Risk factors in a rural setting as expressed by youth

by

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DECLARATION OF ORIGINALITY

I declare that the mini-dissertation titled "**Risk factors in a rural setting as expressed by youth**" which I hereby submit for the degree Masters 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.

....
Daniel Sello Ramollo

November 2017

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- No significant changes,
- Informed consent/assent,
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ABSTRACT

The purpose of this secondary data analysis study was to describe what youth in a rural setting expressed as risk factors by sampling data from an existing ten year data set generated by academic service learning (ASL) students delivering educational psychology services to Grade 9 clients in a rural schools. Rurality theory served as theoretical framework and phenomenology was used as metatheory. Data sources, indicative of youth-expressed risk were purposively sampled from 2012 to 2015 cohorts and included data sources from clinical client files (n=64, client files, male client files =32, female client files =32; 2012: ASL: n=16, male=10, female=6; 2013: n=16, male=8, female=8; 2014: n=16, male=7, female=9; 2015: n=16, male=7, female=9). The data sources) included clients' projective and expressive instruments, as well as ASL students' (i) quadrant maps (analysing the client socioeconomic contexts), and (ii) reflection notes.

Following inductive thematic analysis the following risk themes emerged: low socioeconomic status (Lack of resources, Unemployment - limited job opportunities, Poverty - household income), lack of community safety (Crime, and Game (wildlife)), negative objective and subjective health and wellbeing (Bullying, Loss - Grief and bereavement, Illness, and Limited self-regulation), as well as multiple barriers to education (Language of learning and teaching (LOLT), Lack of learning resources, Teacher proximity constraints, Absent parents and Peer pressure). Although these risk factors are known to act as barriers to development for young people this study contributes by indicating these as particular risk factors that young people themselves signify as pertinent challenges they need to address. Young people were silent on racism, neglect and conservatism as risk factors present in rurality theory.

Key Terms: Secondary data analysis, Risk factors, Rural setting, Young people (Youth), Academic Service Learning and Low socioeconomic status.

LIST OF ABBREVIATIONS

FLY   Flourishing Learning Youth

ASL   Academic Service Learning

CSR   Centre for the Study of Resilience

MEd   Master's students in Educational Psychology

HSRC   Human Sciences Research Council

LOLT   The language of learning and teaching

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CHAPTER ONE

INTRODUCTION, BACKGROUND AND GENERAL ORIENTATION

1.1 INTRODUCTION

An in-depth comprehension of risk factors (Khumalo, 2013) is required with the aim of adding to the body of knowledge on resilience. The social injustice, political and economic disparity that are conspicuous in rural areas (Hlalele, 2012) form the basis for deeper understanding of adversities faced by young people in a rural setting. According to Hlalele (2012), the response to these challenges is influenced by the frame of reference, meaning that the view held by an individual in relation to challenges impacts on their ability or inability to transcend them. Loots, Ebersöhn, Ferreira and Eloff (2012) agree with this line of argument as they posit that both the needs-based and asset-based approaches influence the way that individuals respond to adversity. According to Loots et al. (2012) the needs-based approach accentuates the challenges, while the asset-based approach encompasses the strengths. The asset-based approach of concentrating on ability rather than deficit propels individuals to recognise their strengths, bounce back from adversity and display resilience (Loots et al., 2012). To contribute to resilience theory, the current study explored the voices of young people in a rural setting regarding risk factors.

In this chapter, I offer a synopsis of the study that was conducted. I begin by highlighting the background, which is followed by the purpose and rationale of the study, after which research questions are highlighted. Paradigmatic perspectives that served to enrich the direction followed by the current study are elucidated and I subsequently briefly illuminate the sampling of data as well as data analysis. I subsequently provide a summary of the process of research that this study has followed (see Table 1.1). I finalise by contextualising this study and providing the outline of subsequent chapters then I provide conclusion.

1.2 BACKGROUND

South Africa is a country with a rich and diverse historical background and the Apartheid legacy remains one of the descriptive footprints of the country's history (Van der Berg, 2007). This historical description is characterized by concepts such as adversity (risk factors) and resilience (Ebersöhn & Ferreira, 2012) as individuals are in constant battle with multiple socioeconomic challenges that they strive to overcome in order to bounce back. The concepts adversity and resilience are briefly defined in this chapter as they will be discussed in detail in Chapter Two.

Resilience is defined as processes that are engaged in so that individuals can achieve positive adjustment towards adverse life circumstances (Ebersöhn, 2014). Adversity is the cause of the need for individuals to bounce back and acquire behavioural, social and cultural homeostasis (Dearden, 2004). The historical reality for the majority of the South African population is defined by a continued battle with adversity such as institutional, structural and social marginalisation. These challenges were expected to be addressed in the wake of regime change in 1994.

Some of the expected changes were in the economic, social, political and educational fields (Badat, 2008). These changes, however, are yet to be experienced in some parts of the country, particularly the rural areas (Nkambule, Balfour, Pillay & Moletsane, 2011). Rural areas continue to face challenges that require of them to mount sufficient and appropriate responses to survive.

People living in rural areas in South Africa are faced by high levels of poverty and illiteracy (Van der Berg, 2007). Infrastructure is underdeveloped and this is underlined by high levels of unemployment (Ebersöhn & Ferreira, 2012). Added to the above-mentioned challenges is the scourge of HIV/AIDS. The AIDS pandemic continues to leave children orphans (Omidire, Mosia & Mampane, 2015), with some of them having to play parental roles. The older children find themselves burdened by the obligation of looking after their younger siblings, and by assuming responsibilities for which they are not emotionally and psychologically prepared (Sibaca, 2007). These risk factors form part of the risks identified and expressed by youth in a rural setting, which are comprehensively discussed in Chapter Two.

Studies that include descriptions of risk factors as experienced by the youth remain necessary to conduct if knowledge and insight in this regard are to be acquired. In the current study attention fell on the risk factors that the youth in a rural setting face in their daily lives (Ebersöhn 2014; Hlalele, 2012; Herselman, 2003). This study was engrossed with self-identified risk factors that the youth in a rural setting expressed over time (2012-2015). During this period, the Flourishing Learning Youth (FLY) project, which is located within the Centre for the Study of Resilience (CSR) at the University of Pretoria, provided the young people in a rural school in Mpumalanga province with the opportunity to express and identify risk factors affecting them.

The CSR has a long-standing relationship (2005-2015) with a rural school in Mpumalanga and provided psychological intervention through the Academic Service Learning (ASL) contingent. The ASL group was composed of Master's students in Educational Psychology (MEd). ASL formed part of the clinical training of Master's students in the department of Educational Psychology at the University of Pretoria. These ASL students provided educational psychology services to the Grade 9 students of a rural school in Mpumalanga province. An in-depth description of the context in which data was generated is provided in Chapter Three.

1.3   RATIONALE

According to Armstrong (2005), the government and its agencies have developed some awareness of the importance of working towards risk alleviation and attempted to build resilience in youth. This awareness is, however, minimal in rural areas and efforts need to be made to understand and contextualise risks (Ebersöhn & Ferreira, 2012). Deeper understanding of the risk factors that rural youth are faced with could assist in building and developing resilience. Research (Nkambule et al., 2011) that is focused on the challenges such as education in rural areas remains important. Education is one of the basic needs that could serve to improve the lives of the youth, yet in rural areas it continues to be challenged by a myriad of factors (Nkambule et al., 2011). These factors involve, among others, schools being far from the homes of the youth and poor infrastructure that spills over into difficulty with getting access to transport from home to school (Nkambule et al., 2011).

Poverty in rural areas adds to and underpins most of the challenges (Murray, 2003). Moyo (2013) argues that poverty has a direct impact on a number of challenges that the youth are experiencing in a rural setting. Opportunities for the rural youth to achieve a better future are impacted by limited support for education (Masinire, Maringe & Nkambule, 2014). The lives of the youth in rural areas are affected by various risk factors but we have no deeper understanding of what are their voices regarding those risks. It remains significant to seek insight into expressions made by rural youth regarding their lived experiences. Rural youth continue to be faced with innumerable adversities and research into this therefore remains a significant necessity (Sondershaus & Moss, 2014; Theron & Donald, 2013; Ebersöhn & Ferreira, 2012) to ask questions exploring how these adversities are viewed and expressed by the youth who are experiencing them. Understanding the aforementioned would serve to contribute to resilience theory as a body of knowledge.

1.4 PURPOSE OF THE STUDY

The current study was descriptive in nature, with the purpose of capturing descriptions of risk factors by rural youth to inform resilience theory. In Chapter Three I expansively elaborated on the comprehensive purpose of the study.

1.5 PRIMARY RESEARCH QUESTION

The current study aimed to address this primary research question: How can insight into risk factors experienced by youth in a rural school inform resilience theory?

1.6 THE SECONDARY RESEARCH QUESTIONS ANSWERED BY THIS STUDY ARE AS FOLLOWS:

- What are the identified risk factors that youth cohorts in a rural setting expressed over time?
- How do the youths' experiences of risk in a rural setting compare across the following:
  - ➢ Gender
  - ➢ Age
  - ➢ Time

1.7 RESEARCH PARADIGMS

1.7.1 Introduction

Paradigm, as viewed by Tomaselli (2005), aims to explain how world view develops within sociological structure. Ponterotto (2005) defines paradigm as a set of assumptions about the social world. These definitions highlight the significance of the sociocultural context in acquiring a deeper understanding of a social phenomenon.

1.7.2 Meta-theoretical framework

The meta-theoretical framework underlying my study is phenomenology (Bryman, 2001) and it is discussed in detail in Chapter Three. This philosophy strives to gain insight into meaning-making (Bryman, 2001) by individuals of their experiences. Philosophies express different ontological and epistemological stances (Maree, 2007). According to Maree (2007) ontology is what the researcher perceives as a reality to be studied. The ontological assumption of the current study is that reality could be known through language and how people express themselves (Maree & Van der Westhuizen, 2007. Epistemology is defined as the lenses that the researcher employs in viewing reality (Maree, 2007), and the epistemological stance adopted by this study is that social reality is not absolute as it is dependent on a number of factors (Maree & Van der Westhuizen, 2007).

1.8 THEORETICAL FRAMEWORK

The theoretical framework serves as the basis for studies and the current study is underpinned by the theory of rurality (Balfour, Mitchell & Moletsane, 2008). The essence of the rurality theory highlights the significance of a deeper comprehension of variables that are at play when conceptualising a phenomenon (Balfour et al., 2008). The dynamic transactions and interactions of a myriad of variables in the rural areas are viewed by rurality theory as essential properties for capturing the complex role of context (Hlalele, 2013).

In the current study attention was devoted to contextual factors that influence interactions between individuals, and between individuals and their environment

(Ebersöhn, 2014). Employing rurality theory for the current study provided a clear opportunity to gain comprehensive insight into the risk factors identified, lived and experienced by the youth in rural areas. This theory is discussed in full in Chapter Two.

1.9 METHODOLOGICAL PARADIGM

Qualitative research is known to have been widely used by researchers for generating theories (Bryman, 2001). Qualitative research created an environment that is conducive for the current study to contextualise the described reality (Babbie & Mouton, 2001) by affording this study the opportunity to focus on the subjective meaning created by rural youth and in fact view reality from their vantage point (Creswell, 2014).

1.10 RESEARCH DESIGN

A research design serves as a framework that is used strategically by the researcher to demonstrate how the study was implemented and how the research question was answered (Terre Blanche, Durrheim & Painter, 1999).

  The study employed a qualitative secondary data analysis (Babbie & Mouton, 2001). Jones, and Coffey (2012) view secondary data as existing data that can be reused by the researcher for the purposes of exploring and understanding a phenomenon. In Chapter Three secondary data analysis is extensively elucidated. The phenomenon that this study aimed to investigate is risk factors as expressed by youth in a rural setting. Employing secondary data analysis positioned the current study to highlight new and different scientific conclusions to contribute to the world of knowledge (Robson, 2002). Secondary data analysis was therefore viewed and elected as suitable for the current study (De Vos, Strydom, Fouché & Delport, 2011).

1.11 SAMPLING

Chapter Three provides a detailed and comprehensive process followed in this study as regards sampling, analysing, coding and quality control.

1.12 INDUCTIVE THEMATIC DATA ANALYSIS

Data analysis is the process through which data are organised and structured in order to analyse it (Kawulich & Garner, 2012). Inductive thematic data analysis (Maree, 2007) afforded the current study the opportunity to view data in their entirety, and refine it into comprehensive categories that were later developed into themes and subthemes (Kawulich & Garner, 2012). Chapter Three provides an in-depth discussion of the data analysis process that was followed by this study.

1.13 RIGOUR

In the current study a high level of attention was paid to quality assurance, and that included credibility, dependability, confirmability, trustworthiness, transferability and authenticity (McMillan & Schumacher, 2010; Koch, 2006; Van der Riet & Wassenaar, 2002; Whittemore, Chase & Mandle, 2001) that are discussed extensively in Chapter Three.

1.14 ETHICS

Ethical considerations such as informed consent, and the protection of sensitive and identifiable information were adhered to in this study (Bickman & Rog, 2009).

1.15 OUTLINE OF METHODOLOGICAL CHOICES OF THE STUDY

The table below indicates the methodological choices that had been made for the current study. It briefly highlights the purpose, rationale, paradigmatic perspective, research design, selection criteria, data analysis process, rigour as well as ethical considerations. A comprehensive description of the research process that was followed in this study is found in Chapter Three.

Table 1.1: Outline of methodological choices of the study

PURPOSE OF THE STUDY	
To describe risk factors as expressed by young people in a rural setting	
RATIONALE	
Gaining in-depth insight into risk factors as discussed by youth in a rural setting in order to add to resilience knowledge	
PARADIGMATIC PERSPECTIVE	
Meta-theoretical framework	Phenomenology
Theoretical framework	Rurality
Methodological paradigm	Qualitative research
RESEARCH DESIGN	
Qualitative secondary data analysis	
Purposive sampling: Four years' (2012-2015) Educational Psychology (EdPsych) client files generated in a long-term project of Flourishing Learning Youth (FLY)	
SELECTION CRITERIA	
Purposive sampling of client files (n=64, male client files =32, female client files =32) that contained youth expressions of risk. 2012 cohort=8; 2013=8; 2014=8; 2015=8	
DATA ANALYSIS	
Inductive thematic data analysis was used to analyse and categorise themes that emerged	
RIGOUR	
Credibility, dependability, confirmability, trustworthiness, transferability and authenticity	
ETHICAL CONSIDERATIONS	
Using codes to protect sensitive and identifiable information	

1.16 CONTEXTUALISING THE CASE

The focus of the study was on young people in Mpumalanga province and the challenges they face in their context. Countrywide young people are the vulnerable group in society (Moletsane, 2012) and their ability to bounce back is dependent on the availability and accessibility of resources.

According to Statistics South Africa (2015a), Mpumalanga province has a total of 443 299 young people between the ages of 15 and19, with 220 954 being male and 222 345 being female.

According to Statistics South Africa (2011), the highest poverty levels are found among individuals between the ages of 18 and 24, where 6 out of every 10 individuals live in poverty. In 2011 the severity level of poverty in Mpumalanga province was found by Statistics South Africa (2011) to be at 11.5%, with 21.3% of households relying on remittances (Statistics South Africa, 2015b).

The level of poverty in the Mpumalanga province is an indication of limited resources, such as access to quality education. In a survey conducted by the Statistics South Africa (2015b) to view the challenges that are experienced by young people in public schools, the following emerged: Mpumalanga province is at 7.4% of textbook-related challenges, 6.4% of challenges arising from high fees and at 4.4% of challenges with large classrooms. These percentages are the highest in Mpumalanga when compared to other provinces (Statistics South Africa, 2015b). The survey further highlighted that Mpumalanga province stood at 5.2% of poor education facilities in public schools, comparatively the highest in South Africa. The physical condition of the schools in rural settings (see photograph 1.1) form part of the challenges impacting on education.

Photograph 1.1: Dilapidated school infrastructure

1.17 CHAPTER OUTLINE

Chapter One: Introduction, background and general orientation

Chapter one provides an introductory background indicating the rationale of the study and how the study was approached. This chapter further provides a general overview of the paradigmatic perspectives, research methodologies and philosophies underpinning this study.

Chapter Two: Literature review

This chapter directs the focus on the extensive and critical review of literature relating to this study. It involves exploration of key concepts relating to the study and this includes a myriad of risk factors expressed by the youth in a rural setting. This chapter further reflects the theoretical framework supporting the study.

Chapter Three: Research design and methodology

Chapter Three contains a comprehensive discussion of the meta-theoretical paradigm, methodological paradigm as well as research design employed in the study. A clear explanation related to purpose of study, data sources, data set, sampling, data analysis, quality control and ethical considerations is provided.

Chapter Four: Research findings

Chapter four presents the findings of the research conducted by providing themes relating to risk factors identified by youth in a rural setting. This chapter includes relevant excerpts and photographs to authenticate each theme.

Chapter Five: Conclusion and recommendations

In this chapter the results were discussed in relation to how they answered the research question. Potential limitations of the study were discussed briefly and the chapter closed by providing recommendations for future research, practice and training.

1.18 CONCLUSION

This chapter reflected an introduction and the background of the study. It then described the purpose and rationale of the study, and further discussed the theoretical and methodological paradigms of the current study. The chapter finally closed with a concise indication of the subsequent chapters of the study.

CHAPTER TWO
LITERATURE REVIEW

2.1   INTRODUCTION

I commence this chapter by reviewing current literature relating to risk and resilience, with the aim of using insight gained into risk factors to inform resilience theory. I further delve into an in-depth exploration of prevalent risk factors in rural areas. I subsequently discuss *risk and resilience,* followed by the risk factors affecting rural youth*.* Thereafter I elaborate on the rural ecology as it relates to the current study, and finally I discuss the theoretical framework of rurality that underpins this study, using Figure 2.2 to provide a visual outline of the elected theoretical framework. I furnished a brief description of Figure 2.2 and close with a summary of the chapter. The following figure captures the summary of this chapter.
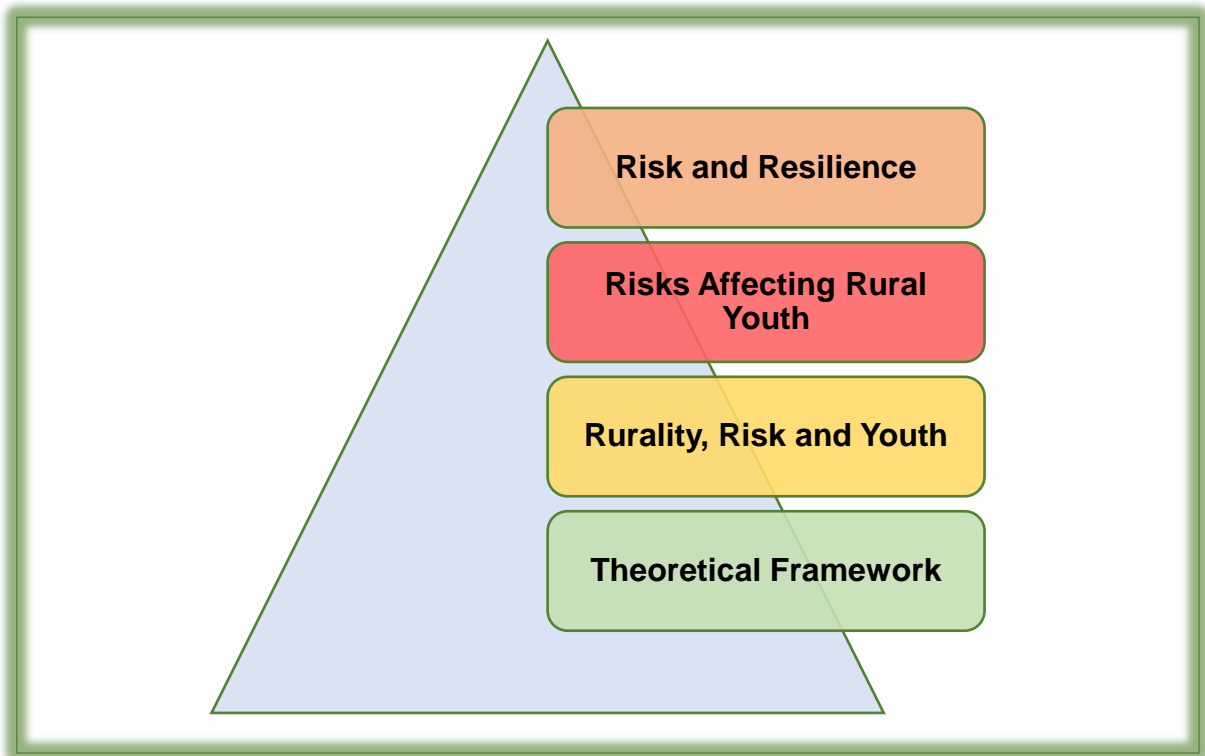
Figure 2.1: An outline of Chapter Two

2.2 RISK AND RESILIENCE

Ebersöhn (2014) posits that where there is significant risk, resilience is required for better than expected outcomes. This line of argument by implication affirms the significance of risk factors in eliciting the need in individuals to adapt to the demands of their context (Dass-Brailsford, 2005).

Resilience is viewed as a lifetime process of adaptation to adversities that individuals face in their lives (Ebersöhn, 2014; Dass-Brailsford, 2005). Theron and Theron (2010) agree when they define resilience as a process and an outcome. According to Ebersöhn (2014), demarcation lines indicating where risks end and where resilience begins are blurred as she posits that individuals are constantly in the process of adapting to ameliorate risk factors.

Risk factors in this study are defined as significant adversities that are perpetuated by a continued lack of resources, unemployment, poverty, poor infrastructure and limited access to essential services (Ebersöhn & Ferreira, 2012). Risk factors can be viewed from different perspectives, such as individual, family, school, and community. The individual's self-view, the family's socioeconomic background, low levels of parental literacy, poorly resourced schools in communities and environmental challenges play a role in the meaning that youths assign to the adversities that they face (Theron & Donald, 2013).

Adversity by its nature implies a compelling need for individuals to access various abilities and traits (Ebersöhn, 2014; Dass-Brailsford, 2005) in a specific context to adapt and bounce back. Diehl, Howse and Trivette (2011) define this ability to flourish after experiencing significant adversity as resilience.

Researchers (Ebersöhn, 2014; Sondershaus & Moss, 2014) put emphasis on the significance of the role played by context and, in the case of this study; the context is a rural area, with a view to seeing how individuals who experienced risks in this area managed to transcend them. Ecological transactions that occur between individuals and their environment contribute to the deeper understanding of the process of resilience according to Ebersöhn (2014). Masinire et al. (2014) concur with this opinion as they argue that environments have a significant influence on the ability of individuals to surmount adversity.

Masinire et al. (2014) cited connectedness and culture as well as communal life as providing a powerful vehicle for individuals in rural areas to overcome challenges. Ebersöhn (2014) argues that the presence of spiritual and cultural capital in the rural context serve as factors that create the possibility for individuals to transcend their challenges. These arguments by implication demonstrate that it is not a forgone conclusion that rural areas reflect only deficit and inability to bounce back.

Perceiving individuals through the lenses of deficits could inhibit the ability comprehensively to view them as capable beings (Dass-Brailsford, 2005). The levels of adversity require appropriate levels of adaptation for individuals to bounce back. High levels of adversity met by good adaptation could be considered as resilience, while poor adaptation levels in the face of high levels of adversity indicated maladjustment (Mampane & Bouwer, 2011). Although these indications could be used to measure resilience myriad of factors need to be considered resilience include more than stimulus response description.

Resilience is therefore best understood when regarded through the lenses of systems. Families are the primary system of interaction (Mapesela, Hlalele & Alexandra, 2012) and provide individuals with basic learning and socialisation skills that would prepare them for their roles in society. Family socialisation influences the meaning that youth in a rural area make of adversities that they face (Dass-Brailsford, 2005). Dass-Brailsford (2005) emphasised the significant role played by family, schools as well as role models around whom the youth mould their future self.

According to Sondershaus and Moss (2014), the youth are faced with challenges that vary from one context to the other. They argue that what might be considered resilience in one context might be viewed differently in another and various systems could be called upon for support.

Donald, Lazarus and Lolwana (2010) suggest that systems include individual-to-individual interaction, group and the individual as well as group and group interaction. Ebersöhn and Ferreira (2012) share similar views as they also observe systems transactions as being a significant thread in the development of resilience.

The system's ability to adapt to any systemic disturbances is an indication of resilience (Ebersöhn & Ferreira, 2012).

Individuals are considered to be agencies (Ebersöhn & Ferreira, 2012) that possess their inner abilities, such as coping, competency as well as pro-social behaviour. According to Ebersöhn (2017), the lenses through which adversity is perceived play a significant role in the response to such adversity. The lenses of psychological resilience, wellbeing and education position individuals in a rural setting to intercede in the impact of significant risk factors (Ebersöhn, 2017).

It is important to note that individuals differ and may display different abilities in various situations. What might be considered well-adjusted behaviour in one area might not be perceived as such in other areas (Dass-Brailsford, 2005). Contexts present unique challenges that require individuals to adapt differently and in accordance with the risk presented. Perceived internal abilities to deal with the presented adversity seem to play an important role in the course of action that an individual may follow to surmount the adversity and bounce back (Dass-Brailsford, 2005). Ebersöhn (2007) concurs with this line of thought as she argues that adversities compel young people to identify relevant and accessible resources to bounce back. According to Ebersöhn (2007), the acquired knowledge about resources prepares and capacitates young people to be adaptive in the face of similar adversities.

2.3 YOUNG PEOPLE

In this section, the term youth is elucidated. I also discuss what, according to developmental theorists, can be expected of youth as they develop. I finally highlight comments in literature on the development of young people.

Youth is a term that is used to describe an individual who is in a transition period between childhood and adulthood (Armstrong, 2005). Theorists postulate that young people follow a set of developmental stages. According to Piaget's theory of development, young people follow a set of maturational stages that include the sensori-motor from birth to two years, the preoperational stage from two to seven years, the concrete operations stage from seven to eleven years of age, and the formal operations stage from eleven years onwards (Lerner & Johns, 2012). Piaget's

development theory contends that in the formal operations stage young people possess the ability to solve problems and make meaning of their experiences (Lerner & Johns, 2012).

Erikson shares a similar view, namely that youths develop in stages. He, however, views developmental stages to be fluid and not rigid, as Piaget argues (Slater, 2003). According to Erikson's theory, the eight developmental stages of young people include trust vs mistrust, which begins from zero to one and a half years; autonomy vs shame, from one and a half years to three years; initiative vs guilt, from three to five years; industry vs inferiority, five to twelve years; ego identity vs role confusion, twelve to eighteen years; intimacy vs isolation, eighteen to forty years; generativity vs stagnation, forty to sixty-five years, and ego integrity vs despair, from sixty-five years and above.

Piaget's and Erikson's theories share a common view about youth development as they both posit that identity formation and meaning-making occur between the ages of twelve and eighteen (Lerner & Johns, 2012; Slater, 2003). Although youth can be expected to engage in problem solving during the identity vs confusion and formal operations stages, which two theorists mentioned, other external factors need to be considered.

Erikson highlighted the significance of context, i.e. culture and history, in gaining insight into the development of the youth (Slater, 2003). Culture and history shape the background of young people and influence the meaning youth attach to the challenges they experience (Slater, 2003). The developmental process of young people, as described by Piaget and Erikson, is challenged by Morrow (2013), who described it as a linear and narrow view of youth development. Morrow (2013), however, concurs with Erikson on the role played by context. Morrow (2013) contends that factors such as political-economic structures perpetuate inequalities, class, poverty-status and gender roles, which all impact on youth development.

The assumptions that youth development follows a set trajectory that leads to a continued transition into adulthood is false as individuals are impacted by contextual factors such as lack of access to information (Morrow, 2013).

Helmer, Senior, Davison and Vodic (2015) state that a lack of sex education has the potential of interfering with the development process of young people. According to Helmer et al. (2015), young people find themselves making uninformed decisions about issues such as engaging in sexual activities that represent a high probability of permanently altering their lives. Amuzu (2007) shares similar views as he states what has been found in developing countries is that unprotected sex is the leading cause of unplanned pregnancy and a high rate of HIV infection at a young age.

The context of youth in Africa is laden with adverse experiences, with the HIV/AIDS pandemic being the leading cause of death (Amuzu, 2007). In sub-Saharan Africa 11 million young people below the age of 15 were found to have experienced the death of both parents (Amuzu, 2007) and left orphans. The death of parents predisposes young people to significant challenges. Ebersöhn and Eloff (2002) moreover also express this argument as they indicate that the loss of the provider and primary caregiver of the family extends the depth of poverty. Smit (2007) concurs in asserting that young people experience psychological challenges that include low self-esteem and anxiety, while they might experience aggression that could manifest through antisocial behaviour, all as a result of poverty. Poverty limits possibilities in employment opportunities for the youth and this may breed a culture of idleness, which could ultimately lead to a life of crime (Balfour, 2014; Smit, 2007).

Although, by virtue of being in the process of development, young people are viewed as vulnerable, Ebersöhn and Eloff (2002) posit that individuals possess the inherent ability to assess and respond to environmental demands. Sharp (2014) expresses a similar view when stating that young people have the capacity to serve as agencies for transforming their lives.

It is therefore imperative that the view of the young people should illuminate both the challenges they face and the abilities they possess to respond to them (Sharp, 2014). Ebersöhn and Eloff (2002) argue that beyond the innate ability that an individual possesses to deal with challenges, it is significant to consider the role played by factors such as cultural background, values and beliefs, which influence the meaning attached to the prevailing adverse experience.

A supportive environment is viewed as significant in serving as a buffer to enable young people to buoy the impact of adversities (Sharp, 2014; Odendaal, Brink & Theron, 2011; Ebersöhn & Eloff, 2002).

2.4   RISK FACTORS AFFECTING RURAL YOUTH

2.4.1   Introduction

This section commences with providing an introduction that highlights a broad outline of risks faced by young people, and it is followed by an extensive discussion of prevalent risk factors experienced by youth in a rural setting.

The youth, on a global scale (Armstrong, 2005) continue to be confronted with risks that require of them to draw on internal resources and their environment to adapt successfully. According to Kruger and Prinsloo (2008), rural youth in South Africa are in constant battle with a procession of adversities that are exacerbated by the inherent physiological, cognitive, social and emotional changes that they go through in this, stage of their lives.

According to the Human Science Research Council (Sishana et al., 2005), a high number of youth living in rural areas are infected with HIV. Mpumalanga province was indicated as having a high HIV prevalence compared to other provinces in South Africa. Human Sciences Research Council (HSRC) studies (Peltzer, & Ramlagan, 2009) found that alcohol abuse by the youth correlates with risky sexual behaviour (Panday, Makiwane, Ranchod & Letsoalo, 2009). This was furthermore also encountered in the HSRC Youth Survey (Panday et al., 2009), which indicates that 61% of youth consider HIV to be a high-risk factor, and this was followed by 31% indicating alcohol as the second-highest risk.

Other risk factors gripping rural youth include poverty, lack of access to basic and essential services (Moyo, 2013), poor education (Masinire et al., 2014), unemployment, sexual molestation, teenage pregnancy (Panday et al., 2009), and HIV/AIDS (Omidire et al., 2015; Hlalele, 2012). I will provide a expansive discussion of these risks in the sections that follow.

2.4.2 Poverty as an identified risk factor affecting rural youth

Globally poverty in rural areas continues to be rife as a result of a skewed political, economic, and social landscape (Asthana, Halliday & Gibson, 2009). Rural areas continue to access limited resources (Herselman, 2003).

In South Africa poverty remains one of the major challenges that the country grapples with and rural areas find themselves at the receiving end of its adverse effects (Ebersöhn, 2014). According to Ebersöhn (2014), learning in rural areas is impacted by poverty and the inaccessibility of resources.

Poverty can be defined as a manifold adversity that occurs because of an interplay of economic, political and social processes that perpetuate the deprivation of resources among the individuals who are experiencing this (Moyo, 2013).

In the wake of the newly elected democratic government in 1994, pronouncements of freedom, equality, better education and services were made, which seemed promising and filled South Africans with hope (Masinire et al., 2014). As South Africa became a participant on the world stage, radical changes were anticipated. People expected to benefit through the availability of jobs and envisioned themselves as active members of the country's economy (Weber, Edwards & Duncan, 2004) and alleviating the poverty experienced by their families and in their communities. The reality, however, proved to be less fruitful than was expected, and at present the country continues to experience a high unemployment rate and high levels of poverty.

The report on poverty that was released by Statistics South Africa (2014b) indicated that poverty in rural households was at 14.3% compared to 5% in the households of their urban counterparts. Moyo (2013) states that poverty is a result of an aggregate of imbalances in different spheres of government such as the political, economic as well as social. The disparities between the rural conditions and those of their urban counterparts leave the rural youth with limited access to the necessary resources (De Villiers & Van den Berg, 2012).

Poverty is therefore the root of the health challenges and educational deficiencies experienced by individuals, families and communities in rural areas (Perkins, Crim,

Silberman & Brown, 2004). Parents in rural areas focus on meeting the basic needs of their children and thus strive to provide food. The provision of food has become the primary goal for parents, thereby relegating other needs such as education support to the bottom of the order of priorities (Mapesela et al., 2012).

Dass-Brailsford (2005) argues that poverty has trickle-down effects as it limits the youth's access to basic resources such as shelter and learning, which results in poor academic performance. Rural youth thus find themselves in a position where they have few opportunities later in life due to poor academic performance. Employment opportunities become fewer due to low levels of literacy and the inferior quality of education that they received (Pillay & Saloojee, 2012). Mapesela et al. (2012) report that as opportunities for the rural youth continue to dwindle, they drop out of school to seek a better life in the cities.

Notwithstanding the fact that some individuals become adaptable and bounce back even when they had encountered adversities, I concur with Mapesela et al. (2012), who argue that poverty limits access to the possibility to achieve a better quality of life. Rural youth find it hard to remain motivated to acquire an education as their primary goal for going to school is to satisfy their need for food. Education has become a latent goal for rural youth (De Villiers & Van den Berg, 2012; Dass-Brailsford, 2005).

2.4.3 Unemployment in rural areas as a risk factor

Low levels of literacy, lack of resources and poor infrastructure have some negative bearing on employment possibilities in rural areas (Hlalele, 2012). Parents with a low education struggle to find employment that would generate a sustained income and this is manifested in the continued high levels of poverty in rural areas (Hlalele, 2012). Owing to parents' low levels of education, rural youth find themselves without the necessary educational support that they require. Lack of parental support results in poor academic performance by the youth and some even leave school. This therefore perpetuate the cycle as without an education, future employment opportunities for rural youth are reduced to the minimum.

Employment in rural areas serves to provide for some basic needs (Weber et al., 2004), but does not alleviate poverty as wages tend to be minimal. Rural youth have

to compete for the few available opportunities. The geographical isolation positions rural areas in unpalatable conditions accruing from limited access to the necessary resources and employment opportunities. Despite attempts by government departments at international level to change policies, as Weber et al. (2004) cited, to bring about parity between rural and urban areas, the anticipated poverty alleviation in rural areas has not been achieved.

South Africa is by no means immune to the challenge posed by the great disparity between rural areas and their urban counterparts (Weber et al., 2004) as the newly democratic government continues to battle with redressing rural challenges. South Africans expected to see changes that would improve their lives and part of the changes included transformation in the economic sphere, where they would benefit through the availability of jobs and being able to sustain both their families and communities.

2.4.4 Lack of access to basic and essential services as a risk factor

Poor infrastructure in rural areas perpetuates a lack of access to essential services. Living conditions, which includes education, of rural youth are constricted by an inability to access resources that would improve their lives (Ebersöhn & Ferreira, 2012).

Rural communities in Australia battle with the challenges of access to health services (Hegney et al., 2007) owing to poor infrastructure, which affects the accessibility of resources. Porter, Blaufuss and Acheampong (2007) posit that the livelihood and potential of rural youth in sub-Saharan Africa are inhibited by a lack of mobility and general access to transportation. In post-apartheid South Africa improved infrastructure was an expected change as this would have facilitated the accessibility of essential resources. The reality, however, did not meet expectations as rural areas to date remain poorly developed (Mbonigaba, 2013) and this has an impact on the accessibility of essential resources such as health services.

According Herselman (2003), a lack of infrastructure spills over to the quality of life of youth, and the education that the youth in rural areas receive. Ebersöhn and Ferreira (2012) echo this view as they argue that teachers' long-distance travel to work impact on their valuable teaching time. The time they spend on the road could

be used to implement some of the strategies that they might wish to apply in their teaching. Transportation challenges in rural areas limit the possibility of rural youth receiving expanded teaching time as teachers are compelled to leave at the end of the day due to the long distances that they travel back home (Ebersöhn, 2014).

Rural youth walk long distances to school and girls often fall victim to sexual abuse and rape as they walk to school (Mapesela et al., 2012; Lubbe-De Beer & Mampane, 2008). Rural youth moreover regularly arrive at school late and miss part of their lessons. When they arrive at school they are tired and struggle to focus in class (Mapesela et al., 2012).

Added to transportation challenges, rural areas are experiencing poor technological development, meaning that technological devices (Ebersöhn & Ferreira, 2012) do not support learning in schools. Poorly developed infrastructure affects the quality of teaching and learning. Dilapidated school structures, broken windows and damaged roofs make it difficult for proper education to take place (Herselman, 2003). Dass-Brailsford (2005) argues that it would be difficult to conclude with certainty that youth in rural schools who do well are achieving the performance levels they would in well-resourced schools with proper infrastructure. Library facilities and laboratories are essential for teaching and learning. Without these facilities there is an information deficit in rural schools with the result that the true potential of rural youth becomes difficult to unleash (Herselman, 2003).

The distribution of the necessary resources between rural and urban areas remains unequal (Moletsane, 2012) as there is a greater measure of government focus on the already developed urban areas. These continued disparities mean that the status quo is maintained, with rural areas remaining politically, economically and socially marginalised (Khumalo, 2013).

2.4.5 Poor quality education as a risk factor for rural youth

Quality rural education has trickle-down effects that manifest in the quality of life of rural youth (Dass-Brailsford, 2005). While education is viewed as the vehicle for transformation worldwide (Barley, 2009), this factor continues to pose daunting challenges in developing countries, particularly with reference to rural areas. In South Africa, rural education remains a social justice matter (Masinire et al., 2014)

as high levels of resource scarcity persist specifically in previously disadvantaged communities.

Schools in rural areas continue to experience a scarcity of the necessary resources (Moletsane, 2012), such as furnished classrooms, science laboratories and libraries. Libraries with the necessary resources would provide the youth with an opportunity to be exposed to reading material that would improve their reading abilities and ultimately expand their view of the world (Nassimbeni & Desmond, 2011). The availability of reading materials and early exposure to reading increase the possibility of youth doing well in school. However, the unavailability of required resources in rural schools inhibits this process. Out of 1 844 schools in Mpumalanga, 135 were found to have functional libraries (Nassimbeni & Desmond, 2011) and the majority of them were situated in urban areas. These statistics further reveal the dire circumstances that rural youth face as education in rural areas has dropped to the bottom of the priority list in South Africa since 1994 (Masinire et al., 2014). The discourses held to address education in the new democracy seemed to widen the rural-urban divide instead of narrowing it (Moletsane, 2012). The unique educational and dynamic needs of rural schools are being neglected.

The language of learning and teaching (LOLT) in rural schools continue to be English despite all the post-1994 talk about the "transformation" of education (Balfour et al., 2008). Teachers in rural schools find themselves in a difficult situation as they have to teach in a language in which they are not adequately adept (Lemmer & Manyike, 2012). They are expected to teach in their second language, and in some instances even in their third language. Language barriers often have an impact on the delivery of lesson and the quality of education is therefore compromised.

Masinire et al. (2014) indicate that shortages in high- quality teachers in rural areas necessitate that teachers should be trained specifically for rural education, which is unique. Castro, Kelly and Shih (2010) argue that there is a need to hire and retain qualified teachers in rural schools as these teachers often leave rural schools for urban ones, while others leave to seek alternative employment. Mapesela et al. (2012) argue that teachers in rural areas are faced with geographical isolation, which makes it difficult for them to access support and engage in cooperative

planning with fellow professionals. Owing to these challenges, teachers in rural areas elect to take employment in urban areas (Ebersöhn, 2014).

Ebersöhn (2014) further highlighted several reasons for the high attrition rate in rural schools, which include a lack of resources in schools, poor community involvement and support, low parental support, unmanageable workloads as well as limited opportunities for professional development. High levels of attrition serve to perpetuate the scarcity of qualified teachers in rural areas and rural youth (Ebersöhn, 2014) suffer the loss of valuable learning time when they have to wait for new teachers to be recruited.

Constant changes in teachers have what could be referred to as a cumulative effect as it has a negative impact on the quality of the education youth in rural areas receive and ultimately on their quality of life (Mudavanhu, Segalo & Fourie, 2008; Dass-Brailsford, 2005). The rural youth later find that their lives had been characterised by a lack of opportunities due to low education levels (Chikoko, 2008).

2.4.6 HIV/AIDS and sexual molestation as risk factors faced by rural youth

According to Ebersöhn (2007), HIV/AIDS in rural areas present the sweeping effect of exposing rural youth to further adversities such as lack of caregiver support, shelter, child-headed households and sexual molestation.

Due to limited opportunities in rural areas parents seek employment in urban areas (Mudavanhu et al., 2008) and when they fall ill as a result of having contracted HIV they experience job losses due to extended absenteeism (Mudavanhu et al., 2008. This results in their not being able to sustain their urban lives, and finding themselves in a situation where they are unable to continue to pay for their rented dwellings. They eventually decide to move from the urban back to the rural area, where they can be cared for by their families (Smit, 2007). The youth are subsequently obliged to take care of their ill parents and this experience places them in an emotionally draining situation.

With challenges of poorly resourced hospitals, some terminally ill parents find it difficult to continue the battle against AIDS-related illnesses and ultimately succumb to these diseases (Omidire et al., 2015; Mbonigaba, 2013). Families, particularly

youths from families of the deceased, experience loss and need support from different agents of the community (Chisaka & Coetzee, 2008). In different communities various responses emerge towards death resulting from AIDS-related illnesses (Mudavanhu et al., 2008). Some communities perpetuate stereotypes around HIV/AIDS by stigmatising HIV-positive individuals (Smit, 2007) and discriminate against families that had lost members to AIDS-related illnesses.

When the deceased parent was a breadwinner the family often faces dire challenges relating to sustaining itself. Youth in these circumstances are compelled to leave their homes to seek employment and, with limited education, opportunities for employment are usually scarce (Smit, 2007), and these youngsters often end up on the streets, which is an environment conducive to delinquency.

Rural youth often opt to accept jobs with a minimum income as they face responsibilities for which they are not yet ready. Lack of support in dealing with their financial challenges leaves them vulnerable (Mudavanhu et al., 2008). When families lose the sole source of income to AIDS-related illnesses, families are left headed by either young people or grandparents. While youths are not emotionally ready to take over family responsibilities, grandparents often face health challenges, which prevent them to assume full-time parenting roles (Gasa, 2013).

They often find it difficult to sustain such responsibilities (Mudavanhu et al., 2008. Grandparents further find it difficult to assist their grandchildren with homework and this has a negative bearing on the ability of the rural youth to cope with schoolwork.

In the absence of constant interaction with adults the youth find themselves being denied an opportunity to receive the necessary support that they might require in their lives as well as the opportunity to learn from individuals who are more knowledgeable. This leaves youth in rural areas more vulnerable to risk factors such as low self-esteem, anxiety, lack of safety, and even aggressive behaviour (Mokgatle-Nthabu, Van der Westhuizen & Fritz, 2011; Ebersöhn, 2007; Smit, 2007).

The youths heading families find themselves overwhelmed by demanding roles as parents (Van Rensburg, Human & Moleki, 2013). Their intentions to resolve financial frustrations and the will to acquire some level of financial sustenance put youths at

risk of becoming involved in prostitution, thereby increasing the chances of becoming infected with the HI virus.

The HIV pandemic continues to expose rural youth to a life characterised by a deep sense of anxiety, stress, and high vulnerability (Kotze, 2011). These young individuals find themselves without proper parental guidance as they have lost parents to AIDS-related illnesses. The result of losing parents render the youth vulnerable to becoming victims of exploitation and sexual molestation.

Van Rensburg and Barnard (n.d.) argue that the youth in rural areas continue to experience sexual molestation despite the stringent laws passed by the government to protect their rights. Sexual molestation is a traumatic experience that leaves the youth devastated and owing to experiencing such an ordeal some young individuals display symptoms (Carr, 2006) such as confused sexual identity and norms, lack of trust of others, and self-blame. The lack of access to essential resources like health and social welfare facilities in rural areas exacerbates matters (Mbonigaba, 2013).

2.4.7 Crime as a risk factor

Globally, rural crime receives little attention from researchers (Chilenski, Seyvertsen & Greenberg, 2015), in contrast with crime in urban areas. Des Rosiers and Bittle (2004) define crime as a non-objective phenomenon that cannot be viewed dispassionately and it should not simply be accepted. According to Des Rosiers and Bittle (2004), the definition of crime serves to indicate social agreement on what is regarded as appropriate and inappropriate behaviour. Crime is perceived as arising from a bricolage of factors (Chilenski et al., 2015). In rural Australia crime is viewed (Jobes, Barclay & Weinand, 2004) as emanating from a constellation of factors. Social organisation, social structures as well as positions in which individuals find themselves within such structures play a significant part in influencing the level at which crime is committed (Jobes et al., 2004).

In South Africa, rural youth lack guidance from adults (KwaZulu-Natal Department of Community Safety and Liaison, 2010) as parents often leave rural areas in pursuit of better opportunities in urban areas. Lack of parental guidance and communication leave the youth vulnerable to negative influences, for example becoming involved in a life of crime (KwaZulu-Natal Department of Community Safety and Liaison,

2010; Chilenski et al., 2015). The youth remain incapacitated to navigate life's challenges in the rural setting.

Resource scarcity, marginalisation and poverty remain central to the challenges that are experienced in rural areas and these adversities generate a susceptibility towards engaging in crime (Peltzer & Ramlagan, 2009; Yago & Cem, 2008; Chilenski et al., 2015). This consequently leads to a breakdown in social cohesion and social organisation as the community contends for limited resources (Deller & Deller, 2010; Chilenski et al., 2015).

2.4.8 Substance abuse as a risk factor

Surveys conducted by the Human Sciences Research Council (2015) indicate a 13.3% prevalence of drug use, 3.9% of substance abuse and 0.6% of dependence. The Human Sciences Research Council (2015) has found that the emergence of a new drug called "nyaope" is increasingly prevalent among both urban and rural youth. Chronic socioeconomic disadvantages in rural areas continue to be brought to the foreground as a major role-player in social ills such as increased health risks, emotional challenges and substance abuse (Schoeneberger, Leukefeld, Hiller & Godlaski, 2006). Limited opportunities for the rural youth to access supportive resources place them in the vulnerable position of failing to bounce back from challenges such as alcohol and drug abuse (Pruitt, 2009).

Pruitt (2009) argues that the isolated geographic position of the rural setting contributes to fewer intervention programmes aimed at curbing the increasing rate of substance abuse. The migration of adults to urban areas to seek employment leaves the rural youth with a void when it comes to greatly needed support from significant members of their families (Chilenski et al., 2015).

The view that substance abuse is a challenge exclusive to urban areas (Pullen & Oser, 2014; Pruitt, 2009; Schoeneberger et al., 2006) and the basic assumption that rural areas are insulated from such challenges resulted in a disservice to rural youth. This led to fewer policies aimed at improvement of the rural youth and their development (Walt, Kinoti & Jason, 2013; Pruitt, 2009). Rural areas are increasingly becoming exposed to the use of drugs and alcohol, which were previously deemed

to be urban challenges (Walt et al., 2013) and this by implication indicates the need for accelerated intervention programmes for rural youth.

Intervention programmes in rural settings are derailed by a myriad of factors (Pullen & Oser, 2014; Williams, Barnes & Leoni, 2011), and include a lack of access to basic services, underutilisation of available services and high illiteracy levels (Pullen & Oser, 2014). Additional barriers include communities' acceptance of teenage alcohol use, and a high level of youth self-sufficiency and independence (Hall et al., 2008; Callahan, Benton & Bradley, 2001). Individuals in a rural setting display the broad propensity to view seeking help as an indication of weakness that may lead to possible stigmatisation. Rural youth view outside help with scepticism and they elect to rely on themselves or close family members when they face challenges (Hall et al., 2008).

Self-reliant tendencies are entrenched by limited skill-building facilities, particularly in rural areas (Williams et al., 2011), and central to a scarcity of such services is a lack of funding and poor technological advancement and infrastructure (Benavides-Vaello, Strode & Sheeran, 2013). Substance abuse, if left uncontrolled, has the potential of producing devastating outcomes (Salm, Sevigny, Mulholland, & Greenberg, 2011), particularly for rural youth, as there is inadequate intervention policies and strategies aimed at addressing youth challenges (Knopf, 2012).

In the absence of the necessary resources, youth employ unhealthy ways of dealing with adversities and these include the use of substances, which further exacerbates substance abuse behaviour (Callahan et al., 2001). Substance abuse possesses the potential to motivate youth to engage in risky behaviour (Salm et al., 2011) and the National Deparment of Health 1st South African National Youth Risk Behaviour Survey (2002) demonstrates that risky behaviour by the youth as a result of substance abuse vary from non-fatal violence such as bullying and physical fights to fatal violence such as homicide.

2.4.9 Bullying as a risk factor

Bullying is a broad phenomenon that is experienced in schools worldwide (Romero & Kyriacou, 2015) and it remains of concern to students, parents and teachers (Patton, Hong, Williams & Allen-Meares, 2013). In South Africa, the National

Deparment of Health through the1st South African National Youth Risk Behaviour Survey (2002) indicated that gangsterism is a growing challenge, giving both parents and teachers cause for concern. It is significant that this phenomenon should be clearly elucidated if an attempt to address it is to be made. Lamb, Pepler and Craig, (2009) highlighted power dynamics as a distinctive component in defining bullying and power is viewed by Dahlberg and Krug (2002) as including threats to and intimidation of the victim. Agervold (2007) defines bullying as social interaction characterised by an attack of one individual by another or more on a daily basis for a prolonged period. Attack of an individual can take various forms and it is therefore imperative to view bullying through broader lenses.

Bullying has multiple layers wherein individuals can be bullied through physically aggressive action against them, verbal aggression such as name-calling, and through indirect bullying such as spreading gossip, and cyber-bullying (Canty, Stubbe, Steers & Collings, 2016; Sampasa-Kanyinga, Roumeliotis & Xu 2014; Lamb et al., 2009).

It is imperative that the bullying phenomenon is viewed with circumspection as focusing attention on victims alone would imply that the challenge of bullying continues to be a conundrum (Hertzog, Harpel & Rowley, 2015). It is significant that attention should be given to both the perpetrator and the victim if a deeper comprehension of bullying and its effects is to be achieved (Hertzog et al., 2015). Both the victim and the perpetrator possess some susceptibilities that position them on either side of the continuum (Lamb et al., 2009).

The victims and perpetrators are both shaped by their life experiences, which occur at various levels (Patton et al., 2013). Family, school and the community play significant roles in influencing and modelling the behaviour of the youth (Patton et al., 2013). Boys and girls are socialised differently in families and communities, considering some behaviour as typical for boys and another for girls (Pečjak & Pirc, 2017). Boys are socialised to be more accepting of aggressive ways of expressing their needs and dealing with distress and they use their early socialisation as their frame of reference when interacting with others.

Youth experiences in their immediate settings have an enormous impact on the behaviour of boys (Merrin, Espelage, & Hong, 2016). Observing aggressive behaviour by the father towards the mother, lack of emotional support from parents, dysfunctional families and neglect by parents contribute to bullying (Merrin et al., 2016; Patton et al., 2013) as it shapes the youth's interpersonal relations.

Youth learn the skills of interpersonal relations from interacting with parents or adults who indicate socially acceptable behaviour, which the youth later display in a broader setting such as the school context (Merrin et al., 2016). The responsibility for providing guidance to the youth and teaching the values of the broader community rests within the school context.

With increased levels of poverty, unemployment, and lack of resources in rural communities, social cohesion has deteriorated and this is resulting in family units, which are actually meant to serve as sources of moral development, becoming more focused on economic sustenance and less engaged in the moral development of the youth (Chilenski et al., 2015). The void in the necessary support means that the youth are finding it challenging to deal with adversities on their own (Patton et al., 2013). Some individuals use aggression to deal with distress and this implies that others fall victim to bullying (Sampasa-Kanyinga et al., 2014; Merrin et al., 2016).

2.5 A RURAL ECOLOGY

The current study is located in a rural setting and therefore "rural" provides the context in which insight into experiences of rural youth can be gained. The concept "rural" is viewed as an environment that possesses dynamics that are not typical to urban settings (Čustović, Kovačević & Tvica, 2013). The rural is deemed to be embedded in a culture that is characterised by livestock and a lack of information technology communications (Ebersöhn & Ferreira, 2012). Morojele and Muthukrishna (2012) as well as Hlalele (2013) share this view of what is rural by highlighting that the rural setting is prone to risk factors such as economic deprivation, which can be seen through poverty, poorly developed roads and a lack of basic services.

Ecology is seen as a phenomenon that includes the complex interrelation of various factors (Ebersöhn, 2017; Čustović et al., 2013). The transactional-ecological

processes of different factors, as indicated by Ebersöhn (2017), inspire varied responses to life challenges that the rural youth encounter. Biological variables, personality traits, temperament (Ebersöhn, 2017; Berry, Poortinga, Segall & Dasen, 2002) and the immediate microsystem of the environment (Donald et al., 2010) shape and influence the lenses through which the rural youth view their experiences and adversities. Rural ecology encompasses broader societal systems such as socioeconomic status (Donald et al., 2010), which have an impact on individuals living in rural settings.

Being politically, socially, and economically ostracised indicate poor conditions of living, poor nutrition and lack of quality education (Moyo, 2013). Youth in rural areas face the reality of negotiating such significant adversities early in life and doing so without the necessary skills adequately to surmount them (Mapesela et al., 2012)

One of the significant adversities that the rural youth encounter is having to walk long distances to school (Ebersöhn, 2014). The long distances the youth have to walk to school place the youth in a vulnerable position, meaning that they might come across loose wild animals or thieves or having to traverse valleys as they walk to school (Morojele & Muthukrishna, 2012). Walking long distances also impact on the quality of the education as these youths arrive at school physically exhausted and their concentration and participation in class are hindered (Morojele & Muthukrishna, 2012).

Multi-grade teaching is another feature associated with rural education (Hlalele, 2013). This method of teaching seeks to maximise the limited human resources in schools. Teachers are expected to teach the youth in different grades in the same class. This, however, undermines the opportunity for all the youth to learn optimally, at their own pace and in an appropriate environment (Hlalele, 2013).

The basic assumption is that youths in the same grade possess relatively the same level of comprehension and ability, but reality indicates otherwise (Barley, 2009). Youths are unique and bring to class their different identities, abilities, and individual challenges. Barley (2009) further argues that teachers find themselves burdened with the much greater challenge, namely teaching the youth effectively while they have to cater for various academic needs at the same time.

The inability of the education system to provide for the specific needs of the rural youth by providing them with a sufficient number of adequately trained teachers deprives them of the opportunity to acquire the necessary skills by means of which to buoy the effects of poverty (Ebersöhn, 2017; Etim, 2015). Because of poor quality education in rural areas, employment opportunities are minimal (Etim, 2015) and poverty levels are rising (Ebersöhn, 2017).

High levels of illiteracy have a far-reaching impact on the lives of rural inhabitants. Lack of quality education exacerbates the already prevalent scourge of HIV/AIDS (Mogotlane, Hazell & Mthembu, 2007). Young women find themselves unable to negotiate the use of protection during sex as they do not have the full capacity to comprehend the educational programmes that have been put in place to educate them about HIV/AIDS (Mogotlane et al., 2007).

Although challenges in rural areas may cumulatively result from such profound challenges as poor education, poverty, and a lack of resources, attributing all the challenges that befall rural youth to external forces (Masten & Powell, 2003) would be undermining the role that individuals play in their own lives. Rural youth possess the ability to choose their own course of action and this can be seen in the variety of means they employ to bounce back in the face of significant adversity (Ebersöhn, 2014). Some individuals demonstrate the need to bounce back from risks while others elect to employ unhealthy coping mechanisms such as using substances (Williams et al., 2011), engaging in crime (Jobes et al., 2004) and displaying aggressive behaviour (Sampasa-Kanyinga et al., 2014).

Individuals are guided by their cognition, personality, emotions, attitudes, values and motivation in responding to their life-world (Berry et al., 2002). Qualities that the youth possess alone are unfortunately not enough for the rural youth to overcome the risk factors that are presented in the rural setting, and the environment needs to provide positive institutions (Ebersöhn, 2017) that would serve as protective resources. In rural areas, which are marred by risk factors that are often hard to negotiate (Moletsane, 2012), transactional-ecological processes that occur between innate abilities and accessibility of resources are required for the rural youth to transcend adversity (Ebersöhn, 2017).

2.6 THEORY OF RURALITY AS A FRAMEWORK UNDERPINNING THIS STUDY

The theory of rurality was elected for this study and discussed in this section as a suitable framework that provided for the extensive exploration of risks, rural youth, and resilience.

The concept "rural" has traditionally been associated with marginalisation and backwardness (Ebersöhn & Ferreira, 2012). Rural areas continue to be viewed in isolation, and this view seems to suggest that challenges in rural areas are idiosyncratic to these areas. The theory of rurality postulates that understanding the broader context of challenges in rural areas is significant and that this could provide in-depth insight into risk factors that may be identified (Balfour et al., 2008).

Both past and present policies impede the basic components that are required to access improved quality of life in rural areas (Ebersöhn & Ferreira, 2012). Education as a fundamental need of people living in rural areas to buffer risk factors continues to receive little support. In addition to the poor quality of education, global challenges such as HIV/AIDS affect South Africa (Kotzé, 2011), particularly in rural areas, as they experience a high prevalence of this scourge. Other social issues such as poverty and poor economic status accelerate the impact of HIV/AIDS in South Africa (Kotzé, 2011).

A high HIV prevalence leads to a high AIDS-related death rate (Chisaka & Coetzee, 2008). Families lose breadwinners and in some instances youths are left without parental guidance (Nyambedha & Aagaard-Hansen, 2007). Some are expected to head families and this presents them with a responsibility for which they are not ready (Kotzé, 2011). Although youth in rural areas are faced with varied risk factors, Ebersöhn and Ferreira (2012) argue that rural areas should not be viewed through the lenses of deficit, isolation and backwardness.

According to Ebersöhn and Ferreira (2012), individuals living in rural areas are not passive victims of the adversities associated with a rural setting. To capture the essence of rurality, it is significant that the dynamic nature of the rural environment should be given due consideration (Ebersöhn & Ferreira, 2012). Transactions between various systems as well as individuals living in rural areas play a significant

role in understanding risks and resilience in rural settings (Ebersöhn & Ferreira, 2012). The argument put forward by the rurality theory is that context plays a significant role in the views that individuals in rural areas have about their experiences as well as the ways that they respond to them.

It is therefore significant that we take comprehensive cognisance of the context of the youth as we attempt to gain insight into their views of the risk factors that they experience. Space alone should not be emphasised when attempting to understand rurality as that would reduce a dynamic concept to a singular description (Balfour et al., 2008). Rural issues continue to be addressed independently and not as part of the country's issues, rendering the isolation on the education front conspicuous (Arnold, Newman, Gaddy & Dean, 2005).

Rural areas face challenges of resource scarcity, which has an impact on the quality of the education that the youth receive (Arnold et al., 2005). This consequently translates into poor academic performance that does not particularly reflect the true potential of the youth in rural areas (Arnold et al., 2005). Research that seeks to address these rural challenges is limited (Arnold et al., 2005), therefore the status quo is perpetuated, meaning that too little investment is being made fully to capture the education landscape, which has the potential of ultimately permeating other facets of the lives of rural youth.

Best to understand the risks faced by the rural youth, using the rurality theory, these risks should be considered in relation to the time, place and space in which they occur (Balfour et al., 2008). Ebersöhn and Ferreira (2012) refer to these concepts as forces relevant to rurality. These contextual factors vary and are not exclusive to particular areas. While similar risks might be present in both rural and urban areas, the major difference could be found in the intensity of such risks (Balfour et al., 2008).

The urban-rural divide is experienced globally (Asthana, Halliday & Gibson, 2009) and the ability of rural youth adequately to overcome the challenges they face is impacted on by political, economic and social marginalisation. Although it might be argued that risk factors that the youth face are not exclusive to the rural setting it would be unwarranted to assume that the extent of challenges in rural and urban

areas are comparatively equal (Balfour et al., 2008). Rurality theory therefore posits that youth in rural areas should be viewed in light of their context as it applies to them (Balfour et al., 2008).

In South Africa, challenges such as poverty are prevalent in both urban and rural areas. According to rurality theory (Balfour et al., 2008) a combination of factors, including a lack of infrastructure, poor support and neglect could contribute to poverty being significantly severe in rural areas.

Balfour et al. (2008) state that other factors related to context, such as time, place and space mentioned above (Ebersöhn & Ferreira, 2012), also play a significant role in gaining a comprehensive understanding of the transactional processes in which rural youth become involved. The rurality theory provides an opportunity to view individuals as entities that grow and develop as they live through experiences.

Place and space as the forces that play a part in the lives of youth in rural areas are argued to be contributing to behavioural variations and changes (Balfour et al., 2008), the individual who lives in a rural area at a particular point in time might display a particular behavioural pattern, but demonstrate another in a different setting. This theory makes it clear that although individuals may be influenced by their environmental settings, their identities cannot be defined in terms of the areas or the spaces in which they live.

The rurality theory argues that individuals are capable of making decisions about their responses to experiences that they have in life (Balfour et al., 2008). Ebersöhn and Ferreira (2012) posit that in a setting where significant risk factors present themselves, resource factors to counter them will emerge.

Different agencies such as family, socioeconomic background as well as education level influence the responses by individuals to buffer the risk factors. The ability of individuals to identify and access available and appropriate resources facilitates the mitigation of risks (Ebersöhn & Ferreira, 2012).

It is important that the view of youth living in rural areas should be an open one that seeks to acknowledge that they are not merely victims of their circumstances (Ebersöhn & Ferreira, 2012). The youth in rural areas remain motivated to continue

with school and pursue their future dreams. They are able to picture their positive future self in spite of the challenges that they face. Schools appear to be the agent of social mediation in bridging gaps in social and economic status (Barley & Beesley, 2007).

Even in the face of dire social and economic conditions, individuals possess innate characteristics such as emotional resources and social skills that serve as resources (Tudge, Mokrova, Hatfield & Karnik, 2009). Characteristics like motivation, levels of persistence as well as temperament play a role in the meaning the youth assign to their circumstances and in their ability to adapt (Moletsane, 2012). Morojele and Muthukrishna (2012) concur with this view as they argue that the way the youth perceive risk factors in their environment plays a role in their ability to bounce back from adversities.

The theory of rurality as the framework of this study demonstrated that although youth in rural areas face risks, they possess the ability to ameliorate these challenges and bounce back. Dass-Brailsford (2005) argues that the move by rural youth towards achieving educational success can be viewed as an indication of resilience. Mapesela et al. (2012) view achievement in education as a buffer for the impact of low socioeconomic status that is prevalent in the rural areas.

Balfour et al. (2008) view the achievement of resilience by rural youth as facilitated by a constellation of systems in their context. Institutions such as family, culture and education are among resources that rural youth could access to buffer the risk factors presented by rurality. Ebersöhn, Loots, Eloff and Ferreira, (2015) posit that a paradigm shift in theoretical framework needs to occur in order to achieve comprehensive insight into the impact of rurality on youth. Ebersöhn et al. (2015) moreover presented three different lenses through which rurality can be viewed, namely the functional concepts, the political and economic as well as the social constructions of rurality. Experiences lived by rural youth could be fully comprehended if they are not viewed in isolation, as separate from the broader context (Ebersöhn et al., 2015). Ebersöhn et al. (2015) consider an aggregate of forces, agencies and resources in the context of rural youth as fundamental to capturing the dynamic nature of rurality.
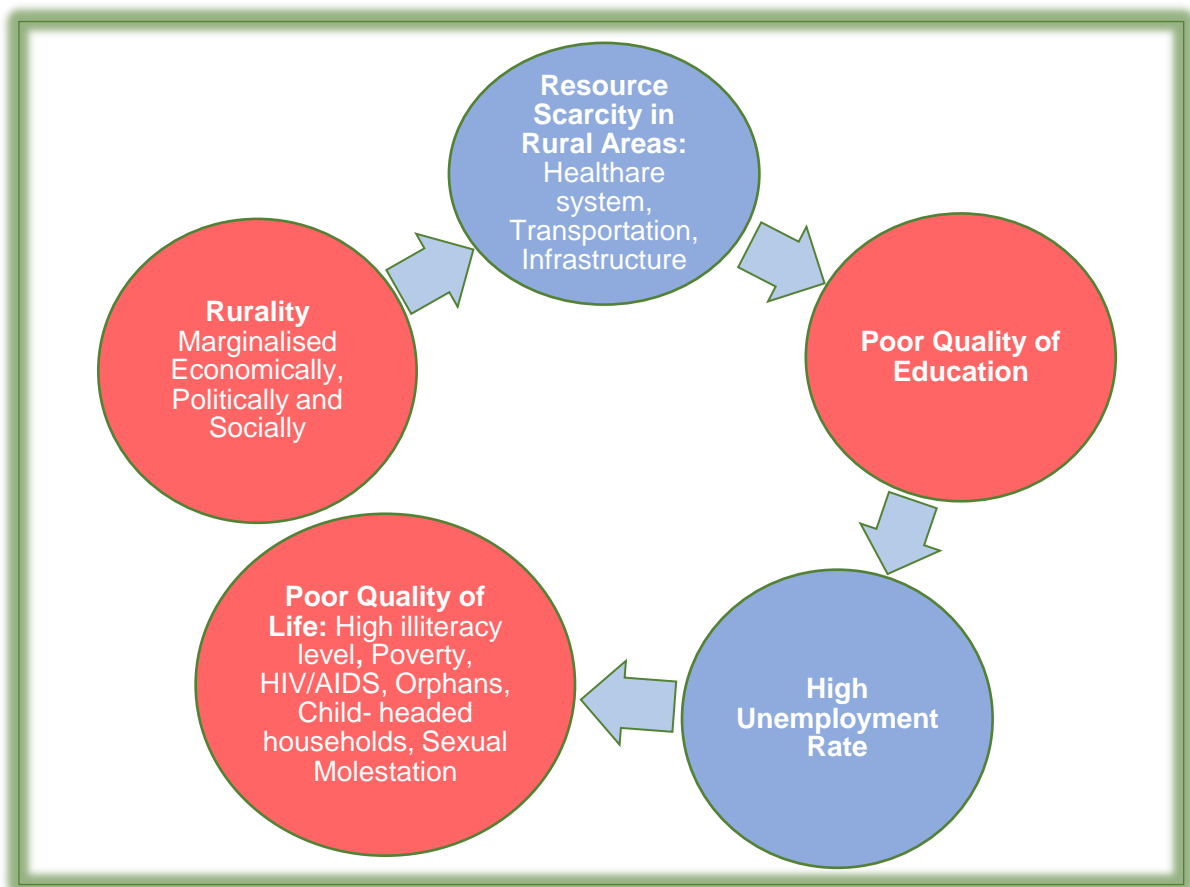
Figure 2.2: Conceptualising rurality in the current study

Researchers regard rurality as a concept of inequalities in societies (Hlalele, 2013; Ebersöhn & Ferreira, 2012; Balfour et al., 2008). It can be looked at through geographical lenses, i.e. looking at the location of a place, the development of the place and the availability of agencies through which the people of that area could afford to flourish (Ebersöhn, 2015). Adams, Briggs, Catalano, Whitlock and Williams (2005) view social inequalities in social systems such as schools, school policies and their systems as a concept that links up with social injustice, where economic, social and political marginalisation of rural areas continue to play a role in the conspicuous scarcity of resources in these areas.

Resource scarcity remains one of the most significant challenges that youth in rural areas face. Efforts to address the challenges relating to resource scarcity have traditionally been centred in providing youth with opportunities for recreation, talent development, and community services (Armstrong, 2005). Although youth programmes might improve the lives of the youth, the need for sustainable programmes remains a significant factor for the youth in rural areas. Through

sustained programmes, youth would find themselves in a position to contribute to greater society and become active citizens (Armstrong, 2005).

The pervasiveness of resource scarcity in rural areas detrimentally affects the quality of education that rural youth receive. Poor education minimises opportunities for employment in rural areas, which in turn contribute to poor quality of life (Dass-Brailsford, 2005). High levels of poverty continue to have an impact on the lives of those living in rural areas. High illiteracy levels in rural areas contribute to low employment opportunities and an increase in migration to urban areas to seek employment (Mudavanhu et al., 2008). As parents leave homes in the care of the youth, the number of child-headed households are increasing and the risks of sexual molestation and HIV/AIDS are escalating (Van Rensburg et al., 2013) the cycle of adversities that continue to impact on the lives of rural youth.

2.7 SUMMARY

In the opening parts of this chapter, I presented resilience as the body of knowledge to which the current study sought to contribute. Resilience was highlighted as an inherent quality that individuals possess (Ebersöhn, 2014; Theron & Theron, 2010). The study addressed a rural setting as the context in which the study is located. The researcher moreover considered individuals' experiences of adversity and their ability or inability to transcend such adversity in the rural context (Mampane & Bouwer, 2011).

A bricolage of risk factors affecting rural youth were subsequently discussed and, as also emerged from literature (Ebersöhn, 2014, 2017; Van Rensburg et al., 2013; Hlalele, 2012; Mampane & Bouwer, 2011; Theron & Theron, 2010; Dass-Brailsford, 2005), risk factors in rural areas could only be completely captured through the exhaustive exploration of transactional-ecological processes (Ebersöhn, 2017).

Finally, I employed the theory of rurality as a lens through which to view the current study. Moletsane (2012) argues that the intricacies of human interaction are vital for understanding rurality in its entirety and mapping out intervention processes. Through the theory of rurality, risks experienced by the rural youth were comprehensively captured (Balfour et al., 2008).

CHAPTER THREE

RESEARCH AND METHODOLOGY

3.1 INTRODUCTION

In Chapter Three I describe the paradigmatic lenses of my study. I furthermore highlight the relevance of the secondary data analysis research design. I conclude the chapter by discussing the quality criteria that has been applied and the ethical considerations that were adhered to in this study.

3.2 PARADIGMATIC LENSES

In my study I employed the phenomenological meta-theoretical perspective and used qualitative research for the methodology. The following section describes the paradigmatic lenses I used.

3.2.1 Meta-theoretical paradigm: phenomenology

Using phenomenology enabled me to provide the rich description of themes that emerged as I worked with client files. Forrester (2010) views phenomenology as the philosophy that permits researchers to describe and interpret individuals' perspectives of their realities. The aim in this study was to understand the experiences of youth in rural areas, both at the personal and social levels. I moreover also wanted to establish what those experiences meant to them (Forrester, 2010; Flick, 2009). I paid attention to the context as it remains a significant component of gaining insight into any meaning that has been created (Flick, 2014; Maree, 2007).

  The theory underlying phenomenology is that reality is a social construct (Maree, 2007; Nieuwenhuis, 2007) where individuals, through the use of language, text and symbols, construct meaning, which is shared. Bryman (2001) concurs that meaning-making by individuals could be understood through phenomenology as it affords the researcher the opportunity to view the reported experiences from the perspectives of those who experienced them (Groenewald, 2004; Robson, 2002).

I elected to locate my study within phenomenology as it positioned me appropriately to delve deeper into the experiences of rural youth (Creswell, 2014). Phenomenology guided me to overcome the temptation to attach personal meaning to the experiences of youth in a rural area. It created a climate that was conducive for me to gain insight and in addition comprehend that the same phenomenon could be experienced differently by various individuals within the same context (Creswell, 2014). Personal perspectives of the youth in rural areas contribute significantly to the meaning assigned to the experience (Somekh & Lewin, 2005).

Yin (2016) argues the importance of political, historical and sociocultural backgrounds as the cornerstones for understanding the experiences of youths from their vantage point. The theory behind phenomenology posits that experiences are unique to the individuals who experience them (Neuman, 2014).

I personally had some experience of life in a rural area in my youth and my personal experiences could lead me to assume that my experiences were similar to those of youth who are currently living in a rural area (Neuman, 2014). Through such biased assumptions (Cohen, Manion & Morrison, 2000) I ran the risk of being overly sympathetic towards the youth in a rural area or unwittingly assuming a defensive stance. Moving from a defensive position could have exposed me to being drawn to the information that only demonstrated the ability of the rural youth to surmount challenges, and in so doing neglect the intensity of the nature of the challenges they faced (Cohen et al., 2000). I had to distance myself from being influenced by my personal bias by immersing myself in learning that a phenomenon could be fully understood through lived experiences furnished by those who had experienced them (Cohen et al., 2000).

Phenomenology enabled me constantly to be aware of my role in relation to the data. Self-awareness is imperative when using phenomenological lenses (Neuman, 2014) and I remained alert to the inherent limitations of phenomenology.

According to Ayhan, Domitran, Radunovic and Tavakoli (2016), phenomenology has the following limitations: data-gathering takes a great deal of resources and time; it does not produce generalisable data; analysis of data and interpretations may be challenging; and studies using phenomenology may be held in low regard

by policy-makers. The current study countered these challenges by employing secondary data and therefore data gathering was not required, the study did not aim to generalise results, in-depth discussion of results with supervisors eliminated challenges relating to data interpretation, and rigorous quality control was followed to enhance the credibility of the study.

In my study phenomenology was also limited by its reliance on the accounts of lived experiences by rural youth (Adams, Collair, Oswald & Perold, 2004). To compensate for this limitation, I immersed myself in a reflection process as I worked with the data to devote my full attention to the broader context of presented realities (Robson, 2002). Themes were identified from these realities that had been expressed by the rural youth.

3.2.2 Methodological paradigm: qualitative research

This study employed qualitative research methodology for the purpose of gaining in-depth insight into risk factors as described by the youth in a rural area. Qualitative research allowed the exploration of transactions that occurred between individuals in a particular context and also how individuals made meaning of those transactions (Nieuwenhuis, 2007). According to Bryman (2001), qualitative research methodology generates multiple opportunities that allow a researcher to focus on the subjective meaning created by the individuals. Maree (2007) echoed this view as he posits that the motives of individuals, their relationships and the transactions that occur through relationships are fundamental components of making meaning. The qualitative research methodology put me in a position to view individuals' experiences from their own vantage point (Ponterotto, 2005).

According to Forrester (2010), individuals share knowledge, express their views and state their feelings to describe their reality, and qualitative research created a platform for me that was conducive to contextualising the reality (Creswell, 2014) of the rural youth participants. Qualitative research methodology serves as a guide for the researcher to view data in its natural form without making an attempt to influence or manipulate it owing to personal bias (Creswell, 2014).

The participating individuals are afforded an opportunity to express the views they have in relation to their experiences (Creswell, 2014). Qualitative research made it

possible for me to learn and gain some understanding of how individuals cope in their real settings (Yin, 2016). Qualitative research furthermore enabled me to tap into individuals' rich contextual perspectives (Creswell, 2014). This type of research moreover lays the foundation for the researcher to gain insight into meanings assigned to experiences that youth have over time (Yin, 2016). It furthermore creates an opportunity for the researcher to learn that to achieve an in-depth comprehension of risk factors faced by rural youth it is necessary to appreciate the context in which these factors occur (Yin, 2016).

Notwithstanding the fact that qualitative research presents the researcher with advantages, it is associated with some inherent shortfalls (Seale, 2012). The secondary qualitative researcher may run the risk of being placed at a disadvantage if the initial researcher was biased (De Vos et al., 2011) and missed some valuable information. In the current study I endeavoured to prevent this potential challenge by generating rich descriptions and meaning (Creswell, 2014) of the context in which the data on rural youth were generated. When sampling data from client files, I attempted also to source rich descriptions and meaning by bringing significant statements in client files to the foreground during the data analysis process (Creswell, 2014).

Maree (2007) argues that understanding of the social world is dependent on the social constructs that we use to define social reality. I found this argument to resonate with my study as I sought to gain in-depth insight into the meaning constructed by rural youth about risk factors that they had encountered over time (Yin, 2016). Qualitative research methodology provides the researcher with an insider's perspective (De Vos et al., 2011). As a researcher, I ventured to gain an appreciation of the reality of others as they view it (Cohen et al., 2000). The use of qualitative research methodology therefore worked in synergy with the meta-theoretical paradigm of phenomenology that was chosen for this study.

3.2.3 Purpose of study: descriptive

This study sought to describe (Babbie, 2005) experiences and views of rural youth in relation to significant risk factors. Extensive description of rural context as viewed by youth of a different age, gender, and during another time span was provided in

the current study to illuminate how different dynamics impact on the meaning assigned to lived experiences. The in-depth comprehension of risk factors as described by rural youth over time was sourced with the purpose of contributing to the existing body of knowledge, i.e. resilience theory. I aimed to gain insight into how significant adversities in the rural setting are viewed and experienced by rural youth. The study sought to describe how the meaning attached to adversities impact on the capacity of young people to transcend them.

According to Cohen, Manion and Morrison (2003), limitations of descriptive studies involve the inability to expand the study to the general population as the researcher is confined to working only with the sample. Grimes and Schulz (2002) argue that descriptive studies may lead to the researcher unjustifiably drawing inferences about data and their meaning. However, in this study I aimed to use the insight gained from the data to inform an existing body of knowledge and not to draw inferences or to generalise.

3.3 RESEARCH DESIGN: QUALITATIVE SECONDARY DATA ANALYSIS

In this section, I illustrated the role and relevance of the secondary data analysis to my study. I further indicated some advantages and disadvantages of using secondary data analysis. Secondary data analysis is defined as a design that presents the researcher with an opportunity to rework data that had already been analysed by the primary researcher (De Vos et al., 2011). Babbie (2005) defines secondary data as the collected and processed data by one researcher for a specific purpose that is being reused by other researchers.

According to De Vos et al. (2011), employing secondary data analysis should be based on its applicability and relevance to the study in question rather than accessibility and reduced costs. The purpose of electing to employ secondary data analysis in this study was to achieve an extensive insight into the risk factors that rural youth had identified over time, and that were captured by ASL researchers who had gone before (Arolker & Seale, 2012).

The focal point, as I worked with the secondary data analysis, was to source data that contributed to gaining insight into risk as identified by rural youth over time. I divided the qualitative secondary data into sets of four cohorts of the years 2012,

2013, 2014 and 2015. Themes emerging from these cohorts were identified and I paid attention to the meanings generated by rural youth relating to risk factors they had experienced (Bryman, 2004).

Secondary data analysis affords the researcher an opportunity to add new information to the body of existing knowledge (Machimana, Sefotho & Ebersöhn, 2017; Payne & Payne, 2004). I found secondary data analysis to resonate with my study as I sought qualitatively to use the themes about risk factors that I gleaned and to contribute to a larger study (Payne & Payne, 2004).

Irwin (2013) and Jackson, Hutchinson, Peters, Luck and Saltman (2013) indicate that although awareness of the significance of secondary data analysis seems to be growing in research, there still appears to be a lack of research using this method. Secondary data provide an opportunity to address research components that previous researchers may have missed (Jackson et al., 2013). I used the data collected by researchers (Jones & Coffey, 2012) before me to capture themes relating to the risk factors that youth in a rural school had experienced in their lives, and it was reusing data that provided me with an opportunity to take a broad look at risk factors in the rural area (Payne & Payne, 2004). I looked into past events retrospectively and the secondary data analysis served as a suitable vehicle for doing so (De Vos et al., 2011).

Secondary data analysis has certain advantages, including being cost-effective (Bryman, 2001) and saving time (Bryman & Teevan, 2005). Generating new data is time-consuming (Bryman & Teevan, 2005). However, in the current study I saved time by using the readily available data set. Using previously collected data reduces the logistic challenges that are usually experienced by researchers (Babbie & Mouton, 2001). Secondary data analysis has the added advantage of providing an opportunity to view large amounts of data (Jones & Coffey, 2012), from which the researcher could make a selection for analysis. The large amount of data in the data set eliminate the risk of overanalysing the same data set (Bryman & Teevan, 2005). I had a vast pool from which to select data in the current study as well as the opportunity to revisit the data to gain clarity in respect of certain issues (Bryman, 2001).

Larger studies are usually done with great care, taking precautions with a view to aligning with ethical requirements (Irwin, 2013). Bryman (2001) and Nieuwenhuis (2007) share similar views by arguing that larger studies devote attention to issues relating to sampling and member checking. This is to make certain that the quality of data collected is representative and that it is of a high quality (Babbie & Mouton, 2001). Using the secondary data of the larger study enabled me to work with quality data that was representative of the population that was being studied.

Although secondary data analysis might have posed valuable advantages for my study, it nevertheless possesses some limitations (Payne & Payne, 2004).

Secondary data analysis has shortcomings relating to errors committed by the initial researcher as the second researcher is unable to make any corrections (Payne & Payne, 2004). Mouton (2001) echoes this view when he indicates that secondary data is limited by the quality of the data collected by the primary researcher. Secondary data analysis furthermore also falls short in accurately providing the feelings that were displayed by participants during the initial study (De Vos et al., 2011).

The process of familiarising oneself with a large amount of data (Bryman, 2001) can be time-consuming. Some extraneous factors such as being unable to access the facilities of the University of Pretoria during the protest action could be regarded as among the disadvantages of secondary data analysis as this affected the deadlines I had set. Good forward planning served as a buffer to deal with unexpected challenges that accompanied the use of secondary data.

3.4   DATA SET

The current study considered the risk factors that youth in a rural setting experienced (see photograph 3.1) and live, meaning that thematic analysis was suitable for this study.

Photograph 3.1: Remote village located in Mpumalanga province

The data are extant data compiled by Flourishing Learning Youth (FLY) Academic Service Learning (ASL) students between 2012 and 2015. ASL students visited a rural school in Mpumalanga province (see Figure 3.1) twice a year annually over a period of 10 years. The school student population (see Figure 3.2) is predominantly SiSwati-speaking and the language of teaching and learning is English. During each visit the ASL students engaged with the Grade 9 pupils for educational psychology assessment and intervention (see photographs 3.2 and 3.3). Each ASL student worked with groups comprising an average of six to seven clients. Some groups were composed of both male and female participants, while others had only male or only female participants. ASL students created client files for the generated data and codes were ascribed to each file for archiving and retrieval purposes.

The tools involved were projective (Homeyer & Sweeney, 2017; Reynolds & Kamphaus, 2003) and expressive (Sanderson, 2006) psychology activities aimed at benefitting the pupils in both psychological and career development (see Table 3.1). Projective and expressive assessments provide an opportunity for adolescents to express their inner life through non-invasive activities such as drawing, storytelling and sentence completion.

The participation of clients in the activities generated data. ASL researchers captured and documented activities in reports, quadrant maps and reflections. (These activities are described in Table 3.1. below and examples are provided in Appendix A.)
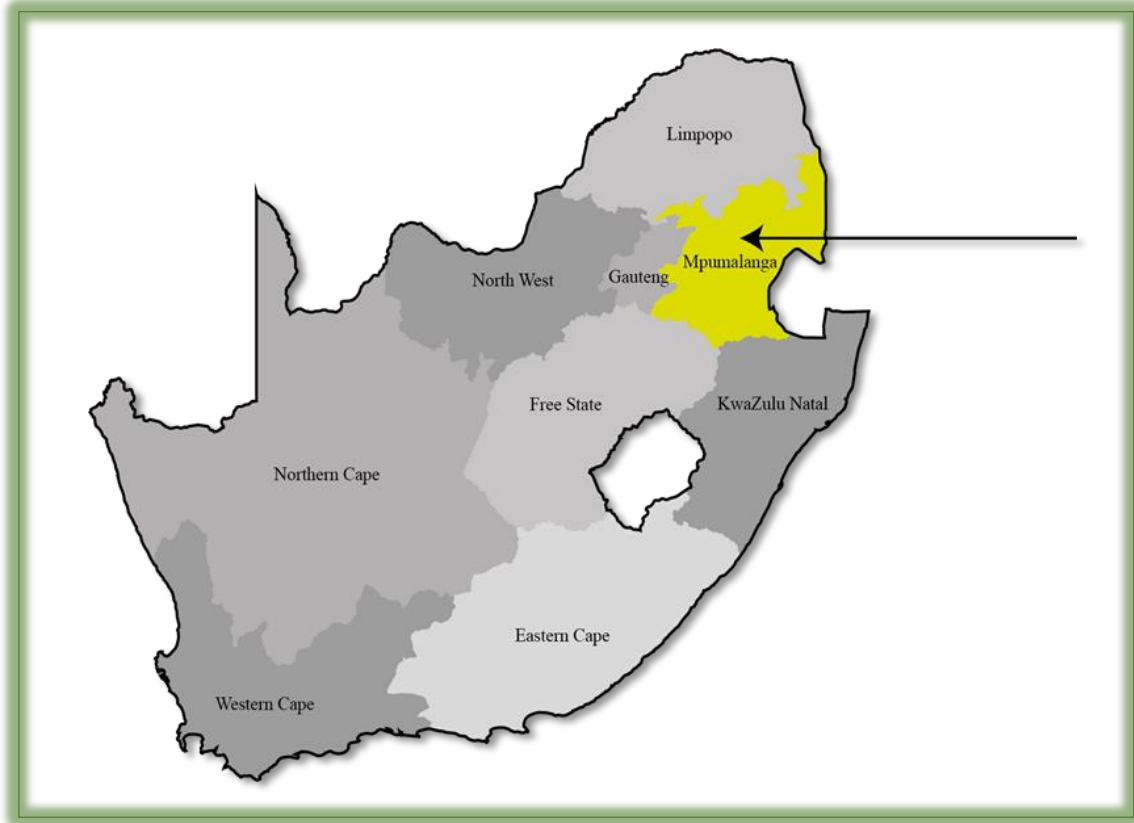
Figure 3.1: A map of South Africa with an arrow indicating Mpumalanga province

Mpumalanga province is largely Swati-speaking, with 27.7%, followed by 27.1% Zulu-speaking people (Statistics South Africa, 2011). Although the gap between Zulu- and Swati-speaking people in the province seem narrow, the sample demographics of the current study indicate predominantly Siswati speakers. Statistics South Africa (2014a) states that the estimated population of Mpumalanga province is 4 229 300. According to Statistics South Africa (2014a), the province has 2 151 350 females, who are the majority, in comparison with a male minority numbering 2 077 973.

Mpumalanga province is faced with challenges that were discussed in Chapter Two, and include poverty, lack of basic resources, and a high prevalence of HIV. The Human Science Research Council (Sishana et al., 2005) indicate that

Mpumalanga is among the most highly affected, with a 23.1% HIV prevalence between the ages of 15 and 49. The data sampled in the current study were gathered from rural Mpumalanga, where these risks were identified.

Photograph 3.2: ASL student with a group of clients

In photograph 3.2 the six clients were engaging in various activities using different types of material, with which they were provided. The ASL student allowed the clients to lead the discussions as she listened intently to them sharing ideas about their activities.

Photograph 3.3: ASL student with a group of clients

Photograph 3.3 indicates an ASL student providing four clients with instructions and guidance about the activity that the clients were going to do. Groups of clients were given different activities at a time, and before each activity the clients were given a clear set of instructions.

3.5 DATA SOURCES

Client files served as data sources. A variety of activities contained in the client files were used by ASL students to generate data. Table 3.1 below highlights and describes the activities in which clients participated.

Table 3.1: Descriptions of the assessment instruments used in data generation and the appendices in which they may be found

Activities	Description	Appendices
Sand tray	This is a therapeutic psychological technique that enables the clients to create a sand world that reflects their actual social reality (Zhou, 2009).	Appendix B
Incomplete sentences	This is a projective psychological test that comes in different forms for different ages and comprises of 40 incomplete sentences that the client is required to complete within a 20-minute timeframe (Rotter, 1992).	Appendix C
Role models	"Role model" is a term used to describe a person or an individual whose behaviour, example or success could be emulated by young people.	Appendix D
Collage	Pupils were given different types of magazines from which to cut pictures. The cut-out pictures were used by pupils to create their envisioned worlds - the world in which they see themselves at present and their world in the future.	Appendix E
Adolescence Düss	"Adolescence Düss" is a thematic projection test that taps into interpersonal attitudes, wishes, peer and parental relationships that have emotional value for the young people. It serves to elicit emotion-related information of the young people that are connected to significant developmental and emotional experiences (Reynolds & Kamphaus, 2003).	Appendix F

Timeline	"Timeline" is a tool that helps to facilitate the recollection of memories of significant experiences in the client's life. The client draws a line, along which they plot memories of significant life events (Sanderson, 2006). It allows the client to highlight both the positive and the negative memories. Each memory is plotted to indicate the time of life when it occurred.	Appendix G
Kinetic family drawing	This is a projective and expressive assessment tool where a client is requested to draw his/her family members reflecting each member of the family doing something. The family drawing provides information regarding the views held by the client about their own family setting.	Appendix H
Quadrant map	The report is a compilation of the information gathered from various qualitative tools applied during the intervention. It provides a summary of the information provided by the client. In the report, a quadrant map is used to conceptualise the data that had been gathered.	Appendix I
Ubuntu hand	The researcher can use the "ubuntu hand" exercise in more than one way. It can be used as an instrument to obtain feedback from others and as an introductory tool for clients. As an introductory tool, the clients were asked to trace their hand, where they indicated a different part of who they are on each finger, e.g. name, what the name means, what they would like their names to mean, who gave them their names, their favourite places, etc.; as a feedback instrument, others inform the client how they view them. The emphasis during this process is on positive qualities.	Appendix J
Demographic questionnaire	The "demographic questionnaire" is a document for sourcing significant background information of the clients, e.g. name, gender, age, home language, where they live, with whom they live, and the resources to which they have access.	Appendix K

Card sorting	The "card sorting" exercise afforded the clients an opportunity to view different careers and select those that interested them. The clients were requested to rank their careers of choice according to preference. This exercise provided the clients with an opportunity to self-assess, to see careers that they would be able to pursue and those that they could not pursue. They reflected on the reasons why they selected some careers and not others.	Appendix L
Journey bag	The clients were given the "journey bag" after their first day of contact with the researcher. They were requested to find objects that represented success, times of struggle, proud moments, sad moments as well as happy and sad or angry times and put them in their bags. The journey bag was used to gain information from the clients about their personality, culture/values, context and their adaptability.	Appendix M
Letter	Each client received a blank page on which they could write their thoughts and feelings, and express their emotions, personalities and abilities. The letter was a confidential instrument that the client used to indicate both their positive and negative experiences.	Appendix N
Academic record	The academic record of each client served to indicate their academic strengths and weaknesses. It provided a summary of how the client performed academically at a particular time. It illustrated areas of development and those that required support.	Appendix O

3.6 SAMPLING EXISTING QUALITATIVE DATA

I used purposive sampling (Daniel, 2012) to select 64 files comprising 32 male clients and 32 female clients (see Table 3.2) from a total of 304 files that are available for the years 2012 to 2015. Purposive sampling means that the client file was sampled on the basis of its unique and relevant characteristics (Daniel, 2012), and in the case of the current study those unique characteristics are risk factors. Employing purposive sampling affords the researcher an opportunity to identify and

select samples that meet the purpose of study (Etikan, Musa & Alkassim, 2016; Palys, 2008).

Purposive sampling is limited by its reliance on a non-random selection of clients (Etikan et al., 2016). The non-random sample prohibits the researcher from including the larger population (Etikan et al., 2016; Tongco, 2007). I counteracted the population challenge by expanding my sampling. I sampled from four cohorts in order to have a broad sample. In addition, the study did not intend to include the larger population (Hutchinson, 2004), therefore the shortcomings inherent in purposive sampling did not hinder the study.

In 2014, I was part of the group of ASL students in the capacity of a research assistant during data-generation (see photographs 3.4 and 3.5), and in 2015 I participated as an ASL student in the generation of data and compilation of client files (see Appendix P for my research journal).

During the sampling process, the following selection criteria were followed to determine the presence of identified risk factors in each client file.

- As I participated in two years (2014 and 2015) of data generation, I sought to learn the views of other cohorts, those of the preceding two years (2012 and 2013) in order to broaden my sample.
- I opted to select an equal number of files from each cohort to achieve a balanced impression of views expressed across different groups.
- I grouped files according to cohort. Each cohort had an average of 10 to 12 ASL students working with them.
- Files were originally grouped according to the ASL student who had compiled them.
- I scanned all the files from every group to identify risk factors as expressed by the youth.
- I recorded each risk that had been identified (see Appendix Q for this phase) and in the end sampled two files that contained the most risk factors.
- I sought to choose the file of a male client and that of a female client from the files that an ASL student had worked with.

- In cases where some ASL students worked only with female participants, I chose the client files of two females that contained the most information relating to risk factors, and I followed the same course of action with the male-only groups.
- I explored all the activities contained in the files to identify risks and assigned these codes that were later grouped and analysed.

Photograph 3.4: Research assistants in 2014

The photograph above indicates three of the research assistants (Ramollo, Oosthuizen, and Louw) who supported ASL students during the data-generation process, some of which can be seen in photograph 3.5. As a research assistant I had an opportunity to observe the ASL students as they engaged the clients in psychological activities that generated data.

Photograph 3.5: ASL student working with clients

In photograph 3.5 the ASL student was engaging with the clients. I observed how each client was provided an opportunity to give a presentation to the group. The clients were provided with an opportunity to express themselves on various issues and the ASL student provided guidance and support where this was required.

Table 3.2: Illustration of sample cohorts

2012	ASL student	Male	Female
	(2012-1)	(2012-1, M1 & 2012-1, M2)	
	(2012-2)	(2012-2, M1 & 2012-2, M2)	
	(2012-3)	(2012-3, M1)	(2012-3, F1)
	(2012-4)		(2012-4, F1 & 2012-4, F2)
	(2012-5)	(2012-5, M1 & 2012-5, M2)	

(2012-6)	(2012-6, M1)	(2012-6, F1)
(2012-7)	(2012-7, M1)	(2012-7, F 1)
(2012-8)	(2012-8, M1)	(2012-8, F1)

2013	ASL student	Male	Female
	(2013-9)	(2013-9, M1 & 2013-9, M2)	
	(2013-10)	(2013-10, M1 & 2013-10, M2)	
	(2013-11)		(2013-11, F1 & 2013-11, F2
	(2013-12)		(2013-12, F1 & 2013-12, F2)
	(2013-13)		(2013-13, F1 & 2013-13, F2)
	(2013-14)	(2013-14, M1 & 2013-14, M2)	
	(2013-15)		(2013-15, F1 & 2013-15, F2)
	(2013-16)	(2013-16, M1 & 2013-16, M2)	

2014	ASL student	Male	Female
	(2014-17)	(2014-17, M1)	(2014-17, F1)
	(2014-18)	(2014-18, M1 & 2014-18, M2)	
	(2014-19)	(2014-19, M1)	(2014-19, F1)
	(2014-20)	(2014-20, M1 & 2014-20, M2)	

	(2014-21)	(2014-21, M1)	(2014-21, F1)
	(2014-22)		(2014-22, F1 & 2014-22, F2)
	(2014-23)		(2014-23, F1 & 2014-23, F2)
	(2014-24)		(2014-24, F1 & 2014-24, F2)
2015	**ASL student**	**Male**	**Female**
	(2015-25)		(2015-25, F1 & 2015-25, F2)
	(2015-26)		(2015-26, F1 & 2015-26, F2)
	(2015-27)	(2015-27, M1)	(2015-27, F1)
	(2015-28)	(2015-28, M1)	(2015-28, F1)
	(2015-29)	(2015-29, M1 & 2015-29, M2)	
	(2015-30)		(2015-30, F1 & 2015-30, F2)
	(2015-31)	(2015-31, M1 & 2015-31, M2)	
	(2015-32)	(2015-32, M1)	(2015-32, F1)
Total	**32**	**32**	**32**
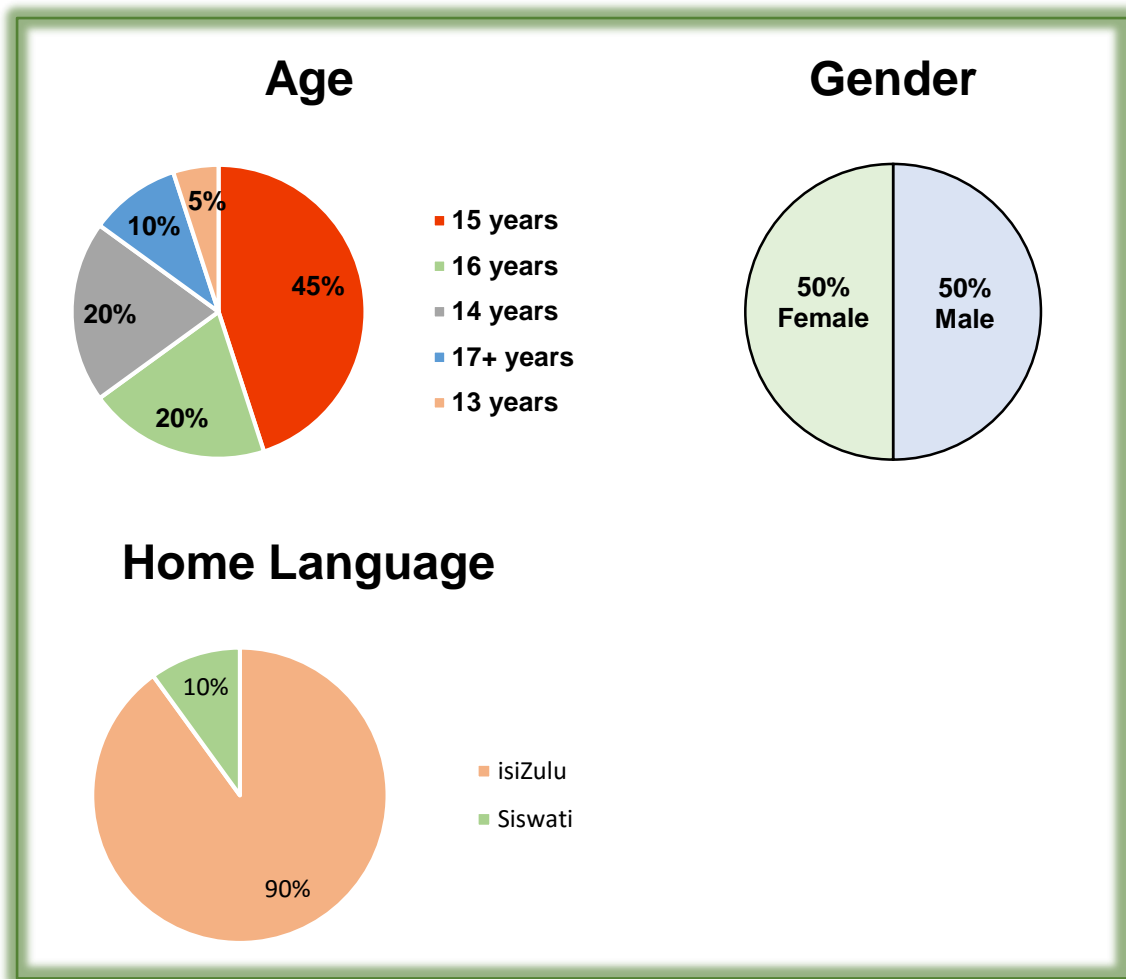
Figure 3.2: The demographics of the sample population in graphs

The ages of the sampled client files varied from 13 to 17 years and above, the majority being 15 years old and a few 13 years old. An equal number of male and female client files were sampled. The most frequently identified home language was Siswati, with a few sampled files reflecting isiZulu-speaking clients.

3.7   THEMATIC DATA ANALYSIS

I used thematic data analysis (Cohen, Manion & Morrison, 2007) to analyse the purposively sampled secondary data. Bryman and Hardy (2004) posit that thematic analysis is a commonly used approach in secondary data analysis. Thematic data analysis is the process through which themes are identified and patterns are recognised (Braun & Clarke, 2006). The researcher organises and structures data in order to analyse it (Babbie, 2013; Harding, 2013; Kawulich & Garner, 2012).

The analysis of data in the current study included a systematic approach that aimed to identify and summarise themes that emerged from the qualitative data (Maree, 2007). Kawulich and Garner (2012) view thematic data analysis as the general approach that can be used for the analysis of data in studies where the researcher aims to learn about the experiences of individuals relating to a particular phenomenon. By using thematic analysis various viewpoints that exist were highlighted during analysis of the data (Bryman & Hardy, 2004).

For the current study I applied inductive analysis (Flick, 2014; Eisenhart & Jurow, 2011). Inductive thematic analysis serves the purpose of viewing data in their holistic format, and later refining it (Creswell, 2014; Babbie, 2013). This method of thematic analysis affords the researcher the opportunity to work with data without attempting to fit it into pre-determined codes (Braun & Clarke, 2006). I looked at the data and created labels that were later used to categorise and code the data. The codes were grouped to highlight the themes that emerged frequently (Kawulich & Garner, 2012).

Thematic analysis afforded me the opportunity to explore similarities in themes, existing differences as well as the relationship between themes (Babbie, 2013; Harding, 2013). Some of the themes that appeared frequently include (Bryman & Hardy, 2004) a lack of resources arising from marginalisation and the isolation of rural areas (see photograph 3.2). I discussed the themes that had emerged in detail in Chapter Four. Working with thematic analysis requires precision and simply grouping the codes does not constitute data analysis (Braun & Clarke, 2013).

Data analysis involved viewing patterns and categorising emerging themes (Kawulich & Garner, 2012) to determine how data relate to and fit the study. I sought to familiarise myself with the data, then undertook coding, looking for themes, exploring and reviewing themes, followed by naming and writing them up.

According to Bryman (2001), segmenting of the data (Creswell, 2014) during analysis is a limitation in thematic data analysis as it interferes with the account of experiences as they had been related by clients. Another limitation is put forward by Hays (2004), who states that the accuracy of the way that the client's narrative is captured could be incongruent with the initial account given by the client. According

to Hays (2004), the context of the clients change over time and the studies could be based on a false premise.

The current study was descriptive in nature and I sought to describe the reality of clients as they viewed it in their life-world at the time (Yin, 2016). I focused on risk factors as identified and described by the clients, therefore the limitations of thematic analysis did not hamper the current study.

3.8 CODING

According to Maree (2007), coding involves the segmentation of data for the purposes of conceptualising it, gaining meaning, and then putting it all back together again (Nieuwenhuis, 2007). Data were categorised, named and then assembled by means of similar codes (see Appendix R) so as to make sense of the themes that had been formed (Maree, 2007). By the end of the process the data had been reduced to a manageable volume and analysed (De Vos et al., 2011). Reading of codes in a smaller volume improves the accuracy achieved by the researcher. After this exercise, I grouped together similar indicators to source meaning in the generated themes. To eliminate the misrepresentation of data, I revisited the themes to ascertain that the crux of the data was captured (Nieuwenhuis, 2007).

3.9 QUALITY CRITERIA AND TRUSTWORTHINESS

I sought to ensure that the interpretation of the data was credible and trustworthy (Denzin, 2005).

3.9.1 Credibility

The focus of this study, as it employs secondary data analysis, was to produce findings that would be believable. The data needed to be analysed in such a manner that it had credibility. Maree (2007) describes credibility as the ability of the researcher accurately to present and describe the experiences, the event and the context. Credibility involves the credibility of the conclusions drawn by the researcher (Bryman, 2001). Van der Riet and Wassenaar (2002) explained it as the declaration that the researcher's conclusions had been derived from the originally generated data.

To improve credibility, I documented the data analysis stages (see Appendix Q) that I had followed during the process. I created a document that captured the theme identification process. In this document different colours were used to highlight emerging themes. The document furthermore indicates the categories that were subsequently created. The document I drafted could serve as a record of quality control, while highlighting the process (Mouton, 2008) that was adhered to in this study. This record can moreover in future be accessed and viewed by other researchers.

3.9.2 Dependability

Dependability is viewed as the ability of the data to be audited and authenticated by other researchers following the same process as that of the initial researcher (Koch, 2006). Houghton, Casey, Shaw and Murphy (2013) define dependability as the extent to which the data remain stable when tested by secondary researchers, those who follow after the primary researcher. The extent to which the results of the study remain consistent with the data that had been collected is described by Merriam (2009) as "an indication of dependability". According to De Vos et al., (2011) dependability is improved through adherence to a logical and well-documented research process (see Appendix P).

This study sought to improve dependability through extensive discussion of the findings. I discussed the findings with both my supervisor and co-supervisor to clarify potential misconstructions (Creswell, 2005) and highlighted points that required further analysis. Throughout the research process, I endeavoured to improve dependability as I engaged with data by keeping an audit trail of the analysis process. I kept a clear and comprehensive document (Merriam, 2002) detailing the process of analysis, the procedures I followed as well as decisions that I had made during the course of this study.

3.9.3 Confirmability

To improve confirmability, this study provided indications of how the interpretation of results was arrived at (Koch, 2006). De Vos et al. (2011) define confirmability as the findings that emerge from the data and not the researcher. Confirmability is

enhanced by including reflections in the research process (McMillan & Schumacher, 2010).

To remain engrossed in the research process I kept a research journal (Merriam, 2009). This journal served to keep me focused and provided me with the opportunity to reflect (see Appendix P) and be self-critical about my thoughts and decisions throughout the entire research process (McMillan & Schumacher, 2010). The self-critical aspect of this process enhanced ensuring that the findings of this study are a direct result of existing data (Babbie & Mouton, 2001) and not my own, personal views.

3.9.4 Trustworthiness

Trustworthiness involves the need to establish if the findings of the research could be trusted (Forrester, 2010). Although secondary data analysis may be used to answer new research questions (Jackson et al., 2013) the data analysis process should enhance the trustworthiness of the findings. Working with the secondary data analysis demanded that I strive to produce findings that are authentic and realistic in relation to the data that I used (Maree, 2007). Trustworthiness, particularly in a qualitative study, is realised when data from the study presents credible descriptions of the phenomenon (Koch, 2006). For the descriptions of the phenomenon to possess some level of credibility a researcher needs to be aware of their own preconceived ideas of the truth as they see it (see Appendix P).

The prejudices of the researcher could serve to assist another researcher with being aware of where his preconceived ideas of the truth or facts emanate from (Koch, 2006). Viewing prejudice as inherently negative would only have denied me the opportunity to learn from it, for instance, how it influenced the lenses through which I viewed the data before me, and therefore the world.

In the light of my study seeking to gain insight into risk factors that youth in a rural setting live with and seeing how that insight could inform resilience theory, I employed "immersion crystallisation" (Lincoln, Lynham & Guba, 2011), which afforded me the opportunity me to engage with the data in depth and in detail. Crystallisation involves engaging in research that seeks to achieve a deeper understanding of and greater insight into a phenomenon (Maree, 2007). Through

crystallisation, I worked from the premise that there are multiple realities through which to gain understanding of a phenomenon. To improve trustworthiness and credibility I looked at all the angles of the phenomenon that was being researched (Maree, 2007).

3.9.5 Transferability

De Vos (2005) views transferability as the generalisation of research findings. Houghton et al. (2013) indicate that transferability serves to determine whether the findings of the study can be transferred to another, similar context while maintaining the established meanings and inferences. To improve transferability, I provided contextual background and rich descriptions of the rural setting (see Appendix P) where the study was located (Merriam, 2009). I furthermore increased transferability by highlighting the qualitative assessment instruments employed by the ASL researchers during the data-generation process.

3.9.6 Authenticity

Authenticity requires that a researcher captures and reflects the meaning assigned to lived experiences by participants involved in the study (Whittemore et al., 2001). As a researcher I needed accurately to capture the phenomenon being studied (De Vos et al., 2011) through the viewpoints of the individuals who participated in the study. I increased authenticity by engaging in in-depth discussions with my supervisor and co-supervisor to deliberate the results and processes around analysis to ensure a balanced reporting of outcomes of research based on data (see Appendix P).

3.10 ETHICAL CONSIDERATIONS

Archived data sets are viewed as central to secondary data analysis research (Irwin, 2013; Bishop, 2005). Archiving and sharing qualitative data for reuse elicit disquieting responses around ethical concerns relating to the protection of data, the appropriate reuse of data and secondary data analysis (Irwin, 2013; Bishop, 2005). Some of the ethical concerns that had been raised related to the informed consent sought by the primary researcher (Irwin, 2013) as this offered no certainty that the secondary researcher would also protect their records (Bickman & Rog, 2009).

To minimise the indicated ethical concerns, I protected the records of the client files that I worked with (Machimana, Sefotho & Ebersöhn, 2017; Jackson et al., 2013) by removing sensitive and identifiable information and replacing this with codes that I had generated for each file.

I adhered to the principles of confidentiality and anonymity (Maxwell, 2013; Strydom, 2005). Throughout the research process, sensitive information was rendered anonymous and privacy continued to be prioritised (Strydom, 2005).

3.11 CONCLUSION

This chapter addressed the meta-theoretical and methodological points of departure that were employed in this study. In this chapter I further provided a description of the research design, data sampling and data analysis. The chapter closed with a discussion of the quality criteria and ethical norms hat had been followed.

CHAPTER FOUR

FINDINGS

4.1 INTRODUCTION

In the previous chapter I described the process I followed to identify themes relating to risk factors young people had indicated in a rural setting. In this chapter I discuss the themes that developed from the data analysis process. Subsequent to the discussion of each subtheme, I present the relevant literature control. The emerging results in this chapter are authenticated by the inclusion of raw data from the following data sources, which were described in Chapter Three: Academic Service Learning (ASL) researchers' reports to clients, ASL students' reflections as well as verbatim extracts from clients' files.

4.2 RESULTS

Table 4.1 indicates the themes and subthemes that were derived from analysis. Table 4.2 to Table 4.5 reflects the indicators that were used for inclusion and exclusion relating to each theme.

Table 4.1: An overview of the themes and subthemes that emerged from data analysis

THEME 1: LOW SOCIOECONOMIC STATUS
SUBTHEMES
1   Lack of resources
2   Unemployment - limited job opportunities
3   Poverty - household income

THEME 2: NEGATIVE OBJECTIVE AND SUBJECTIVE HEALTH AND WELLBEING
SUBTHEMES

1	Bullying
2	Loss - Grief and bereavement
3	Illness
4	Limited self-regulation

THEME 3: LACK OF SAFETY IN A RURAL COMMUNITY
SUBTHEMES

1	Crime
2	Game (wildlife)

THEME 4: IMPEDIMENTS TO LEARNING
SUBTHEMES

1	Language of learning and teaching (LOLT)
2	Lack of learning resources
3	Teacher proximity constraints
4	Absent parents
5	Peer pressure

4.2.1 Theme 1: Low socioeconomic status

Low socioeconomic status emerged as a theme identifying risk across various different cohorts. The subthemes included under Theme 1 are: Lack of resources, Unemployment, and Poverty. In Table 4.2, I present the inclusion and exclusion criteria that I applied to determine the properties that form part of socioeconomic status.

Table 4.2: Inclusion and exclusion criteria of Theme 1

Inclusion criteria
Data relating to remoteness, infrastructure (roads, electricity and running water), transport systems, limited job opportunities, indications that parents are experiencing financial constraints due to unemployment, and parents' inability to provide in the basic needs of their families, e.g. food and school uniforms
Exclusion criteria
Lack of educational infrastructure and career guidance, and school furniture

4.2.1.1 Subtheme 1: Lack of resources

Resource scarcity (Arnold et al., 2005) in the rural setting remains a widespread challenge and data indicate that it is identified by rural youth as a risk. Youth are challenged by a lack of electricity, running water, and transport. ASL student reports stated: *"The client does not have access to basic resources."* (P12, p.4, lines 61-62, 2013-9, M2); "*Lack of access to running water, transport, health services and essential services may also lead to extra challenges for the client."*, (P8, p.3, lines 31- 32, 2013-9, M1); "*The client stays far from school,* [and] *although there is transport provided, that means him waking up* [having to wake up] *early and getting tired during the course of* [the] *school day; and his attention also deteriorates."*, (P4, p.1, line 1, 2013-14, M2); "*The geographical location of the school and residence makes it extremely difficult for the client to receive support throughout his schooling career."*, (P36, p.4, lines 69-71, 2012-7, M1); *"The remoteness of the community poses challenges in that it limits the client's exposure to a variety of career opportunities"*, (P26, p. 6, lines 97-98, 2012-1, M1).

The demographic questionnaire (see photograph 4.1) indicated limited access to basic services (2013-14, M1). The reflection notes by this ASL student highlight that the lack of resources in the community poses challenges for youth in rural areas (2014-20, F1), that there is a severe lack of transport and youth walk long distances to school (2014-22, F1), and that a lack of access to running water, transport as well as health services was also apparent (2015-30, F1). In an incomplete sentence, a male student (2014-21, M1) stated: *"In my community I need water"*. In the photograph below it is clear that a rural youth indicated the minimal services to which they had access in his community by circling the number corresponding with the single resource that they have.

9.	To what services do you have access?	
Running water		1
Electricity		②
Health services		3
Transport		4
If yes, what type of transport:		
Other		5
If yes, what other services:		

Photograph 4.1: Indication of scant available resources in a Demographic questionnaire (2013-14, M1.)
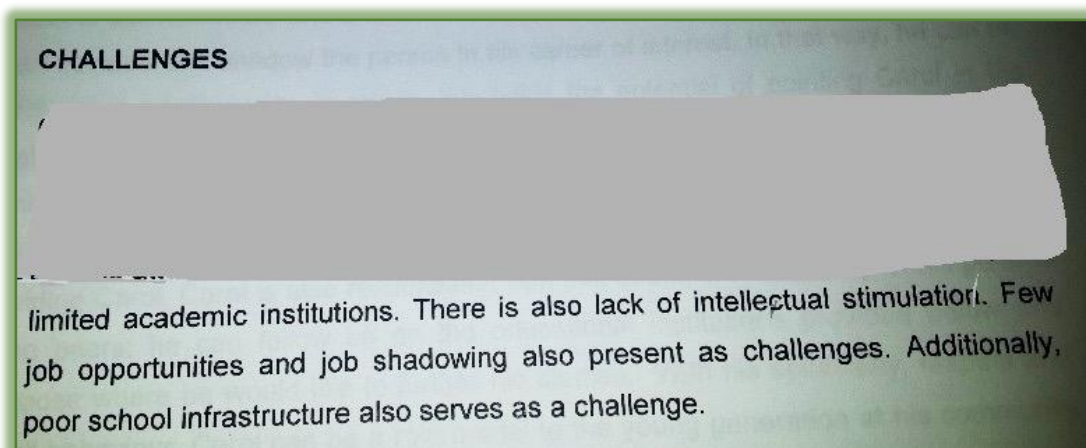
Lack of resources has become an indicator of the marginalisation (Asthana et al., 2009) and remoteness of rural areas. According to Asthana et al. (2009) resource allocation to rural areas remains unmonitored and this leads to inadequate and unbalanced distribution. The skewed resource allocation, which is tilted towards favouring urban areas, impact negatively on equity and as a result the rural areas experience social injustice. Ebersöhn, Loots, Eloff and Ferreira, (2015, p.60) advocate for the "*justice model*", which seeks fairly and equally to distribute resources. A lack of such basic resources as running water, a transport system and health services are an indication of the need for a more balanced distribution of resources in rural areas (De Villiers & Van den Berg, 2012). Mapesela et al. (2012) concur as they argue that the inadequate distribution of resources perpetuates the low quality of life in rural settings. The lack of transport impacts on the lives of youths

as they are faced with challenges such as having to walk long distances to school (Mapesela et al., 2012; Morejele & Muthukrishna, 2012).
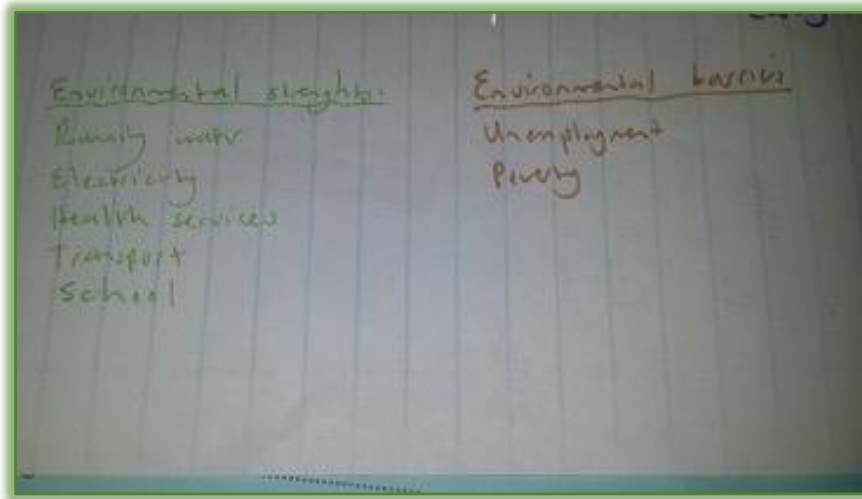
On the basis of the above findings, I submit that the lack of resources remains at the centre of the challenges faced by rural youth as this spills over into multiple facets of their lives.

4.2.1.2 Subtheme 2: Unemployment

Limited resources impact directly on the availability of jobs in the rural setting. Data reveal that young people know that there are limited employment opportunities in rural areas. Young people experience the challenge of unemployment as a risk that affects their parents' ability to provide for their families. In the ASL students' reports the following excerpts were captured: *"Unemployment and the fact that the client's mother is now a single parent place both (an) emotional and financial constraints on the family"* (P24, p.6, lines 93-94, 2012-1, M1); *"Few job opportunities and job shadowing presents challenges."* (P12, p.4 line 65, 2013-10, M1); *"Neither the uncle nor the grandmother works"* (P3, p.2, line 17, 2013-12, F1). The reflection notes by an ASL student stated: "[The] *client's mother was a farm worker, but now she is unemployed and this is challenging to him"* (2014-18, M2). Line 2 (2013-10, M1) in the photograph 4.2 below directs attention to limited job opportunities in rural areas. The quadrant map (2015-32, F1) in photograph 4.3 provides an indication of unemployment based on the client's descriptions.

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limited academic institutions. There is also lack of intellectual stimulation. Few job opportunities and job shadowing also present as challenges. Additionally, poor school infrastructure also serves as a challenge.

Photograph 4.2: Illustrating limited employment opportunities in a quadrant map (2013-10, M1)

Photograph 4.3: Unemployment indicated in a quadrant map extracted from the client file of (2015-32, F1)

Lemmer and Manyike (2012), highlight the lack of economic resources and employment opportunities in rural areas. The inaccessibility of the readily available resources in rural areas further limits possibilities for the youth to find employment (Lemmer & Manyike, 2012). Unemployment continues to rise in South Africa as the number of job seekers also remains high. In the report released by Statistics South Africa (2014c), Mpumalanga province recorded a significant increase of 3.2% in the unemployment rate. The recent report released by Statistics South Africa (2017) states that national youth unemployment increased by 1.6%, thereby increasing it to 38.6%. This report further indicates that the unemployment rate either increased or remained the same in all the provinces except the Northern Cape. These statistics are a clear indication of the continued unemployment challenge facing young people, particularly in rural areas.

4.2.1.3 Subtheme 3: Poverty

The low socioeconomic status (Bradley & Corwyn, 2002) of the rural communities has some ripple effect that actually indicates the severity of the poverty that is experienced in these areas. In an ASL student's report young people described their conditions of living as difficult due to a lack of access to basic resources, as their captured statements showed: "*The client described her family as being poor*" (P3, p.2, 2013-12, F1); "*Lack of financial backing is a barrier to(wards) the client's future dreams*" (P36, p4, line 76, 2012-7, M1); "*The unemployed status of the single mother is putting (the) strain on the family, both on (the) emotional and (the) financial levels*"

(2012-1, M1). Incomplete sentences revealed some challenges identified by the youth. A female student (2014-22, F1) stated: "*I regret why I am poor*", while another female student (2013-12, F1) stated: "*I love my father, but he does not help me with a lot of things, e.g. money and clothes*". An ASL student's report stated that both the adults that the client lives with are unemployed (2013-12, F1). A reflection in an ASL student's report illuminated the client's (2014-22, F1) concerns as she indicated that her mother did a lot for the community, but they were still poor and she did not understand why they were poor. Quadrant maps (2012-2, M2; 2015-29, M1 & 2015-32, F1) show that poverty forms part of the challenges identified in rural settings (see photographs 4.4 & 4.5).

Photograph 4.4: Quadrant map indicating poverty (2012-2, M2)

Incomplete sentences in a client file (2015-29, M1) provide an indication that some youths experience a lack of food in their families. The third incomplete sentence in photograph 4.5 captured the client's feelings about experiencing a lack of food.
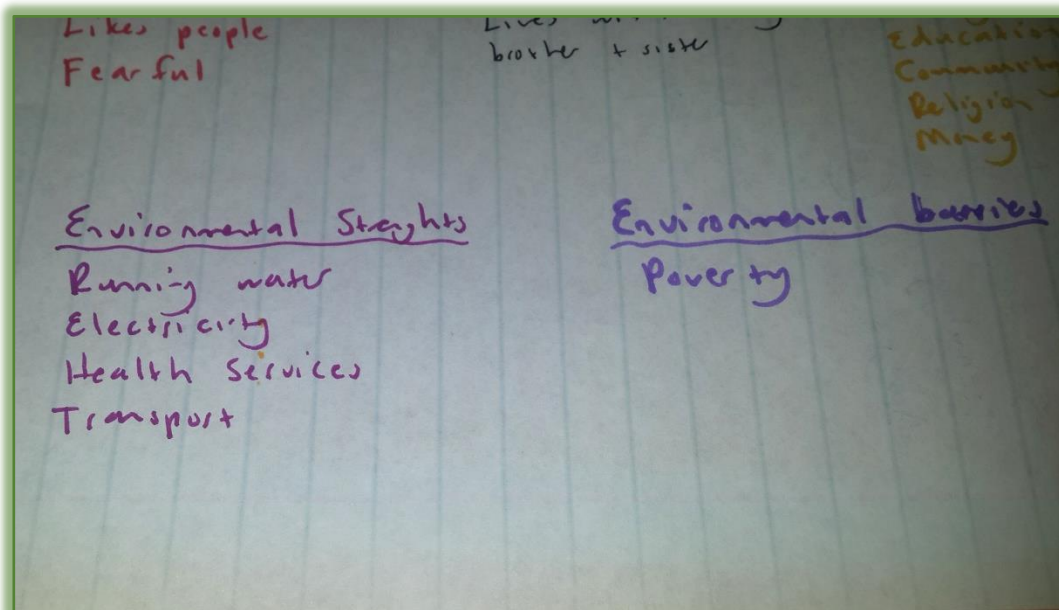

Photograph 4.5: Incomplete sentence above highlights a lack of food (2015-29, M1)

Photograph 4.6: Quadrant map highlighting poverty (2015-32, F1)

Although South Africa is considered one of Africa's large economies, like in other African countries poverty continues to be a challenge that the country battles with (Khumalo, 2013). Poverty remains a complex concept to define as the demarcations of its definition are unclear. It is defined by Mears and Blaauw (2010) as the inability to afford the basic necessities that are significant for sustenance and survival.

In South Africa, disparities between "*the affluent and the poor"* continue to widen in spite of the efforts by the government to introduce poverty alleviation policies (Khumalo, 2013; Moletsane, 2012). Rural areas experience alienation as poverty eradication policies are put in place (Nkambule, Balfour, Pillay, & Moletsane, 2011) and as they are experiencing extreme levels of poverty they find themselves dependent on governmental relief programmes. With reference to what is reflected in existing literature, although poverty is a country-wide challenge, it seems to be a risk factor that is more prevalent in rural areas.

4.2.2 Theme 2: Negative objective and subjective health and wellbeing

Data indications of the risk factors in rural areas include health and wellbeing as experienced by the youth. Perspectives of life experiences differ from one individual to the next (Huppert & Whittington, 2003) and the meaning assigned those experiences also vary. The response to life experiences is guided by the meaning

that prevails (Huppert & Whittington, 2003). Data highlighted the subjective views of the youth in relation to their wellbeing.

The theme of negative objective and subjective health and wellbeing is accompanied by four subthemes, which include: bullying, loss, illness, and self-regulation. In Table 4.3 below I present the inclusion and exclusion criteria I applied to determine what constitutes the theme.

Table 4.3: Inclusion and exclusion criteria of Theme 2

Inclusion criteria
Data relating to a feeling of being unwell due to distress, illness impacting on one's effective functioning as well as loss of a parent, which leaves the person with a feeling of sadness and low self-esteem, low motivation, and feelings of anger and aggression
Exclusion criteria
Data relating to ways of addressing un-wellness, peer relations and community conflicts

4.2.2.1 Subtheme 1: Bullying

It is inevitable where individuals interact and share space that power dynamics would be at play and if left unmonitored (see photograph 4.7), these dynamics could potentially develop into bullying (Lamb et al., 2009; Agervold, 2007).
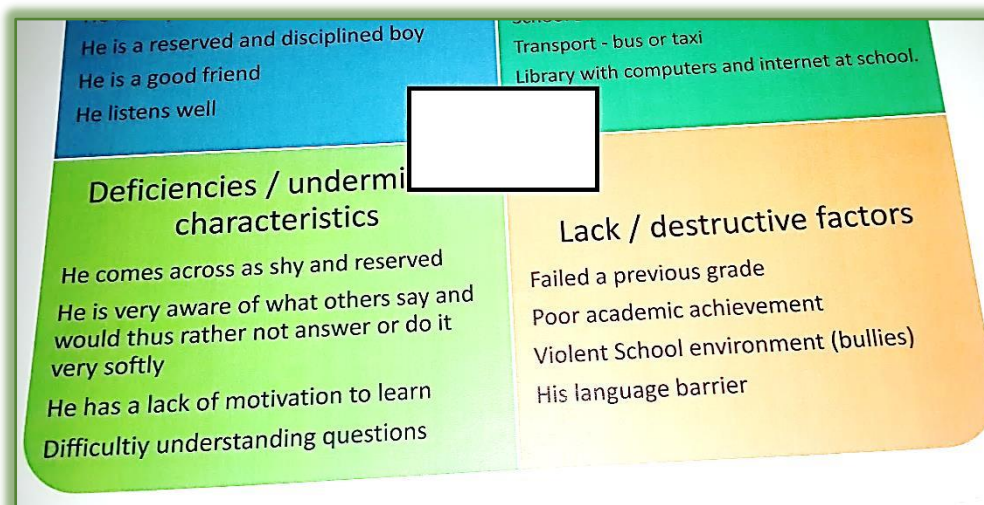
Photograph 4.7: A quadrant map highlighting bullying at school (2014-18, M2)

Both male and female students accentuated their concerns as follows: In an incomplete sentence a female student (2012-6, F1), said: "*I dislike gossipers*" and "*I dislike gossiping*", and the male student (2012-1, M1) noted: *"What hurts me is when people are gossiping about me",* and "*I dislike fight*[ing] *with children or gossip".* A female student (2012-3, F1), explained: "*My worse* [worst] *time in primary school is* [was] *to fight with others; that is* [a] *bad thing. I don't like that"*, and *"What makes me sad is to fight with someone."* In another incomplete sentence a female student (2013-12, F2) indicated: "W*hat makes me angry is when someone speaks about me behind my back".* A male student (2013-10, M1) revealed: *"What makes me angry (for)* [are] *those people who gossip about me; it makes me angry."* Bullying was further evident in an incomplete sentence by a male student (2013-10, M2), who reported: "*I do not like to fight."*

The phenomenon of bullying continues to be a world-wide challenge (Shetgiri, 2013; Rigby, 2007). According to Shetgiri (2013) school playgrounds and unmonitored classes are spaces that are conducive to bullying and indirect forms of bullying, such as gossip, theft, slander and sabotage, which are prevalent in such settings. Rigby (2007) emphasised the significance of addressing bullying in schools by seeking to establish the root cause in order to find a suitable solution. Fink, Patalay, Sharpe and Wolpert (2017) agree as they concur that bullying has the potential of long-term psychological effects on the victims and finding a solution to this challenge would reduce possible negative psychological effects.

4.2.2.2 Subtheme 2: Loss, grief and bereavement

Data revealed that young people in rural areas experienced multiple losses that had an impact on their wellbeing. The losses that were identified were twofold, and they included, firstly, being left by one or two job-seeking parents, when they were expected to live either by themselves or with a grandparent and, secondly, losing their loved ones to death. The ASL students' reports reflected the following: *"The client's father is deceased*" (P1, p.1, line 3, 2014-19, M1); that the "*mother passed away"* (P2, p.1, line 8, 2013-12, F1); and "*father also deceased*" (P2, p.1, line 10, 2013-12, F1); *"The mother of the client is now a widow as her husband passed away the previous year* (P2, p.1, line 1, 2012-1, M1);*"The father has passed away*" (P1, p.2, line 4, 2015-31, M1).

An ASL student's reflections also highlighted loss as follows: "*Lack of* [a] *father figure is also a challenge during the important development* [phase] *you are going through"* (lines 33-34, 2013-9, M1). Loss is also evident in this incomplete sentence by a male student (2014-18, M1), who reported: *"I am sad because I can't live without my mother and father",* and in the words of a female student (2014-21, F1), "[The] *only trouble* [is] *to lose* [losing] *my grandfather."* A male student (2013-10, M1) indicated in the Kinetic Family Drawing reflected in photograph 4.8 that he had lost his father and the absence of the father can also be seen in the photograph below.

Photograph 4.8: The absence of a deceased father clear in a family drawing (2013-10, M1)

Loss is also evident in timelines. The timeline drawn by a female student (2014-22, F1) emphasised her loss when she said that at the age of 8 she had lost her grandmother, at age 11 she had lost her aunt, and at the age of 13 her uncle had passed away. Timelines contained in client files (2014-18, M2) and *(*2014-18, M1) demonstrated the loss that young people experienced. Photographs 4.9 and 4.10 below provide a visual indication of the loss that had been experienced.
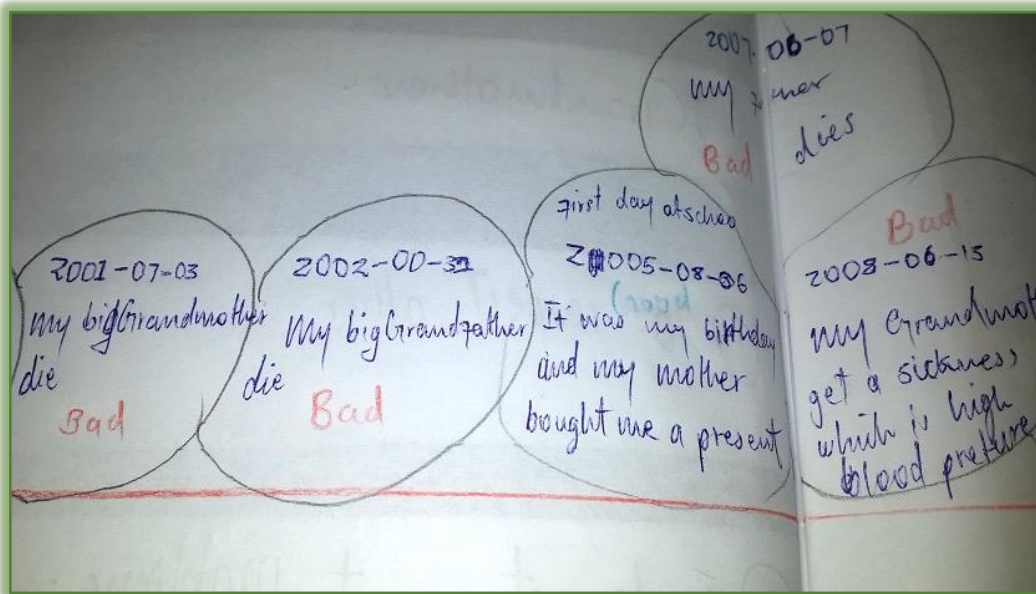
Photograph 4.9: Visual indication of loss experienced by a young person on a timeline (2014-18, M2)
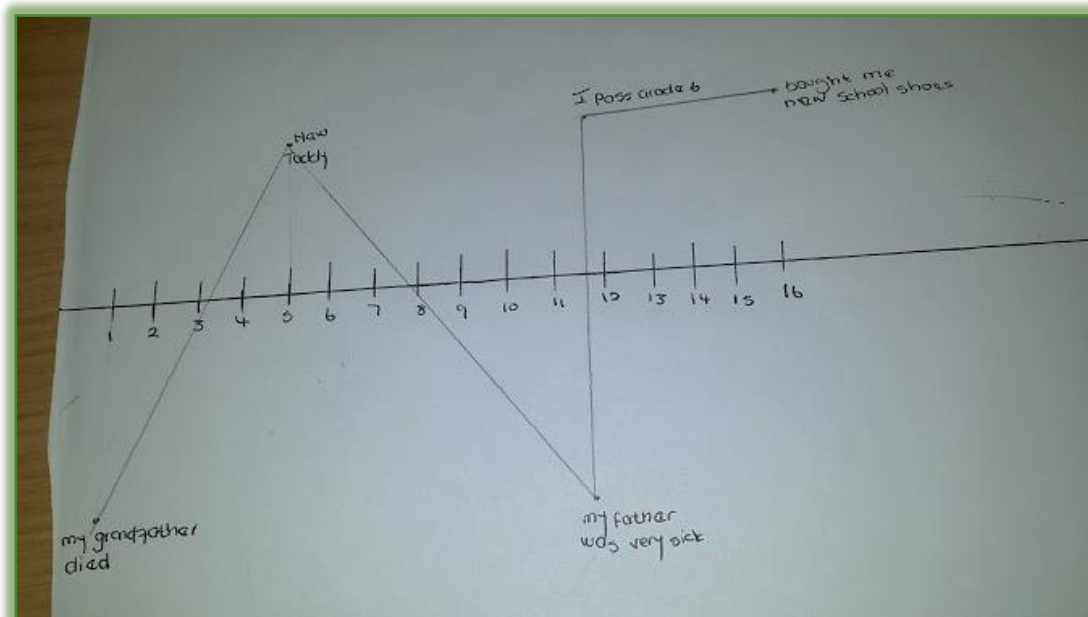
Photograph 4.10: Visual indication of loss experienced on a timeline (2014-18, M1)

Photograph 4.11, extracted from client (2012-9, M1), indicated in incomplete sentences in points 6 and 10 the losses that the individual had experienced.
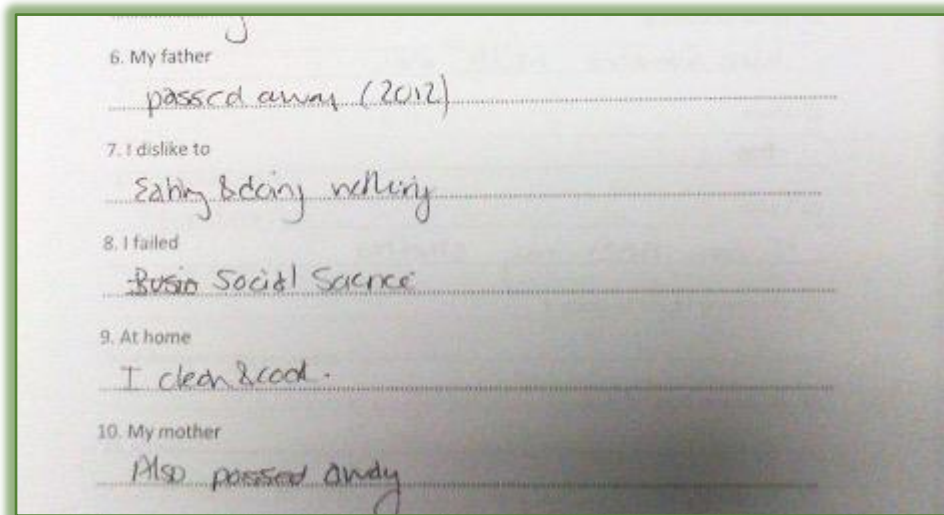
Photograph 4.11: Loss expressed in incomplete sentences (2012-9, M1)

The loss experienced by young people leave them struggling to cope and readjust to life (Neimeyer & Harris, 2015). The memories they have of their loved ones interfere with the process of healing and readjustment (Neimeyer & Harris, 2015). Counselling and reconstruction of the experience of loss is vital to facilitate the healing process and minimise the possibility of adopting negative coping mechanisms (Latham & Prigerson, 2004). Gross (2015) emphasises the significance of appreciating cultural and religious differences when dealing with grief and bereavement in order effectively to support those who had lost their loved ones.

4.2.2.3 Subtheme 3: Illness

Wellbeing in rural areas continues to be impacted upon by the poor health people suffer in these communities. It is identified in the client files that individuals battle with ill health, (see photographs 4.9 and 4.10 above). The quadrant maps in the ASL students' reports indicated the following: *"Illness in the family of a female student"* (2014-22, F2); *"She took care of her ill sister"*; *The family of …* [female student (2014-19, F1)] … *is plagued by illness and death"*; and, in an incomplete sentence a male student (2014-21, M1) noted: "*I was in hospital when I have* [was] *ten years* [old]."

The demographic questionnaire asked clients whether they had had any painful experiences in their lives, and a client (2015-26, F2) responded by saying, "*I started (sicking in)* [fell sick on] *21 December 2014 and it's end* [it ended] *in February 2015;*

*and because I was sicking [*sick I missed] *many things. The students have moved on and me, I did not get them."*

Marginalisation and the poorly resourced nature of rural areas leave the people who live there prone to chronic illness (Crosby, Wendel, Vanderpool & Casey, 2012). High levels of poverty is one of the factors contributing to ill health in rural areas (Crosby et al., 2012), which is perpetuated by a lack of access to health care services. Health-related challenges in rural areas are therefore the result of a constellation of factors (Dennis & Pallota, 2001) and should not be viewed in isolation.

4.2.2.4 Subtheme 4: Limited self-regulation

Self-regulation is defined as the ability to manage thoughts, behaviour and emotions (Zumbrunn, Tadlock & Roberts, 2011). Youth battle with demanding challenges in life, which require of them to self-regulate. A measure of the inability to self-regulate was evident in the quadrant map by an ASL student, who reported the following: *"Bullying and violence seem to be prevailing in schools"* (2014-21, M1); *"Part of the challenges is caused by poor discipline in school"* (2014-21, M1). When the client was asked in the demographic questionnaire how he related to others, he responded: "*I cannot control my temper*" (2015-27, M1).

Young people are in the stage where emotional, and psychological development is taking place, and during this transitional period they may be faced with challenges that they are not fully equipped to deal with (Kotzé, 2011). The lack of emotional resources may result in negative behaviour and emotional expression (Callahan et al., 2001) and this necessitates intervention strategies (Pullen & Oser, 2014).

4.2.3 Theme 3: Lack of safety at community level

Rural areas remain challenged by the lack of safety and this is highlighted in the analysed data. Safety concerns are among the themes that were identified during data analysis. The table below presents the inclusion and exclusion criteria I applied in this theme.

Table 4.4: Inclusion and exclusion criteria of Theme 3

Inclusion criteria
Data relating to safety, the need for protection from criminal elements and wildlife

Exclusion criteria
Data relating to reporting of crime and processes that follow

4.2.3.1 Subtheme 1: Crime

The community in which the youth live is described in an ASL student's report as *"being ridden with crime and negative role models"* (P23, p.6, line 90, 2012-7, F1). In the Adolescence Düss test a male student (2013-10, M2, in Scenario 3, p.2) stated: *"My biggest fear is being killed. So, I don't want to be killed"*. When he was asked to explain the sand tray he had created, a male student (2014-17, M1) explained the scenario by saying: *"The soldier is going to steal the animals."* When he was asked if he would like to live in the world he had created in the tray, he said that he, *"wished for the* [an] *aeroplane to take him to (the)* [another] *country or village where there was less crime"*. This statement indicated the need to escape from an unsafe place. In other sand trays crime is also highlighted. A female student (2014-19, F1) explained, *"the dog in the sand tray is guarding the shop because of crime";* and yet another female student (2015-26, F2) said: *"The car in the tray carried the criminal who was escaping from the police."* A male student (2015-27, M1) described the sand tray he had created by stating: *"I feel sad when people poach Rhinos …* [it] *makes me sad."*

Crime is also evident in the card-sorting exercise, in which a female student (2015-26, F2) mentioned that she *"wanted to become a soldier so that she could catch criminals"*, while a male student (2015-27, M1) stated: *"I want to become a traffic police* [officer] *because the traffic police are not doing their jobs. They take bribes"*.

The themes discussed above are expressed in existing literature. Historically, crime has been viewed as a phenomenon that cannot be linked with a rural setting and the focus on eradicating crime has been in urban areas (Deller & Deller, 2010). According to Deller and Deller (2010), rural areas require stringent policies, similar to those in urban areas, to combat crime. Chilenski et al. (2015) argue that there is

a need to understand the social organisation of rural communities if crime in those settings is to be eliminated. The lack of an in-depth understanding of the rural setting and uncoordinated mechanisms to combat crime in rural areas leave them open to criminal elements. Young people who walk long distances to school are rendered vulnerable to crime. Youths are exposed to the life of crime as they witness crime that goes unpunished and want to emulate it (Peltzer & Ramlagan, 2009; Yago & Cem, 2008; Chilenski et al., 2015).

4.2.3.2   Subtheme 2: Game (wildlife)

Concerns for safety further involved challenges posed by wild animals that had been identified by the rural youth as a risk factor. The Adolescence Düss (see photograph 4.12) from a client file (2013-2, M1) demonstrates the fear of the wild animals that are present in their environment and scenario 3 in the photograph below verbalises that fear.
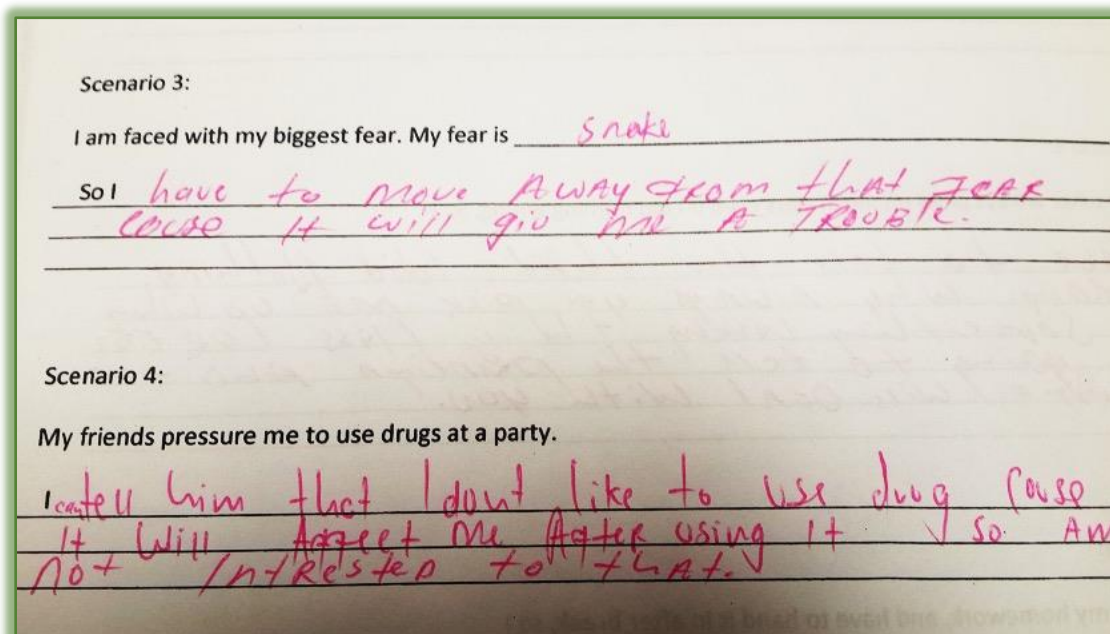
Photograph 4.12: Expression of the fear of wild animals in the Adolescence Düss (2013-2, M1)

Incomplete sentences highlighted concerns for safety from wild animals. A female student (2012-6, F1) indicated: *"I am afraid of seeing scares* [scary] *things such as animals",* while a male student (2015-31, M1) stated: "*Snakes irritate(s) me because they are danger*[ous]*".* A female student (2014-22, F2) further highlighted her safety concerns in an incomplete sentence when she said: "*My greatest fear is that I can*

be frozen [would freeze] *if I can see* [saw] *a tiger next to me."* In the sand tray exercise a male student (2014-18, M1) mentioned the following: *"I don't like things that are dangerous, (the) snakes and (the) crocodile*[s]*."* He further stated that if he had to change his world, he "… *would remove all the animals and put them in one place*". This concern for safety was also evident in the sand tray created by a female student (2014-22, F2) that displayed "… *great danger through dangerous animals in the forest, and indicated that people were not allowed in the area due to possible danger.*" In a quadrant map a male student (2014-18, M2) identified snakes and animals *"that kill"* as threats.

Human-wildlife conflict is a lifelong global challenge (Lamarque, et al., 2009) and the rural settings in South Africa are vulnerable to this challenge. The human-wildlife conflict could be twofold, namely direct and indirect. The indirect form includes damage to infrastructure or harm to livestock (Lamarque et al., 2009). The direct form of conflict includes potential injury or loss of life from attack by wild animals (Lamarque et al., 2009).

Türkmen et al. (2012) highlight that rural areas are exposed to wild animals and this leaves the people vulnerable to attack. Individuals in rural areas live in fear of an attack by wild animals and they continually attempt to maintain safety (Durrheim & Leggat, 1999).

4.2.4 Theme 4: Impediments to learning

Education and learning in rural areas are compromised by an assemblage of challenges. Some of the challenges include the language of learning and teaching and a lack of resources. Data revealed learning challenges as one of the emerging themes that are prevalent in the rural setting. Table 4.2.5 below illustrates the indicators of what comprises part of learning impediments.

Table 4.5: Inclusion and exclusion criteria of Theme 4

Inclusion criteria
Data relating to learning and teaching, academic performance, language of teaching and learning, availability of learning support material, school infrastructure, qualified teachers, career guidance as well as institutions of higher learning. Interpersonal relations, impact of home support or lack thereof

Exclusion criteria
Transport to school, and how it affects learning; environmental deprivation and low socioeconomic status in the community

4.2.4.1 Subtheme 1: Language of learning and teaching (LOLT)

Youth in rural areas battle with English used for learning and teaching (Lemmer & Manyike, 2012). The little exposure to reading English in rural areas impacts on their comprehension of other learning areas that are presented in English, and this can be seen in the poor academic performance of the rural youth (Lemmer & Manyike, 2012). Some of the academic challenges experienced by the clients are captured in ASL students' reports as follows: *"The client seems to be worried (in terms of)* [about] *her scholastic performance(s) and is currently facing the possibility of not passing Grade 9"* (P27, p.6, line 101, 2012-1, M1). *"We have used the client's academic report to get an idea of his aptitude. From his academic report it is visible* [clear] *that he is not coping with the academic demands"* (P6, p.2, line 22-24; 2012-7, M1). *"While working through the client's worksheet, it became evident that he has limited written English abilities* (2012-7, M1). *"When the client feels that they cannot speak, read or write English, they avoid the work"* (2013-9, M1).

The reflections by the ASL students include: *"In the observation we made it is clear that the client struggles with English and therefore found it difficult to complete the exercises during assessment"* (P5, p.4, line 56-58, 2012-7, F1);"… *the client has difficulty with spelling"* (2014-22, F2). In the interview related to his kinetic family drawing (KFD), the client was asked by an ASL student if he worried about his schoolwork and he responded by stating: *"Yes, because sometimes I do not understand the work"* (2012-1, M1). Photograph 4.13 below is a progress report of a female student (2013-11, F1), and it describes progress by means of levels, with

Level 1 being the lowest performance and Level 7 being outstanding. The Level 1 performance in English is an indication of the difficulty experienced with the language of learning and teaching. Other learning areas are also affected by poor English comprehension.

Learning to fly: My school life

I really like going to school but I sometimes I find it difficult dealing with the pressure of schoolwork. I find subjects like Economics and Management Sciences, Life Orientation and Social Sciences difficult. I do well in subjects like SiSwati, Mathematics and I do especially well in Arts and Culture. I really work hard to well in school because I know it is important for my future. I would like to know what I can do to do better in my schoolwork.

Subject	Mark	Level
Arts and Culture	42%	3
SiSwati	34%	2
Mathematics	28%	1
English	26%	1
Technology	20%	1
Natural Sciences	20%	1
Life Orientation	18%	1
Economics and Management Sciences	18%	1
Social Sciences	16%	1
	Not ready to progress	

Photograph 4.13: Academic performance of a young person captured in an ASL report (2013-11, F1)

The academic record below (see photograph 4.14) further highlights the challenge with the English language.

What my school marks looked like at the beginning of Grade 9…

Siswati Home Language	:	4%
English First Additional Language	:	19%
Mathematics	:	30%
Art & Culture	:	51%
Economic & Management Science	:	8%
Life Orientation	:	26%
Natural Science	:	20%
Social Science	:	18%
Technology	:	30%

Photograph 4.14: Academic challenges are evident in an ASL report of a client (2013-14, M1)

This story found in the *journey bag* activity (see photograph 4.15) indicates the difficulty with expressing self in English. The ASL student indicated that "*the story*

highlights incoherent writing that makes it difficult to follow the line of thought that the client attempted to put across and their message could therefore be missed" (2012-8, M1)
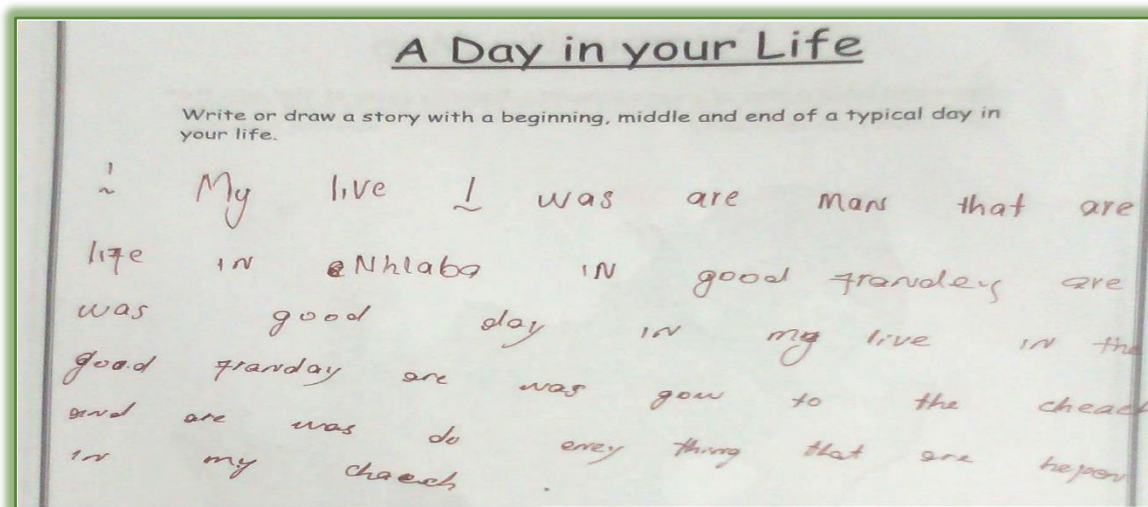
Photograph 4.15: Challenges with self-expression in English, Story activity (2012-8, M1)

The language of teaching and learning remains central to the discourse in current literature across the globe (Nassimbeni & Desmond, 2011). In South Africa, with its diversities in race, language and culture, there are various factors that influence the individual's ability to perform academically (Masinire et al., 2014). The second language becomes a barrier to successful learning by young people (Lemmer & Manyike, 2012). Balfour et al. (2008) argue that English continues to be the predominant language used for teaching and learning in South Africa despite attempts by the government to promote the idea of multilingualism. According to Lemmer and Manyike (2012), the use of English as the language of learning and teaching serve to perpetuate inequality in learner outcomes.

4.2.4.2 Subtheme 2: Lack of learning resources

Learning support resources are fundamental to successful learning and lack therefore leaves the rural youth in a vulnerable position. They find themselves having to battle with resource-related challenges in order to perform well academically (Nassimbeni & Desmond, 2011). Data indicated the need for learning resources. A quadrant map indicated that, "... *classrooms are overcrowded and that it impacts on effective teaching and learning*" (2012-6, F1*)*. In the ASL reflections

the following were reported: *"Poor school infrastructure is highlighted as a challenge"*, which further impacts on successful learning (2012-2, M2; 2012-3, M1). In addition the identification of a lack of resources is evident in an ASL student's report, where it says: *"Adding to the challenges faced by youth in school is the poor school infrastructure"* (P12, p.4, line 66, 2013-10, M1).

Rural schools, learning resource scarcity and the legacy of apartheid cannot be divorced from one another, as is derived from the existing literature (Hlalele, 2012; Morejele & Muthukrishna, 2012). Rural schools are battling to align themselves with and compete against their urban counterparts as a result of the absence of learning resources. Learning is proving to be increasingly advanced and young people display improvement in their academic performance in well-resourced schools, where facilities such as libraries are available (Nassimbeni & Desmond, 2011). In marginalised rural communities on the other hand learning continues to be significantly adversely impacted by the dearth of learning resources and support (Balfour, 2014; Hlalele, 2012).

4.2.4.3 Subtheme 3: Teacher proximity constraints

From the data it emerged that young people in rural areas reported facing challenges relating to receiving insufficient career guidance from their teachers. Due to a lack of information and training (Masinire et al., 2014) teachers in rural areas struggle with accessing the necessary information to provide the guidance that the youth need in order to plan their future. An ASL student reported the need for career information, stating: "*In order for the client to make an educated and informed decision, he could benefit from career advice or guidance"* (P16, p.4, line 74, 2012-1, M1). In a quadrant map a female student (2012-7, F1) identified "*a lack of career information*" as a challenge, while a male student (2014-20, M1) stated: "*I need more study skills to do better and I lack information about career opportunities*."

An indication of limited career information is also apparent in the card sorting exercise, when clients chose careers that were common in their environment. Careers such as "*police officer, traffic officer, and soldier*" seemed to be automatic choices made by clients (2015-26, F2; 2015-27, M).

Lack of access to institutions of higher learning in the rural setting further compounds the challenges experienced by rural youth. One of the ASL students' reports shows that "*a lack of institutions of higher learning poses challenges for the client*" (2013-10, M1) as it limits their possibilities of studying further. The inability to perceive the possibility of attending an institution of higher learning is reported to be "*impacting on the motivation of the youth to learn*" (2014-21, M1).

Improvement of education in the rural setting is receiving attention, albeit inadequate, from policy-makers (Mulkeen, 2008). Attempts to improve school infrastructure in the rural setting is seeking to bring parity between rural and urban schools. Mulkeen (2008) posit that the challenge hampering the rural education improvement plan is the inability to attract, recruit and retain qualified teachers in the rural setting, and this was echoed by Ebersöhn (2014) when she highlighted that the teaching profession was facing a high rate of attrition.

The unwillingness of teachers to relocate to remote areas (Mulkeen, 2008) further intensifies the challenge of teacher scarcity in rural areas. Ebersöhn (2014) argues that a considerable number of factors, including unmet needs, unmanageable workload and constant changes to the systems detrimentally affect efforts to address high teacher attrition. Challenges relating to logistics impact on the possibility to achieve continued and effective teacher support as well as professional development (Mulkeen, 2008).

4.2.4.4 Subtheme 4: Absent parents

Families are viewed by Demuth and Brown (2004) as having transformed from the traditional family, where both parents raise children together. There are different reasons, including seeking employment, ill health and death, for parents being away from their families. Young people either stay behind alone or the responsibility of raising them is passed on to the grandparents. Data in the current study confirm these experiences. The ASL students' reports show the following in their excerpts: "*The client is raised by the grandmother and the uncle*" (P3, p.2, line 17, 2013-12, F1). "*The client lives with the grandmother*" (P1, p.1, line1, 2015-26, F1). "*The client lives with … grandmother and sister*" (P1, p.1, line 2, 2015-31, M2); and "*The client lives with the sisters as the mother lives in* [on] *a nearby farm*" (P1, p.1, line 2, 2015-

31, M1). In the demographic questionnaire, the young people were asked if they had had any deep, painful experiences and in response one female student (2015-26, F1) said: "*I was broken when my mother go* [went] *to Durban because she was get a job* [got a job there]*."*

Family dynamics have transformed into a complex phenomenon. According to Maqoko and Dreyer (2007), youth heading households experience high levels of deprivation as some only survive through the help of the members of their communities. In some families the youth are expected to assume the roles of carers for their sick parents (Maqoko & Dreyer, 2007).

According to Ayieko (2003) rural settings are socialised in such a manner that the family systems support one another. Ayieko (2003) argues that young people who are in need of care after their parents have left are best placed with their extended families since the familiarity of extended family members would serve to enhance the ability of those young people to deal with adversity.

4.2.4.5 Subtheme 5: Peer pressure

Peer pressure has been identified as a risk factor in the data and this is evident in the following statements: Quadrant maps included the following information: *"She has performed poorly in her academics as a result of bad influence from friends*" (2014-19, F1); "*the male student* (2014-19, M1) *mentioned that he was invited to drink alcohol*" and a female student (2013-12, F2) stated that her "*sister fell pregnant in Grade 11".*

Incomplete sentences highlighted the pressure experienced by youths to engage in sexual relationships prematurely. In an incomplete sentence a female student (2012-3, F1) stated the following: *"What makes me sad is teenage pregnancy",* and, "*I am afraid of boys because they impregnate girls.*" A male student (2014-18, M1) said: "*I am sad when my girlfriend is cheating with other boys",* and another male student's (2013-10, M1) statement was captured as: "*I hate people who smoke dagga.*"

Part of youth development is identity formation (Ragan, 2016). During this phase young people seek and value the idea of belonging (Kiran-Esen, 2012). However,

the need to belong presents some challenges for the youth as they become vulnerable and experience pressure (Helfert & Warschburger, 2013) to engage in activities for which they are not ready. Peer pressure elicits negative emotions such as inadequacy, isolation and shame from these youths who are under pressure (Chan & Chan, 2008). Young people often conform to peer pressure to avoid being shamed.

Boruah (2016) illuminates some positive components of peer pressure. According to Boruah (2016), being around peers is significant for the emotional development of young people so that they learn how to interact with others, and shape their identity and personality. It is thus imperative for young people to have the capacity to influence one another positively (Boruah, 2016).

4.3 CONCLUSION

It appears that the experiences of the young people in the current study mirror those depicted in other studies (Ebersöhn, 2017; Balfour, 2014; Ebersöhn, 2014; Mapesela et al., 2012). The findings that emerge from the current study are consistent with the existing knowledge that rural areas are afflicted with marginalisation, which translates into a lack of resources. The lack of resources further spills over into other areas of the lives of young people. The current study further supports the research showing that learning impediments, limited employment opportunities and poverty are central to the challenges experienced by young people in a rural setting.

Contrary to literature that puts emphasis on the risk factors that are located within a broader context, such as political, social and economic marginalisation, it emerged that youth in rural areas are faced with grave challenges relating to family within their immediate environment. There is the need of the youth to have a sense of belonging and identity that are unmet due to their parents being deceased or absent. The void left by the absence of the parents leave the youth without the guidance that young people need.

New insight into existing literature on risk factors in rural areas shows that the young people in rural areas experience a lack of access to facilities that provide counselling services, which would guide and facilitate adjustment after the loss of a

parent. Youths adopt different coping strategies, which may vary from aggressive behaviour, bullying, crime, seeking affection by getting involved in sexual relationships prematurely and substance abuse in the absence of services that would assist them with self-regulation.

The findings of the study captured the essence of the risks that youths in rural areas experienced and expressed. The findings agree with current literature (Ebersöhn, 2017; Omidire et al., 2015; Hlalele, 2013; Ebersöhn & Ferreira, 2012; Morojele & Muthukrishna, 2012; Asthana et al., 2009; Balfour et al., 2008; Herselman, 2003) that the social, economic and political ostracising of rural areas continue to form the basis of rural challenges.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The aim of this study was to highlight the risks identified by rural youth. In addition, the study sought to inform resilience theory as body of knowledge by illuminating the descriptions that rural youth assigned to risk factors that they experienced in their life-world. In Chapter Four, I discussed the results of the study, themes, and related subthemes. I furthermore undertook literature control to confirm the findings and highlight contradictions between literature and findings.

In this chapter (Chapter Five) I answered the primary and secondary research questions that had been posed in Chapter One. I subsequently highlighted the inherent limitations of the current study, which would be followed by a discussion of the contribution this study made to the world of knowledge. Finally, the chapter closed with recommendations for future researchers.

5.2 PRIMARY AND SECONDARY QUESTIONS

In this section I used the findings that emerged from the data and literature to discuss the research questions. I began by addressing the secondary questions and thereafter I dealt with the primary research question.

5.2.1 Secondary questions

5.2.1.1 What are the identified risk factors expressed by youth in a rural setting?

Risk factors in rural areas are not new phenomenon, as studies (Ebersöhn, 2017; Ebersöhn, 2014; Diehl et al. 2011; Dass-Brailsford, 2005) illuminated that, historically, rural areas have battled with various risk factors that are prevalent. However, in the current study the young people themselves expressed their perspectives on what constituted the risks that they know and have to adapt to, cope and live with.

The following risk factors were identified and expressed by young people in a rural setting. With regard to **socioeconomic challenges,** rural youth identified:

- Low socioeconomic status is a factor underpinning the risks that these youths face. Rural areas are naturally in geographically remote parts of the country and this implies barriers to accessing limited essential resources such as running water, electricity, infrastructure, transport, and health care.
- Unemployment is a risk. The youth stated that in their families parents or guardians were unemployed, and in cases where they were employed, it was often only one adult in the family. Youth expressed that parents found it difficult to provide for their families as a result of this lack of income. They mentioned that their parents or guardians depended on government grants to provide for their families.
- Poverty is a risk. The youth said that they viewed their families as poor for they were without food in their homes at times, and that this experience caused emotional strain.

With regard to **socioemotional challenges,** rural youth identified:

- A high incidence of bullying in their school setting. They expressed their discontent with the different forms of bullying they experienced at school.
- In different stages of their development, they were faced with the loss of family members. Some young people indicated that they had lost more than one person in their families and they expressed that these experiences deeply impacted on them as they did not receive professional support during the grieving period.
- The youth did not receive support and struggled to deal with emotional challenges. The young people moreover indicated that they expressed their emotions through aggression and by bullying others. They submitted that they struggled with emotional self-regulation.
- Raised by grandparents and /or siblings, the youth found themselves prone to being influenced to engage in risky behaviour. They highlighted peer influence as a challenge as they were under pressure to engage in sexual relationships and substance use.

Regarding **developmental services**, youth mentioned limited services, which are also difficult to access, as significant challenges for them as young people, namely:

- Lack of access to resources was a continued structural disparity that formed the fundamental basis for the challenges young people faced in a rural setting.
- Limited access to health care services was highlighted as a challenge for young people who needed to access the necessary professional interventions to assist them with dealing with their losses.

Regarding an **unsafe environment,** young people identified the following:

- They grappled with the challenge of crime. Youth identified crime as a concern relating to community safety. They expressed the need to escape from their community to avoid becoming victims of crime.
- In addition to crime, lack of safety was expressed in relation to the presence of wild animals that posed a danger to the lives of community members. The young people indicated that they lived in fear of the possibility of being faced with wild animals. To emphasise the intensity of the lack of safety they experienced, rural youth highlighted wild animals as their greatest source of fear.

Youth also identified challenges to **being educated in a rural space**. In this regard they identified:

- Impediments to learning were a risk that they faced in their rural setting. English as a language of learning and teaching was highlighted as the primary basis for the learning challenges youth faced in a rural school. Young people further indicated that their low academic achievement was a result of their inability to comprehend English.
- Teachers with limited career information were identified by young people as a risk factor that impacted on their career choices.
- The youth further highlighted the need for academic support at home. They also stated that parents left home in pursuit of employment and in some homes the parents are deceased. The youth indicated that they were raised by grandparents, who did not have the capacity to provide academic support.

5.2.1.2 How do youths' experiences of risks in a rural setting compare across time, gender, and age?

Consistent with Dass-Brailsford (2005), the impediments to education were brought to the fore by the 2012 and 2014 cohorts, while the expressions of young people in the 2013 and 2015 cohorts correlated with the findings of Adams et al., (2005) identifying a lack of resources as the overarching risk factor. As highlighted by Neimeyer and Harris (2015), young people battled with adjusting to the loss of their loved ones, while youth across all cohorts identified the loss of their parents as a risk that had made a significant impact on their lives as it altered their family dynamics.

In the 2012 and 2013 cohorts, loss was identified as a risk by females more than by their male counterparts, while in the 2014 and 2015 cohorts, more females than males expressed concerns for their safety. Balfour et al., (2008) argued that paucity of essential resources in a rural setting could culminate in communities' battling with poverty, as was so evidently identified by all the cohorts. Although males *en masse* accentuated poverty as a risk factor that had some bearing on their quality of life, both males and females viewed bullying as a risk factor.

5.2.2 Primary question

5.2.2.1 How can insight into risk factors experienced by youth in a rural setting inform resilience theory?

In response to the primary question of the current study, I first highlighted the risk factors that were immersed in the rurality theory, which I discussed in Chapter Two. I then located the voices of young people within this framework as they reported their lived experiences. The focus point was what young people needed to adapt to, cope with and transcend. I finally discussed how the insight gained in this study, with regard to the risk factors described and lived by young people in a rural setting, could inform resilience theory.

The theory of rurality that I discussed in Chapter Two emphasised challenges, which included: lack of access to limited essential services, low quality of education, loss of loved ones, and crime (see Figure 5.1) as among the most significant adversities that the rural youth had to respond to in their lives. However, although

the youth expressed adversities as captured in the theoretical framework, they were silent on racism, neglect and conservatism as risk factors.
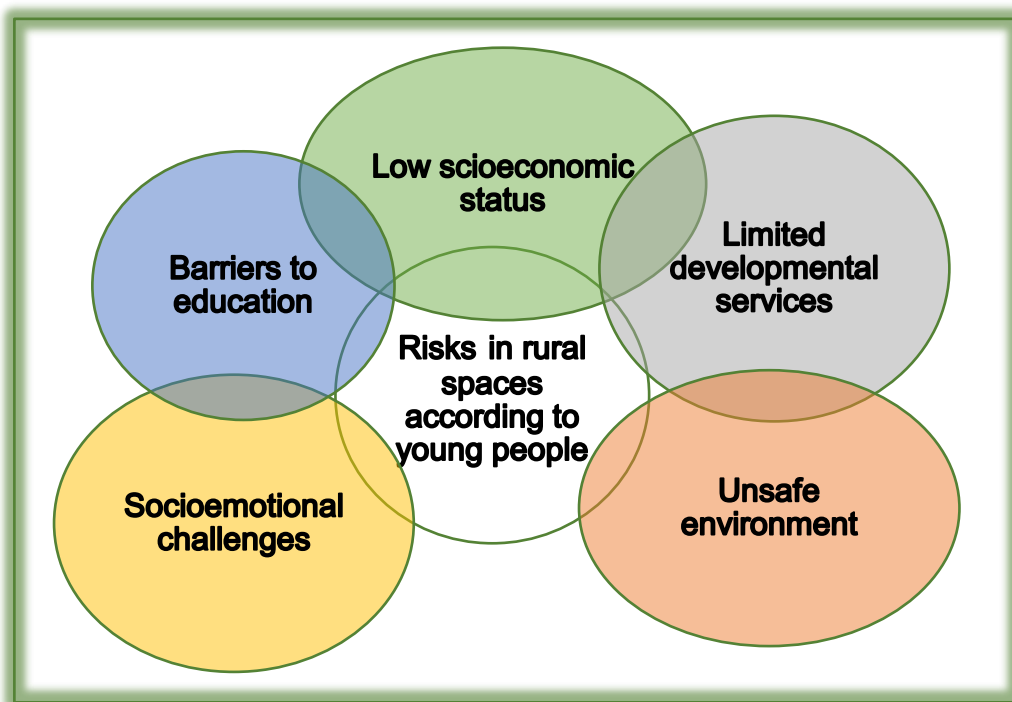
Figure 5.1: Risk factors expressed by rural youth

I found that the perspectives of young people reflected the rurality theory. Young people expressed their socioemotional challenges by indicating that they experienced an emotional void as a result of their parents' being deceased. The youth highlighted that they needed parents to guide them through their development stages.

The low socioeconomic status that had emerged as meaningful to rural youth is highlighted, indicating that the young people were raised and supported by grandparents and/or members of their extended families in the absence of their deceased parents. According to the rural youth, the burden of having to support the family was carried by the grandparents, who used their government grants to provide for them. The youth moreover indicated that the limited employment opportunities in the rural setting continued to make it difficult, if not impossible, for their socioeconomic situation to improve.

Lack of guidance and support resulting from the absence of the parents was highlighted by the young people as impacting on their education. The youth

mentioned their difficulty comprehending some academic tasks and not receiving educational support at home.

Young people also expressed a lack of support in other spheres of their lives. They highlighted the need for some professional intervention to deal with their emotional distress and the limited access to such services was indicated by rural youth as a significant risk.

The youth expressed that crime was a factor contributing to their feeling unsafe. The young people experienced crime committed within their community and they were impacted negatively by these experiences. The rural youth furthermore indicated that the presence of wildlife (including snakes and crocodiles) caused fear in their daily lives.

Although the aforementioned statements highlighted that there was agreement between the data and the theoretical framework of rurality (low socioeconomic status, barriers to education, unsafe environment, limited developmental services, and socioemotional challenges), young people also expressed challenges that were not reflected in the rurality theory as follows:

- Rural youth located their challenges within the significant changes in their family dynamics as a result of the loss of their parents. They indicated that they found it particularly difficult to cope without their parents.
- The youth expressed their limited ability to self-regulate as a challenge that impacted on their lives. According to the young people, this challenge interfered with their ability to interact with and relate to others.
- The current study located the voices of the young people and, based on their expression of their experiences, gained some insight into the risks that the youth in a rural area experienced, which include, but are not limited to the following:
- Marginalisation of the rural areas makes it extremely difficult for young people to access the necessary resources.
- There is some agreement between the risk factors that young people identified and those indicated in literature (Ebersöhn, 2014; Mapesela et al., 2012;

Balfour et al., 2008), which highlighted resource scarcity as a significant risk factor in the rural setting.

- The role played by marginalisation relating to the lack of institutions of higher learning in the rural community was highlighted as a challenge that the young people in those areas faced if they should want to study further.
- Lack of educational resources, which the young people identified as a risk factor, impacted on the quality of education that the rural youth receive.
- Low socioeconomic status made it increasingly challenging for the rural youth to navigate their way around and transcend the challenges they faced.

5.3 LIMITATIONS OF THE STUDY

In this section I discussed two possible limitations contained in the current study, i.e. researcher subjectivity and lack of generalisation.

5.3.1 Researcher subjectivity

According to DeMarrais and Lapan (2004), individuals and their stories are shaped by their context and culture. As a researcher, I was influenced by my personal frame of reference. As I viewed the data describing the experiences of young people in a rural setting, I needed to be aware of my personal prejudices. It was important for me to avoid being biased as a result of my own experience of rural life. I had to be well aware of this to avoid the possibility of imposing my own projections on the experiences that the young people in a rural setting described (Maree, 2007).

To gain better insight into young people's experiences, I reflected on my thoughts in my research journal (Cohen et al., 2003) to eliminate the possibility of bias. The supervision sessions in which I participated further provided the space for deeper reflection and identification of possible defects in my analysis.

5.3.2 Lack of generalisation

The findings of the current study cannot be generalised as the analysed data originate from a single school in a rural setting and it is therefore imperative that the findings of the current study should be viewed within the confines of the context. Although generalisation is a limitation to the current study, it was not the aim of this

study to generalise its findings (Farrokhi & Mahmoudi-Hamidabad, 2012). The contextual background of rural youth that was presented could be used by the reader of the current study to measure the relevance of the findings for other settings (Venter & Seale, 2014).

5.4 RECOMMENDATIONS

I concluded the study by presenting Educational Psychologists with some recommendations for future research, practice and training.

5.4.1 Recommendations for future research

Future researchers could focus on the following recommendations:

- undertaking in-depth exploration of innovations aimed at assisting young people with support given the low socioeconomic status experienced in rural areas (social, economic and political intervention in rural areas);
- investigating the interventionist role of Educational Psychologists in addressing limited developmental services and the role that this risk factor plays in the lives of the rural youth;
- identifying strategies to address barriers to education experienced in rural areas as risk factors;
- devising strategies to support young people with regard to socioemotional challenges affecting them;
  determining approaches that are aimed at capacitating young people in interpersonal relations and self-esteem development;

5.4.2 Recommendations for practice

- Educational Psychologists could use the findings of the current study to provide advice for advocacy with non-governmental organisations and relevant government departments (such as the Department of Education, Department of Health as well as the Department of Social Development) to target policy and intervention programmes around risks young people find especially difficult in rural spaces.

- Psychological services and support could be provided to address the socioemotional needs, especially emotional self-regulation, of the rural youth.

5.4.3   Recommendation for training

- Based on the findings of this study, the training of Educational Psychologists should include their being capacitated to practice in resource-constrained environments such as rural areas.
- Educational Psychologists may contribute to improving personal development of youth in rural communities and equip Educational Psychology students to make a meaningful contribution in risk-challenged communities.

5.5   CLOSING REMARKS

We now know, as the findings of the current study revealed, what the young people in a rural area view as risks. The lack of access to resources, their low socioeconomic status, poverty, bullying and crime are some of the risks they indicated. These risk factors that were expressed by rural youth resonate with those identified in literature (Ebersöhn, 2017; Omidire et al., 2015; Hlalele, 2013; Ebersöhn & Ferreira, 2012; Balfour et al., 2008).

In this study, I provided the contextual background of the young people in a rural setting, the purpose and the rationale behind the current study, and also highlighted the research questions this study sought to answer. In addition, I discussed the current literature, which addresses risk factors in a rural setting, and I applied the qualitative research design that afforded me the opportunity to obtain data and perform an inductive analysis of the themes that emerged.

Finally, recommendations for future research, practice and training were made, as further findings may greatly benefit the risk-challenged rural youth.

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LIST OF APPENDICES

Appendix A: Examples of activities contained in the client files

B

C
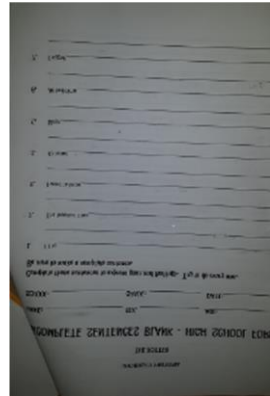
D

E

F
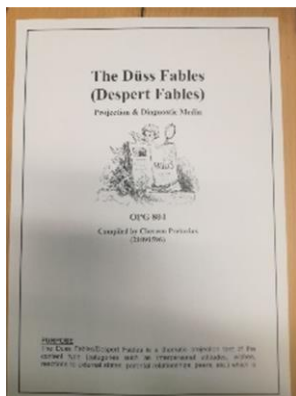
G
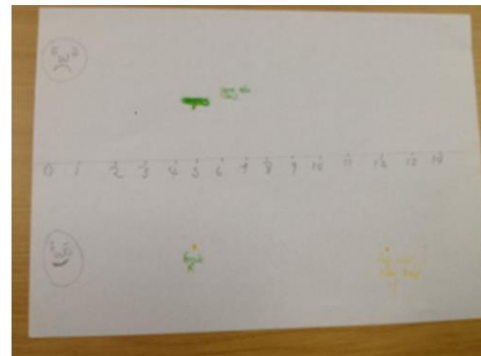
H

Family Drawing

mom   me   my G-ister

I

He is X reserved and disciplined boy

He is a good friend

He listens well

Transport - bus or taxi

Partners with his parents and involved in school

Deficiencies / undermining characteristics

He comes across as shy and reserved

He is very unsure of what others say and would thus rather not answer or do it very softly

He has a lack of motivation to learn

Difficulty understanding questions

Lack / destructive factors

Failed a previous grade

Poor academic achievement

Violent School environment (bullies)

His language barrier

J

K

Activity 7: Demographic Questionnaire

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

Demographic Questionnaire

L

Good Feeling Game

M

Activity 11: The Journey Bag & Reflection

N

10 YEARS 2005 – 2015

(handwritten letter, illegible)

O

Learning to fly: My school life

I really like going to school but I sometimes I find it difficult dealing with the pressure of schoolwork. I find subjects like Economics and Management Sciences, Life Orientation and Social Sciences difficult. I do well in subjects like SiSwati, Mathematics and I do especially well in Arts and Culture. I really work hard to well in school because I know it is important for my future. I would like to know what I can do to do better in my schoolwork.

Subject	Mark	Level
Arts and Culture	42%	3
SiSwati	30%	2
Mathematics	26%	1
English	20%	1
Technology	20%	1
Natural Sciences	18%	1
Life Orientation	18%	1
Economics and Management Sciences	18%	1
Social Sciences	16%	
	Not ready to progress	

Appendix B: Sand tray
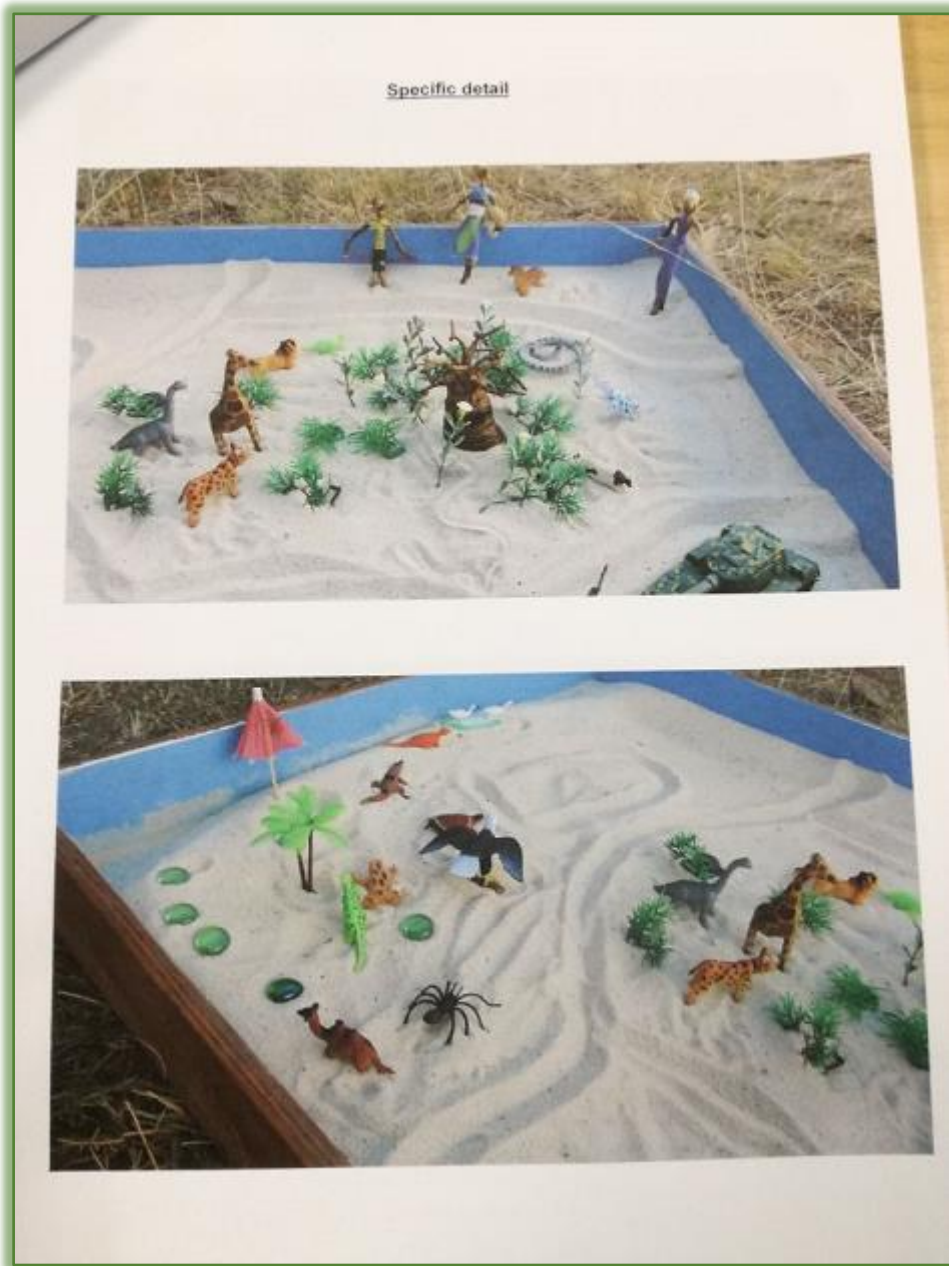
Appendix C: Incomplete sentences

UNIVERSITY PRETORIA

THE ROTTER

INCOMPLETE SENTENCES BLANK - HIGH SCHOOL FORM

NAME: _____ SEX: _____ AGE:_____

SCHOOL: _____ GRADE: _____ DATE:_____

Complete these sentences to express your real feelings. Try to do every one.
Be sure to make a complete sentence.

1. I like _____
_____

2. The happiest time _____
_____

3. I want to know _____
_____

4. At home _____
_____

5. Boys _____
_____

6. At bed-time _____
_____

7. I regret _____
_____

Appendix D: Role models

Role Models

Name 3 People who you admired OR name 3 people you would like to pattern your life after. Say who they are and why they inspire you.

1. Name & who they are: Christiano Ronaldo

Why do they inspire you? Because he is a good or the best player in the world

2. Name & who they are: Cassper nyovlest

Why do they inspire you? Because he is a good artot in south africa

3. Name & who they are: Teko Modise

Why do they inspire you? Because he play good football and im very proud of him

7

Appendix E: Collage

Appendix F: Adolescent Düss

The Düss Fables
(Despert Fables)
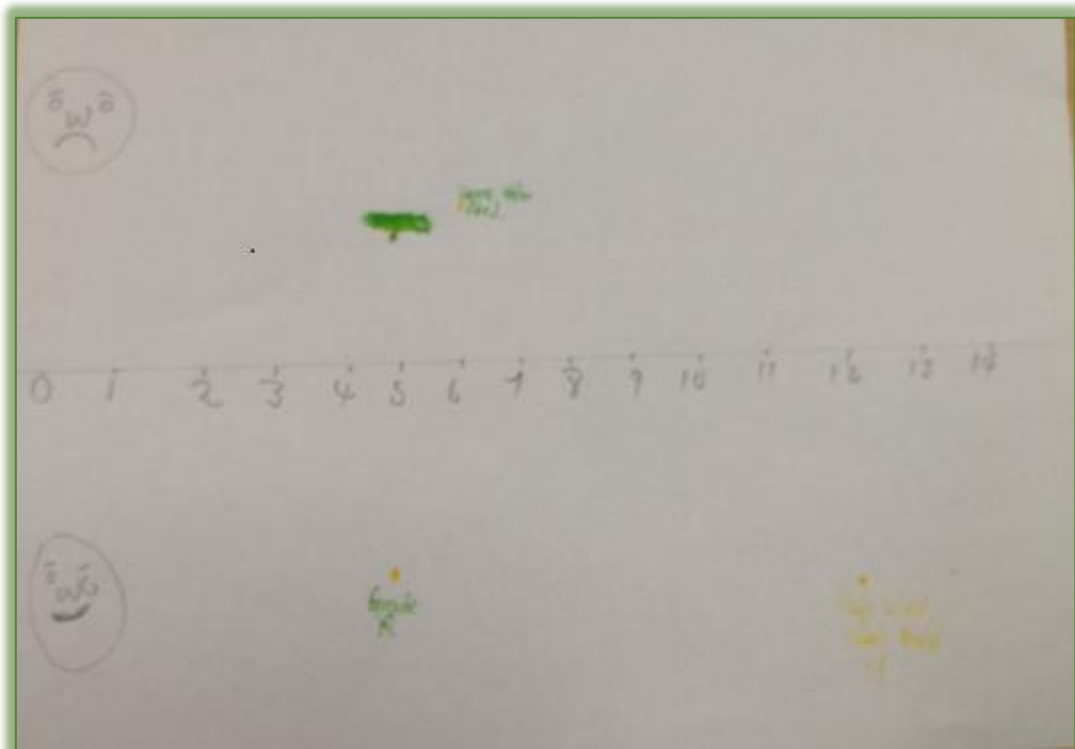
Projection & Diagnostic Media

FABLES

OPG 804

Compiled by Chereen Pretorius
(21091596)

<u>PURPOSE</u>
The Duss Fables/Despert Fables is a thematic projection test of the content type (categories such as interpersonal attitudes, wishes, reactions to external states, parental relationships, peers, etc.) which is
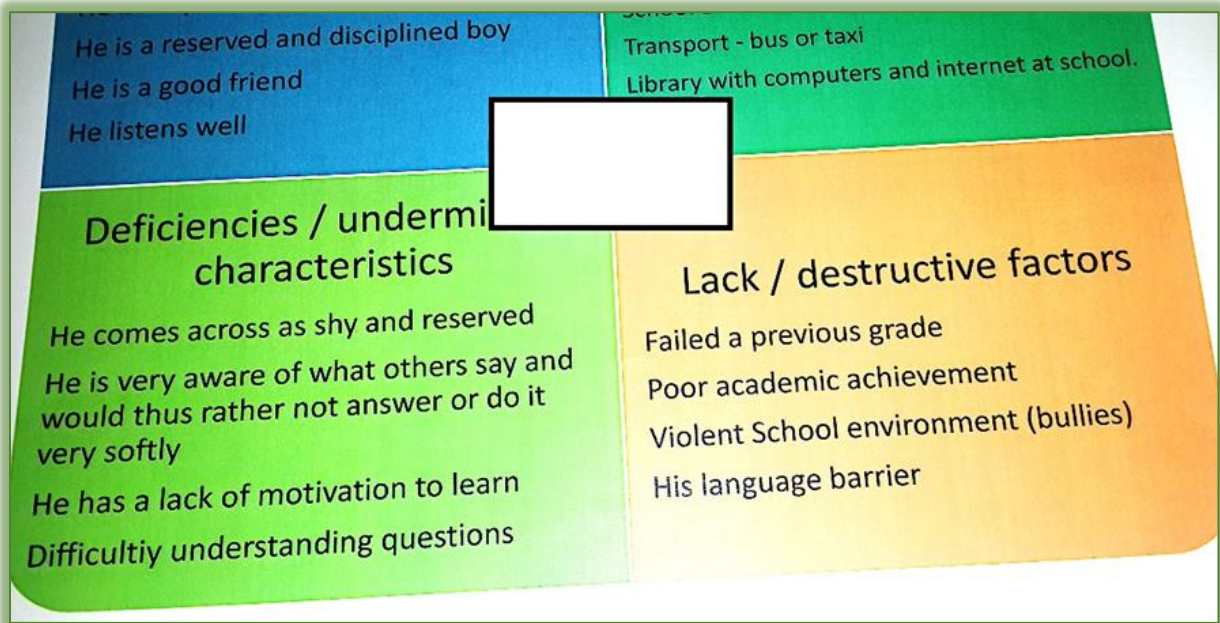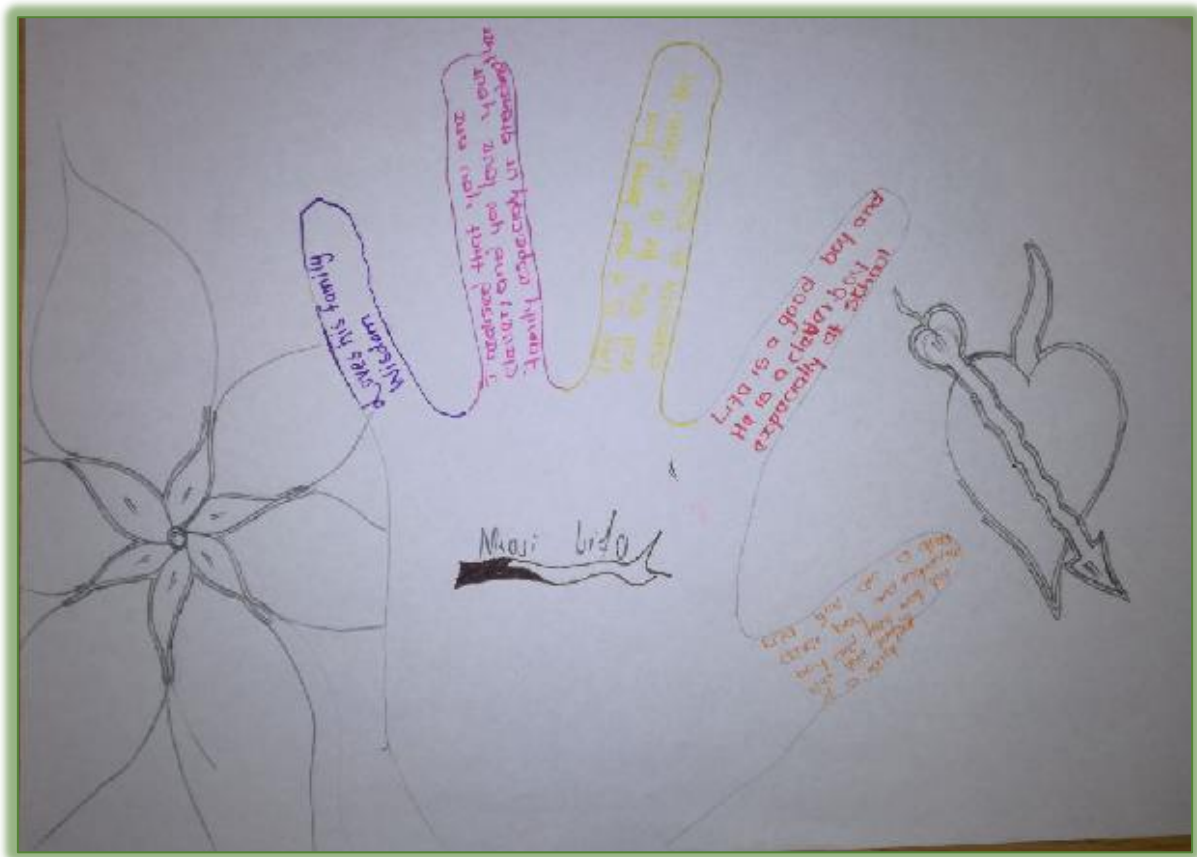
Appendix G: Timeline

Appendix H: Kinetic Family Drawing

Appendix I: Quadrant Map

He is a reserved and disciplined boy

He is a good friend

He listens well

Transport - bus or taxi

Library with computers and internet at school.

Deficiencies / undermi characteristics

He comes across as shy and reserved

He is very aware of what others say and would thus rather not answer or do it very softly

He has a lack of motivation to learn

Difficultiy understanding questions

Lack / destructive factors

Failed a previous grade

Poor academic achievement

Violent School environment (bullies)

His language barrier

Appendix J: Ubuntu Hand

Appendix K: Demographic Questionnaire

Activity 7: Demographic Questionnaire

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

Demographic Questionnaire

A. PARTICULARS

Questionnaire number	
Interviewee surname and name	
Date of birth	
Nationality	

GENERAL INSTRUCTION — Tick the box where necessary, or answer the question in the space provided.

A. DETAILS OF PARTICIPANT

		Male	Female
		1	2
1.	What gender are you?		

2.	How old were you on your last birthday?	
15 - 18		1
19 – 21		2
22 - 25		3
26 and older		4

32

Appendix L: Card Sorting

Card Sorting Game

Jobs I'll consider	Jobs I wouldn't consider	Jobs I'm uncertain about
Doctor	Accountant	Petrol pump attendant
Nurse	Lawyer	Sports coach
Mathematician	Social worker	Construction worker
Engineer	Teacher	Church pastor
Pilot	Journalist	Sportsman
Truck Driver	Artist	Office receptionist
Actor	Pharmacist	Policeman
Scientist	Gardener	Musician
Business owner	Farmer	
Manager	Advertising agent	

Appendix M: Journey Bag

Activity 11: The Journey* Bag & Reflection

Time: 40min (10 minutes on Day 1 to explain what the clients need to do, 30 minutes on Day 2 to complete the two worksheets)

Materials:

- A journey bag for each client

Domains:

- Personality
- Values / Culture
- Context / Rurality
- Adaptability

Instructions:

1) The journey bag will be utilised at the end of the first day. The learners will be given the journey bags and asked to choose six items: one that is meaningful to them; one that represents a success/something they feel proud of; an object to represent something they struggled with; and objects to represent times when they felt happy, sad and angry and. The learners must bring these objects with them on the second day, in their bags. The journey bag must first be introduced, and emphasis placed on the fact that the bags belong to the learners. The following instruction may be used, and adapted as necessary:

> 'I would like you to bring something from home that is special to you. Also bring an object that reminds you of a success that you are proud of; and an object that reminds you about something that you struggled with. I also want you to bring an object that makes you feel happy, one that makes you feel sad, and one that makes you feel angry. Put these in your bag and remember to bring them with tomorrow. We will talk about your objects tomorrow.'

The instruction should be followed by an example. Also, it should be emphasised that the items will not be taken from the learners.

2) On the second day, the learners will bring their items to school with them. The items should be discussed with each learner individually, and pictures taken of each object. The following probe can be used, with additional prompts as needed in order to elicit a sufficient amount of information:

> "Tell me why you included these objects in your bag?"

3) The instructions below must be given to learners together with the journey bags as a reminder of what to bring the following day.

* Adapted from: Ebersöhn, L. (2011). Utilising reminiscences: constructing boxes of memories to tell stories for life choices. In J.G. Maree (Ed.). *Shaping the story: A guide to facilitating narrative counselling* (pp.152-161). Rotterdam, The Netherlands: Sense Publishers.

60

Appendix N: Letter

Write me a Letter About Today

10
2005 2015
• YEARS •

Today to me it was very nice and we had
a lot of fun that i will never forget. And
me am the friendly person who love people
and i love jokes very time. But today it was
nice to me and also my proud to have fun
and share lots of thing.

Today it was good at my school also here
share things with my teacher who is a good
person to me today

Appendix O: Academic Record

Learning to fly: My school life

I really like going to school but I sometimes I find it difficult dealing with the pressure of schoolwork. I find subjects like Economics and Management Sciences, Life Orientation and Social Sciences difficult. I do well in subjects like SiSwati, Mathematics and I do especially well in Arts and Culture. I really work hard to well in school because I know it is important for my future. I would like to know what I can do to do better in my schoolwork.

Subject	Mark	Level
Arts and Culture	42%	3
SiSwati	34%	2
Mathematics	28%	1
English	26%	1
Technology	20%	1
Natural Sciences	20%	1
Life Orientation	18%	1
Economics and Management Sciences	18%	1
Social Sciences	16%	1
	Not ready to progress	