	2017	A participatory action research approach to developing youth-friendly strategies for the prevention of teenage pregnancy	Educational Action Research
23	James, S.: Reddy, P.: Ruiter, R. A. C.: McCauley, A.: Van Den Borne, B.	2006	The impact of an HIV and AIDS life skills program on secondary school students in KwaZulu–Natal, South Africa	AIDS Education & Prevention

No	Authors	Date	Title	Publication
24	Botha, C. J.: Wild, L. G.	2013	Evaluation of a school-based intervention programme for South African children of divorce	Journal of Child & Adolescent Mental Health
25	Caldwell, L. L.: Patrick, M. E.: Smith, E. A.: Palen, L.: Wegner, L.	2010	Influencing adolescent leisure motivation: Intervention effects of HealthWise South Africa	Journal of leisure research
26	Tsanwani, A.: Harding, A.: Engelbrecht, J.: Maree, K.	2014	Perceptions of Teachers and Learners about Factors that Facilitate Learners' Performance in Mathematics in South Africa	African Journal of Research in Mathematics, Science and Technology Education
27	Moletsane, R.: de Lange, N.: Mitchell, C.: Stuart, J.: Buthelezi, T.: Taylor, M.	2007	Photo-voice as a tool for analysis and activism in response to HIV and AIDS stigmatisation in a rural KwaZulu-Natal school	Journal of Child and Adolescent Mental Health
28	Baxen, J.: Haipinge, E.	2015	School experiences of HIV-positive secondary school learners on ARV treatment in Namibia	International Journal of Educational Development
29	Eggers, S. M.: Mathews, C.: Aarø, L. E.: McClinton-Appollis, T.: Bos, A. E. R.: de Vries, H.	2017	Predicting Primary and Secondary Abstinence Among Adolescent Boys and Girls in the Western Cape, South Africa	AIDS and Behavior
	Mathews, Catherine: Aarø, Leif Edvard: Flisher, Alan J: Mukoma, Wanjiru: Wubs, Annegreet G: Schaalma, Herman	2008	Predictors of early first sexual intercourse among adolescents in Cape Town, South Africa	Health Education Research
31	Peltzer, K.	2012	Prevalence, Correlates and Perceptions Toward Cigarette Smoking Among Male and Female In-School Adolescents (Aged 11–18 years) in South Africa: Results from the 2008 GYTS Study	Journal of Psychology in Africa
32	Mukoma, W.: Flisher, A. J.: Ahmed, N.: Jansen, S.: Mathews, C.: Klepp, K.: Schaalma, H.	2009	Process evaluation of a school-based HIV/AIDS intervention in South Africa	Scandinavian journal of public health
	Van Der Merwe, P.	2011	'n Skoolgebaseerde sosiaal-emosionele program as strategie teen misdaad en geweld	Tydskrif vir Geesteswetenskappe
34	Mason-Jones, A. J.: Flisher, A. J.: Mathews, C.	2013	Peer education training for sexual health and well-being in public high schools in South Africa: Is it enough to change peer educators themselves?	Journal of Child & Adolescent Mental Health
35	Tibbits, M. K.: Smith, E. A.: Caldwell, L. L. : Flisher, A. J.	2011	Impact of HealthWise South Africa on polydrug use and high-risk sexual behavior	Health education research
36	Uys, M. Daper., C. E.: Hendricks, S.: de Villiers, A.: Fourie, J.: Steyn, N. P.: Lambert, E. V.	2016	Impact of a South African school-based intervention, HealthKick, on fitness correlates	American journal of health behavior
37	MacPhail, C.: Adato, M.: Kahn, K.: Selin, A.: Twine, R.: Khoza, S.: Rosenberg, M.: Nguyen, N.: Becker, E.: Pettifor, A.	2013	Acceptability and feasibility of cash transfers for HIV prevention among adolescent South African women	AIDS and Behavior
38	Mathews, C.: Eggers, S. M.: Townsend, L.: Aarø, L. E.: de Vries, P. J.: Mason-Jones, A. J.: De Koker, P.: Appollis, T. M.: Mtshizana, Y.: Koech, J.	2016	Effects of PREPARE, a multi-component, school-based HIV and intimate partner violence (IPV) prevention programme on adolescent sexual risk behaviour and IPV: cluster randomised controlled trial	AIDS and Behavior
39	Van Staden, S. Bosker, R.: Bergbauer, A.	2016	Differences in achievement between home language and language of learning in South Africa: Evidence from prePIRLS 2011	South African Journal of Childhood Education
40	Ntinda, K.: Maree, J. G.: Mpofu, E.: Seeco, E.	2014	In-school psychosocial support services for safeguarding children's rights: Results and implications of a Botswana study	School Psychology International
41	Dreyer, L. M.	2017	Constraints to quality education and support for all: A Western Cape case	South African Journal of Education

Data sources	POPULATION								CONTEXT							INTERVENTION					OUTCOMES					COMPARATIVE INTERVENTION	TYPE OF STUDY
	Students	Teachers	Care-givers	Other	Schools <10	Schools >10	Primary	High	1 Province	>1 Province	South African	Other countries	Rural	Urban	Resource constrained	Socioemotional	Learning support	Study orientation/habits	Career counselling	Family support	Socioemotional	Learning support	Study orientation/habits	Career counselling	Family support		
1		n=6			1			High	Mpumalanga		SA		Rural area in Elukwatini Mpumalanga		Resource constrained		Learning support					Phonetic aquisition as the basis to develop reading skills				None	Intervention research design
2	Grade 11 students n=87 42=intervention 45=control				2 schools			High	Mpumalanga		SA		Rural area in Mpumalanga	Urban area					8 Career adaptability lessons for 2 months for maximum 45 minutes				Improved student's curiosity and concern significant change in career adabtability			Life Orientation lessons n=45	Mixed methods comparative study
3	Grade 11 students age 16-18 n=5				1			High	Not specified 1		SA			Urban					8 group-based 45-60 minutes 4 months careercounselling sessions				Improved Career adaptability			None	Multi-method, explorative, descriptive, collective case study
4	Grade 10 students n=685	Life Orientation teachers				>10			KZN		SA		8 Rural schools	8 Urban schools	Low socioeconomic setting	Develop student's skills that could reduce bullying behaviour using the Integrated Model of Behaviour Change					High levels of awareness reported reduction in verbal bullying experiences, motivation, intention and ability to regulte self					8 schools were in the control group	Randomized Control Trial (RCT)

#	Students	Teachers	Care-givers	Other	Schools <10	Schools >10	Primary	High	1 Province	>1 Province	South African	Other countries	Rural	Urban	Resource constrained	Socioemotional	Learning support	Study orientation/habits	Career counselling	Family support	Socioemotional	Learning support	Study orientation/habits	Career counselling	Family support	COMPARATIVE INTERVENTION	TYPE OF STUDY
										POPULATION								INTERVENTION					OUTCOMES				
8	Grade 9 and 11 students n=1200					<10		High		4 provinces Limpopo Gauteng North West Mpumalanga			Rural		Remote and resource constrained regions of Limpopo, Gauteng, North West and Mpumalanga				Career counselling and assessing the importance of post-modern narrative approach		Most students were offered career counselling for the first time Students were able to openly talk about their challenges and try find solutions together Hope and confidence in their abilities was					600 students were in the control group	Action Research Mixed methods interpretative approach
9	Grade 9 students aged between 15 to 18 years n=88	11 Educational psychology students						High	1		SA		Rural		Resource constrained				Quadrant mapping cross-cultural career counselling possible Career path assessment and addressing barriers identified					Quadrant mapping demonstrated its effectiveness when impemented by professionals help students design their lives it enables ability to bounce back has cross-cultural career value		None	Qualitative methodology from an interpretivist metatheory Instrumental case study
10	Not specified	Teachers n=10			1		Primary		1	Eastern Cape	SA			Urban	Resource constrained	Socioemotional Memory-box making to provide psychosocial support					Memory-box making empowered teachers to effectively play their pastoral role in counselling school children					None	Case study design Action research

	POPULATION								CONTEXT							INTERVENTION					OUTCOMES					COMPARATIVE INTERVENTION	TYPE OF STUDY
	Students	Teachers	Care-givers	Other	Schools <10	Schools >10	Primary	High	1 Province	>1 Province	South African	Other countries	Rural	Urban	Resource constrained	Socioemotional	Learning support	Study orientation/habits	Career counselling	Family support	Socioemotional	Learning support	Study orientation/habits	Career counselling	Family support		
11		Teachers n=33			<10		3 primary schools	1 high school		Gauteng Mpumalanga Eastern Cape	SA	Rural			Resource constrained schools	Equipping teachers to adapt (foster resilience)to their school's situation in order to form partnerships that provide psychosocial support to students					Teachers developed partnerships that assisted them to collaboratively address the problems encountered in their various schools and acquired a skill to use own assets to promote resilience, provide psychoso						Participatory reflection and action research Comparative case study
12	Grade 1 students n=54				1		Primary				SA			Urban			20 minutes speed stacking on mathematics, reading, spelling and visual motor integration					Practicing and applying the skills learned through speed stacking contributed to student's performance				Comparative intervention n=27	Quantitative study
13	Students grade 4 to 7 n=1103						Primary		North West		SA		Rural	Urban			Helping students improve their orientation towards mathematics									None	Quantitative study
14	Grade 6 and 7 students n=40	Teachers n=139			8 schools		Primary		Free State		SA			Urban		Addressing challenging behaviour by introducing caring schools criteria					Teachers and students realised that they have some of the qualities promoting caring school advancing good behaviour and discipline					None	Qualitative research

	POPULATION								CONTEXT							INTERVENTION					OUTCOMES					COMPARATIVE INTERVENTION	TYPE OF STUDY
	Students	Teachers	Care-givers	Other	Schools <10	Schools >10	Primary	High	1 Province	>1 Province	South African	Other countries	Rural	Urban	Resource constrained	Socioemotional	Learning support	Study orientation/habits	Career counselling	Family support	Socioemotional	Learning support	Study orientation/habits	Career counselling	Family support		
15	Grade 1 students n=100		3 nurses 2 assistants 2 paediatric audiologists		<10		Primary		Western Cape		SA				Resource constrained		Context effective hearing screening test									None	Mixed method
16	Grade 4 to 6 students n=163	Teachers n=4			<10		Primary		Not specified 1		SA			Urban	Resource constrained		Reading strategy instruction and teacher training					None				Students in control group n=35	Mixed method
17		Grade 11 Teachers n=4			<10			High	Gauteng		SA			Urban	Resource constrained		Instructional practice and observation maths literacy					Knowledge and skill on the subject is necessary				None	Qualitative study
18		Teachers n=80			<10		Primary 4	High 2	Gauteng		SA			Urban		Teachers role in curbing bullying					Awareness of bullying prevalence					None	Qualitative study
19	9 to 13 year old Students n=12				<10		Primary		Free State		SA		Rural village in QwaQwa		Resource constrained	Visual participatory process exploring experiences of hope					Hope is enhanced on a personal, relational and collective level for engaging in hope oriented process					None	Qualitative study critical transformative paradigm
20	Students n=2000	Teachers n=34			2 schools		Primary		Gauteng		SA			Urban area Yeoville Johannesburg	Resource constrained	Permaculture food gardens, a system of organic agriculture nutrition and health promotion					Student's learning resource contributing to physical, mental and emotional health					None	Qualitative case study

		POPULATION								CONTEXT							INTERVENTION					OUTCOMES					COMPARATIVE INTERVENTION	TYPE OF STUDY
		Students	Teachers	Care-givers	Other	Schools <10	Schools >10	Primary	High	1 Province	>1 Province	South African	Other countries	Rural	Urban	Resource constrained	Socioemotional	Learning support	Study orientation/habits	Career counselling	Family support	Socioemotional	Learning support	Study orientation/habits	Career counselling	Family support		
21		8 Grade students n=1107							High	Western Cape		SA			Urban area in Langa Cape Town	Resource constrained	HIV prevention programme					Technology feasible and acceptable in HIV prevention programmes					None	Survey study
22		Grade 11 students n=32					>10		High			SA		Rural		Resource constrained	Strategies that prevents teenage pregnancy					Messages should consider lifestyles of young people					None	Participatory Action Research
23		Students n=1141					22 schools		High	KZN		SA		Rural	Urban	Resource constrained	HIV and AIDS education 13 weeks life skills interventio					Positive attitude towards sexual conduct					570 in Control group	Qualitative study
24		10 to 14 year old boys n=25				<10		Primary		Western Cape		SA			Urban		Evaluation of social adjustment after divorce					Adjustment reported					Control group	Survey study
25		14 year old Students n=2193	Teachers n=10			<10			High	Western Cape		SA			Urban	Resource constrained	3 30 to 40 minutes lessons on what goes into leisure time space					None					Control group	Healthwise curriculum test and trial of effectiveness
26			Teachers n=4				10		High	Limpopo		SA		Rural				What facilitattes achievement in mathematics				None					None	Quantitative comparative study

		POPULATION								CONTEXT							INTERVENTION					OUTCOMES					COMPARATIVE INTERVENTION	TYPE OF STUDY
		Students	Teachers	Care-givers	Other	Schools <10	Schools >10	Primary	High	1 Province	>1 Province	South African	Other countries	Rural	Urban	Resource constrained	Socioemotional	Learning support	Study orientation/habits	Career counselling	Family support	Socioemotional	Learning support	Study orientation/habits	Career counselling	Family support		
27	Grade 8 and 9 students n= 21					<10	KZN		High	1		SA		Rural		Resource constrained	using photovoice for youth activism strategies to reduce HIV/AIDS stigma					Understanding perceptions					None	Visual participatory methodology
28	Students n=8					<10			High	1			Khomas region Namibia		Urban	Resource constrained	ARV treatment					None					None	Interpretive qualitative case study
29	12 to 16 year old students n=1670						Wesern Cape	Primary	High	1		SA			Urban	Resource constrained	HIV prevention programme					Effective health behaviours					None	Quantitative follow-up study
30	13 to 17 year old students n=2360					<10	western Cape		High	1		SA			Urban	Resource constrained	Context effective hearing screening test					None					None	Randomized Control Trial (RCT)
31	11 to 18 year old studentsn =2360					<10		Primary	High	1		SA			urban		Context effective hearing screening test					None					None	Survey study
32	Grade 8 students n=122	Teachers n=38					25 schools		High	1 Western Cape		SA			Urban		HIV/AIDS intervention17 hours 30 lessos					None					None	Randomized Control Trial (RCT)
33	Students n=120	Teachers n=4				<10			High	1 Gauteng		SA			Urban		Context effective hearing screening test					None					None	Qualitative study
34	Students n=433					<10			High	1 Western Cape		SA			Urban	Resource constrained	Training programme on sexual health & behaviour					Positive attitude towards sexual conduct					Control group	Empirical study quantitative study

	POPULATION								CONTEXT							INTERVENTION					OUTCOMES					COMPARATIVE INTERVENTION	TYPE OF STUDY
	Students	Teachers	Care-givers	Other	Schools <10	Schools >10	Primary	High	1 Province	>1 Province	South African	Other countries	Rural	Urban	Resource constrained	Socioemotional	Learning support	Study orientation/habits	Career counselling	Family support	Socioemotional	Learning support	Study orientation/habits	Career counselling	Family support		
35	Students grade n=4040					>10		High	Western Cape		SA			Urban	Resource constrained	HIV and substance abuse prevention					Slowing the onset of frequent poly drug use					Control group	
36	Students no not specified				<10		Primary		Western Cape		SA			Urban	Resource constrained	"Eurofit" Changes in fitness levels					None					8 schools were in the control group	Survey study
37	14 to 17 year old grade 10 Students girls n=29				<10			High	1Mpumalanga		SA		Rural		Resource constrained	context effective hearincg screening test					Awareness and general understanding of the process					15 young women in Control group	Pilot study
38	Grade 8 students n=6244					>10		High	1 Western Cape		SA			Urban	Resource constrained	Skills based education preventing HIV and partner violence 21 sessions delivered once a week					None					21 schools on the control group	Cluster Randomized control Trial
39	Grade 4 Students n=15744					>10 342 schools	Primary		Province not specified		SA		Rural	Urban	Resource constrained			PreProgress in International Reading Literacy Study			None					None	Quantitative study
40		Grade 1 to 7 teachers n=72			<10		Primary					Botswana	Rural		Resource constrained			Quality of schooling			None					None	Mixed methods
41		Learning support teachers n=42 Mainstream teachers n=165				87 schools	Primary	High	1 Western Cape		SA		Rural	Urban	Resource constrains			Quality education for students on waiting lists			None					None	Mixed methods
41	33	17	2	0	24	16	18	27	33	2	44	3	15	28	27	27	6	4	4	0	32	4	0	3	0	42	42