



UNIVERSITY *of the*
WESTERN CAPE

Faculty of Community and Health Sciences

Department of Occupational Therapy

**A MIXED METHODS STUDY TO EXPLORE AND DESCRIBE
FREE TIME EXPERIENCE AND SUBSTANCE USE
AMONGST YOUTH WHO HAVE DROPPED OUT OF
SCHOOL IN CAPE TOWN**

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3150719

A full research thesis submitted in partial fulfilment of the requirements for the degree
Master of Science in Occupational Therapy.

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ABSTRACT

Background: School dropout particularly amongst youth living in impoverished areas is a major concern in South Africa because of limited opportunities and resources. Therefore, these youth may experience leisure boredom, engage in sensation seeking and other risky behaviours, such as substance use, which influences their health and wellbeing. However, little research has explored youth who have dropped out of school with a specific focus on their free time experience and use of substances. **Aim:** The aim of the study was to explore and describe free time experience and substance use amongst youth who have dropped out of school in Cape Town. **Methods:** A sequential explanatory mixed methods study with two phases including quantitative (Phase one) and qualitative (Phase two) was conducted. In Phase one, data from an existing dataset was analysed. The data were from 970 youth who had dropped out of school in Cape Town who had completed the HealthWise Risk Behaviour Survey in 2016. Descriptive statistics regarding the use of free time and the prevalence of substance use were computed using the Statistical Package for the Social Sciences. In Phase two, thirty-two participants were selected using convenience sampling who took part in one of four focus group discussions to explore in-depth the results computed in Phase one of the study. Steps were taken to enhance the validity, reliability and trustworthiness of the data. Ethics approval was obtained from the Humanities and Social Sciences Research Ethics Committee at the University of the Western Cape. **Results:** Phase one: It was clear that the majority of the participants engaged in unhealthy occupations such as substance use including use of alcohol (n=708, 80.8%), marijuana (n=658, 71.8%), cigarettes (n=504, 55%), methamphetamine (n=473, 51.6%), and sniffing glue, paint or petrol (n=413, 45.7%). Phase two: five domains were identified: substance use, use of free time, experience of free time, environment, and possibility of change. **Conclusion:** The findings assist with understanding youth in this specific context and how this influences their use and experience of free time. The findings make a useful contribution to the body of

knowledge in community-based occupational therapy, and inform strategies to more effectively address the needs of youth who have dropped out of school.



Key words:

At risk,

Free time experience,

Free time use,

Mixed methods,

Occupational injustices,

Risk reduction strategies,

School dropout,

Sensation seeking behaviour,

Substance use,

Youth



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DECLARATION

I declare that the research: “**A mixed methods study to explore and describe free time experience and substance use amongst youth who have dropped out of school in Cape Town**” has not been submitted before for any degree or examination at any other University. All the sources I have used or quoted have been indicated and acknowledged as complete references.



Megan Lee Brink

10 December 2020



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Appendix 10 - Ethics approval from the University of the Western Cape Humanities and Social Sciences Research Ethics Committee: HealthWise Out-of School Youth: Free time Use



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DEFINITION OF TERMS

At risk: At risk youth is a general term for a range of circumstances that place young people at greater vulnerability for problem behaviours, such as substance use, school dropout, and juvenile delinquency (LeCroy & Anthony, 2017).

Free time experience: According to Wegner and Caldwell (2012), free time refers to time that is free from obligatory activities such as school, work or chores, and the experience associated with the use of this time including experiences of leisure. John Dewey explains experience as being a description of feeling, enlivening and conceiving (Hohr, 2010). For the purpose of this study, free time experience includes the following concepts: boredom, satisfaction, accomplishment, efficacy and anxiety, amongst others.

Free time use: Free time activities are voluntary, intrinsically motivating and demand a higher degree of self-initiative, regulation and organisation than work or school (Larson & Verma, 1999). This is because this use of time is not structured and it is what one chooses to engage in. The use of free time is how one incorporates these skills and what occupations are engaged in during this time. Some examples of these occupations include; spending time with friends, engaging in active recreation, such as sports, watching television or quiet recreation, such as reading.

Mixed Methods: Mixed methods research is a systematic integration of quantitative and qualitative methods in a single study for purposes of obtaining a fuller picture and deeper understanding of a phenomenon (Burke Johnson, Onwuegbuzie & Turner, 2007).

Occupations: Occupations are various kinds of life activities in which individuals, groups, or populations engage, including activities of daily living, instrumental activities of daily living, rest and sleep, education, work, play, leisure, and social participation (Occupational Therapy Practice Framework 3rd Edition, 2014).

Occupational Injustices: When individuals experience inequality as a result of external forces, this is viewed as an occupational injustice in that some members of society have greater privileges than others and more freedom to engage in the basic everyday activities and occupations of their choice (Townsend & Whiteford, 2005).

Risk reduction strategies: Risk is described as a situation involving some type of exposure to danger (Buchak, 2014). Reduction is described as the action or fact of making something smaller or less in amount, degree, or size (Buchak). Strategy refers to a plan of action designed to achieve a long-term or overall aim (Buchak). Therefore, risk reduction strategies would be decreasing the amount of exposure to danger or risk by using a plan of action to do so.

School dropout: Dropout refers to someone who has left, has not graduated from, or is not currently enrolled in, a full time, education programme, which causes serious educational deficiencies that limit economic and social wellbeing (Rumberger, 1987). In South Africa, the Department of Education defines dropout as leaving school before completing a given grade in a given school year (Wegner, Flisher, Chikobvu, Lombard, & King, 2008).

Sensation seeking behaviour: Sensation seeking is a trait defined by the seeking of varied, novel, complex, and intensive situations and experiences, and the willingness to take physical, social, and financial risks for the sake of such experiences (Zuckerman, 1994).

Substance use: According to the World Health Organization (2020), substance use refers to the harmful or hazardous use of psychoactive substances, including alcohol and illicit drugs. For the purpose of the study, the following substances will be included; tobacco, alcohol, glue, marijuana and methamphetamine.

Youth: South Africa's National Youth Policy defines a youth as any person between the ages of 14 and 35 years (Western Cape Government, 1997). For the purpose of this study, the term "youth" includes persons between the ages of 13 and 36 years.

CHAPTER ONE

INTRODUCTION

1 Introduction

Youth dropping out of school has become a major problem in South Africa and the rest of Africa (Inglis, 2009). Within the Cape Town district, 25% of youth have the status of Not in Employment, Education, or Training (NEET) (Youth Explorer, 2016). School dropout puts youth at risk of substance use, teenage pregnancy and juvenile offences (Tidwell & Garrett, 1994). Youth that have dropped out of school have greater amounts of free time than in-school youth, and some of this time could be non-productive (Wegner & Caldwell, 2012). This may result in youth experiencing leisure boredom, which is described as unsatisfactory experiences of leisure engagement, when needs are not met by the leisure experience, when the leisure experience is not challenging enough, or when one feels that he/she lacks the skills for that leisure experience (Iso-Ahola & Weissinger, 1998). Despite the large number of youth who have dropped out of school; however, there is limited previous research which has explored how and why these youth use and experience their free time. This is due mainly to the challenges for researchers to access youth who have dropped out of school. Most school dropout in South Africa occurs in grades ten and eleven, resulting in 50% of learners in any one cohort dropping out before reaching grade twelve and receiving their National Senior Certificate (Spaull, 2015). It was reported that in 2013, only 40% of those who had commenced school twelve years previously passed matric, while in 2014 the figure fell to 36% (Branson, Hofmeyr & Lam, 2013). This pattern means that around 60% of young South Africans effectively drop out of school, with no school-leaving qualification to their names (Hartnack, 2017). Beyond just providing education, attending school is a main contributor to how youth experience, and engage in, meaningful occupations during this stage of their lives. As very little research has been conducted with youth who have dropped out of school, this should be

of interest to the occupational therapy field as there is currently limited understanding of the occupations that these youth are engaging in, and whether they find these occupations meaningful. With dropping out of school, it can be assumed that youth have more free time available; thus, it becomes relevant to understand the importance of occupational engagement during this time. Free time has been described as time free from obligatory activities such as school, work or chores (Wegner & Caldwell, 2012). Furthermore, it has been reported that about 40% of youths' time is generally free time (Caldwell, Smith & Weissinger, 1992). Free time is an important aspect for youth as they begin developing their identities by exploring new activities and interests (Sharp, Coffman, Caldwell, Smith, Wegner, Vergnani & Mathews, 2011). Constructive organised activities are considered a good use of a young person's time because such activities provide valuable opportunities to acquire and practice specific social, physical and intellectual skills, to belong to a socially recognised and valued group and to establish supportive social networks of peers and adults (Byrne et al., 2006). Free time therefore has many benefits; however, it could be questioned whether youth who have dropped out of school are actually using, and experiencing, their free time in this manner and developing such skills.

Dissatisfaction in free time use and experience, and the inability to engage in meaningful occupations may lead youth to seek out novel experiences and engage in increased sensation seeking and risk-taking occupations (Dahl, 2004). However, Wegner and Caldwell (2012) argue that youth experience a need for intense and exciting situations by engaging in occupations that provide them with a sense of novelty, shock and being bombarded with stimuli. Thus, youth may be drawn to occupations that provide these stimuli such as substance use. This is supported in Dickson-Tetteh and Ladha's (2000) work that reported that 21% of the South African population is made up of youth who are engaging in substance use which is an increasing problem. According to Census Data obtained in 2016, South Africa has a

population of 55 653 654 people, of which 10 406 817 are youth aged between 15 and 24 years (Youth Explorer, 2016). Therefore, 18.7% of the population in South Africa are youth. The Youth Risk Behaviour Survey conducted in 2017, showed that 14% of high school students have used selected illicit drugs, defined as cocaine, inhalants, heroin, methamphetamines, hallucinogens, or ecstasy. These results were based on youth who were still in school; therefore, revealing a need to determine the prevalence of substance use amongst youth who have dropped out of school. If youth are not having new experiences, developing new interests, or are not feeling optimal sensations, they are more likely to engage in risk-taking behaviours like substance use (Sharp et al., 2011). Substance use by youth is often leisure related in that it is engaged in voluntarily for pleasure and occurs during free time in leisure-like settings (Wegner, Flisher, Muller, & Lombard, 2006). Previous research in the Western Cape province of South Africa has shown widespread substance use (alcohol, cigarettes, marijuana, glue and methamphetamine), in school-going youth (Patrick, Palen, Caldwell, Gleeson, Smith & Wegner, 2010). The National Youth Risk Behaviour Survey was conducted in 2011 with 10 270 participants in grades 8-11, from 192 public schools in nine provinces of South Africa (Reddy et al., 2013). The results of this study showed that 21% of these youths were currently smoking, 35% were currently using alcohol and 10% had used cannabis (dagga) in the past month (Reddy et al., 2013). The issue of the prevalence of substance use has received considerable critical attention and was therefore explored within the current study. Many studies have been done around substance use with school going youth; however, few previous studies have examined youth who have dropped out of school. Therefore, it is important to understand the prevalence of substance use amongst youth who have dropped out of school and explore the factors surrounding this. Furthermore, little is known about the prevalence of substance use amongst these youth.

Within the Western Cape Province where the current study was based, 44.5% of youth live in income-poor households and 15.3% of youth live in informal dwellings (Youth Risk Behaviour Survey, 2017). This is important as Wegner and Magner (2002) found that youth living in socially impoverished areas of South Africa experience limited opportunities to become involved in leisure activities due to the lack of leisure resources within the environment. In the current study, considering the environments the youth reside in and the lack of resources, safety and support, it can be argued that this may lead to many of the youth experiencing occupational injustices. Denial of access to opportunities and/or resources to participate in culturally defined and health building occupations results in youth being exposed to occupational injustices and experiencing occupational deprivation as well as occupational alienation (Townsend & Wilcock, 2004). Townsend and Wilcock (2005) define occupational deprivation as the broad social and political forces that deprive people from engagement in meaningful activities due to circumstances beyond their control. Occupational deprivation was also defined as “the prolonged preclusion from engagement in occupation of necessity and/or meaning due to factors that stand outside the control of the individual” (Whiteford, 2003, p.201). Occupational alienation is referred to as the absence of meaning or purpose in the occupations of daily life (Townsend & Wilcock, 2004). Arguably, for youth who have dropped out of school, the occupational injustices experienced may be even more apparent.

South Africa’s National Youth Policy defines a youth as any person between the ages of 14 and 35 years (Western Cape Government, National Youth Policy, (1997). For the purpose of this study, the term “youth” includes persons between the ages of 13 and 36 years. According to Erikson (1963), this age span includes adolescence and young adulthood. Adolescence is a period of life in which individuals try to discover different roles, personality traits, and belief systems in order to develop their own personal identities (Erikson, 1963). Adolescence has usually been thought of as a period characterised by good health; however, millions of

adolescents face significant challenges that can result in physical, emotional, and social morbidities (Society for Adolescent Medicine, 1992). This time of life has also frequently been portrayed as a negative stage of life; a period of storm and stress to be survived or endured (Arnett, 1999). Taking this into consideration, by having a conducive and supportive environment this may assist with forming a health identity and for youth to survive this period of 'storm and stress' according to Arnett (1999). With regards to young adults and the importance of this age and stage; it has been viewed that this stage has the potential to be a very positive developmental stage with post-industrial societies giving adolescents and emerging adults a greater opportunity for choice and exploration but also greater challenges with greater educational and social role requirements (Wood et al., 2017).

In the current study, the participants' environment is a socially disorganised one, lacking in resources, parental involvement and a supportive system, all of which are important at this age and stage. By considering the environments the participants reside in and the lack of resources, safety and support, it can be argued that this may lead to many of the participants experiencing occupational injustices. Denial of access to opportunities and/or resources to participate in culturally defined and health building occupations results in youth being exposed to occupational injustices and experiencing occupational deprivation as well as occupational alienation (Townsend & Wilcock, 2004). The researcher argues in this thesis that youth who have dropped out of school should be identified as a marginalised group who are experiencing injustices. Occupational injustices are defined as socially structured, socially formed conditions that give rise to stressful occupational experiences (Townsend & Wilcock, 2004).

As many youth in the Western Cape are exposed to occupational deprivation such as a lack of opportunity and resources, it became important to understand how youth who have dropped out of school use and experience their free time. Furthermore, little is known about the

prevalence of substance use amongst these youth. Wegner and Flisher (2009) articulated the need for research on youth who have dropped out of school, thus reflecting extremely limited research among this vulnerable, marginalised group and indicating scope for future research.

Understanding the complexity of the use and experience of free time amongst youth who have dropped out of school is vitally important for Occupational Therapists in order to understand what occupations are being engaged in, and what injustices are being experienced, in order to shed light on interventions that can be carried out in the future to assist these youth. As will be seen from the literature review in the following chapter, there is an absence of research available with only a scarce few qualitative studies that focus on youth who have dropped out of school. The Person-Environment-Occupation Model (Law, Cooper, Strong, Stewart, Rigby & Letts, 1996) in combination with Bronfenbrenner's Ecological Model (Bronfenbrenner, 1994) were used as the theoretical framework in the current study to determine the prevalence of substance use, and explore free time use and free time experience amongst youth who have dropped out of school in Cape Town.

1.1 Problem statement

Although previous studies have been done with school-going youth on leisure boredom, free time use and substance abuse, very little research has focused on youth who have dropped out of school. One qualitative study was conducted with youth who have dropped out of school in Johannesburg, highlighting contributing factors such as teenage pregnancy, parent involvement, or lack thereof, substance use and peer pressure (Mnguni, 2014). However, no similar research has been done in Cape Town (Western Province). Although the Western Cape Government has developed a Youth Development Strategy that identifies youth who have dropped out of school as a particularly vulnerable group, this was based on data from the Youth

Risk Survey which focused on risk behaviour of school-going youth (Western Cape Youth Development Strategy, 2013).

As there has been limited access and research done with youth who have dropped out of school, little is known about how these youth use and experience their free time including the prevalence of substance use. This topic needs to be explored as once an understanding of the difficulties and concerns is established, it provides opportunity for these to be improved upon and recognition and attention can be given to this group of youth.

By focusing on free time use and experience, one can establish whether youth are experiencing boredom, satisfaction, accomplishment, efficacy or anxiety and how this impacts on their growth, development and well-being. School-going youth often have opportunities to engage in extra-curricular activities including sports and recreation. However, youth who drop out of school may have large amounts of unstructured free time which might lead to engagement in risk-taking behaviour, such as substance use. This raises the concern of whether youth who have dropped out of school are experiencing happiness, flourishing and living a meaningful life.

Møller (1991) found in a previous study conducted during the Apartheid Regime amongst black youth in South Africa that youth who were not attending school were experiencing more free time and found themselves constantly faced with boredom. Sensation seeking behaviours become prominent when boredom is experienced amongst youth and may result in risk-taking behaviours. Therefore, it has been reported that further research is needed on the role of sensation seeking in leisure boredom and risk behaviour (Wegner & Flisher, 2009). This indicates the important need to understand the various relations between free time experiences and risk-taking behaviours, such as substance use, amongst youth who have dropped out of school in Cape Town.

Due to the challenge of accessing youth who have dropped out of school, there is little understanding of the needs of these at-risk youth and there is no promise of diminishing the risk these youth are experiencing in their daily lives. The understanding of the risk is important for intervening in how youth who have dropped out of school use and experience their free time in order to eradicate further consequences such as teenage pregnancy, criminal issues, boredom, substance abuse and lack of meaning in everyday life. The study is significant as it will provide Occupational Therapists with insight about this vulnerable group, such as the prevalence of substance use, and how free time is used and experienced by these youth. This will also assist with informing the development of relevant strategies to address the occupational injustices experienced, thus contributing to a comprehensive approach to youth development.

1.2 Research Reflection as part of Reflexivity

When first asked what research topic I would like to do for my thesis, I knew immediately that I wanted to do something that focused on youth, substance use, leisure engagement, internal motivation and coping in one's environment. This interest and thirst for further knowledge surrounding this choice derived from my undergraduate research. This thesis was published and was titled "We are the Peace Team". Exploring transformation among previously gang-involved young men in Cape Town (Wegner, Brink, Jonkers, Mampies & Stemmet, 2018). I found this topic extremely interesting and wanted to explore a similar topic with youth for my postgraduate thesis. My research topic was important as I found that not a lot of research had been done on this topic in Cape Town or South Africa and yet the issue seemed to be a major concern. I was able to gain the participants' perspectives and put myself in their shoes to understand what they go through on a daily basis. This proved to be difficult at times as I come from a different background and I found myself quite astounded at the findings and hearing the participant's different perspectives. This was upsetting and as an Occupational Therapist I felt

a change needed to happen in these participants' lives. It was interesting to understand why youth drop out of school, what they do with all of their free time in their environments and how substance use is related to this. It was found that this has affected not only their occupational engagement but has restricted and deprived them from engaging in meaningful occupations such as attending school.

1.3 Significance of study

Research conducted with youth who have dropped out of school is important as programme planners and policy makers need to make a concerted effort to address the specific requirements of this group (Wegner & Caldwell, 2012). Patrick et al. (2009) state that by understanding the characteristics of youth substance use and the association with free time use, more effective prevention and intervention efforts can be developed. There is a great need for Occupational Therapists to focus their attention on, and create interventions for, this vulnerable group that focus on improving engagement in positive and meaningful occupations. The most important purpose of occupational therapy in South Africa should be to reduce occupational injustices and create equitable opportunity and resources, which will enable people's engagement in meaningful occupations (Wilcock & Townsend, 2000).

1.4 Thesis Structure

The thesis comprises the following chapters:

Chapter 1 – Introduction: Provides the background and problem statement of the study. This is followed by the research questions and the significance of exploring the factors associated with free time and substance use amongst youth who have dropped out of school in Cape Town.

Chapter 2: Literature Review: In this chapter a comprehensive review of the literature is presented. Free time use, leisure as a benefit of free time, free time as a context for risk behaviour, negative free time activities, dark occupations and free time experience has been

explained. In addition, the chapter presents a review of literature that is available, with specific reference to substance use amongst youth, free time use and leisure engagement. It also includes similar studies carried out by Occupational Therapists and other researchers. This chapter highlights the gaps within research and indicates the need for the current study to focus on providing an understanding of free time and substance use in youth who have dropped out of school. This chapter also highlights the theoretical framework that was used in this study.

Chapter 3 – Methodology: In this chapter, the methodology for the study is described. The research approach and design are explained followed by the aim and objectives. The two phases of the study are presented: Phase one: Quantitative and Phase two: Qualitative, which derived from a sequential explanatory mixed methods design. Phase one encompasses the quantitative study design, population and sampling, data collection methods and instruments used and the process of data analysis. Phase two incorporates the qualitative study design, how the participants were recruited and selected, data collection, the process of data analysis and trustworthiness. Finally, the ethics procedure that was followed in the study, is presented.

Chapter 4 – Findings from the quantitative study are presented in this chapter.

Chapter 5 – Findings from the qualitative study are presented in this chapter.

Chapter 6 – Discussion: The findings from the two phases of the study are integrated and discussed as per the study objectives within the context of literature as well as the Person-Environment-Occupation Model and Bronfenbrenner's Ecological Model. The chapter concludes by indicating the limitations of the study.

Chapter 7 – Conclusion and Recommendations: In this chapter, the researcher summarises the findings and provides an answer to the research question, followed by recommendations. In closing, the researcher specifies the significant contributions of this study.

CHAPTER TWO

LITERATURE REVIEW

2 Introduction

The literature review chapter highlights the researcher's approach employed to fully understanding what literature is available, or the lack thereof, around the topic of the study. The chapter commences with the definition of free time and highlights the importance for youth of engagement in leisure occupations and positive occupations in the development of life skills and self-identity. Leisure boredom is also discussed, and previous studies are mentioned and used to support the need for the current study. The use of free time is then reviewed in the next section mentioning the role it plays in youths' lives.

The following section describes the benefits of leisure during free time use as part of healthy development. Free time as a context for risk-behaviour is then discussed, this includes previous literature which states that too much free time and deprivation of resources in the community, may lead to sensation seeking and occupational injustices. Definitions and reasoning are given around occupational injustices and how these have an impact on youth.

Literature included in this section highlights how due to occupational injustices, the youth become part of an 'at risk' group. This section elaborates on negative free time activities such as substance use and other harmful occupations. The last section explains dark occupations and explains that although these occupations may be negative, they are meaningful and purposeful to the youth.

The literature review for the current study was conducted in the following way. A list of keywords such as, free time, occupation, leisure, leisure boredom, sensation seeking, substance

use, youth who have dropped out of school, occupational injustices, risk behaviours and dark occupations were used to search databases for relevant articles, journals and sources. Databases including ScienceDirect, SAGE Journals online, PubMed and EbscoHost were searched. Books were also obtained from the library and purchased to widen the search for literature. Many international and South African journals and articles were used to relate to, and understand, similar contexts in which this study was done. The literature review served to contextualise the current study in light of previous research as well as identify gaps in literature, thus highlighting the need for the current study.

2.1 Free time experience amongst youth

Free time, as opposed to time spent at work, in school or college, gives us the opportunity to autonomously choose what we want to do, who we want to spend time with, and to choose the activities we want to engage in (Anić, Roguljić & Švegar, 2017). Those choices might reflect our life goals and motivations, as well as orientations to happiness, or our current mood, and most certainly they have an effect on our well-being (Anić et al., 2017). Free time refers to the feeling of experiences where action, emotion, cognition and communication create an overall experience for an individual (Hohr, 2010). It precedes discourse and conceptualisation and plays a key role in the cultivation of meaning (Alexander, 1987).

Leisure is described as all the activities a person does in their free time (Anić et al., 2017). Leisure can be rewarding when intrinsically valuable pursuits allow people to use their skills and interact with friends and family (Argyle, 2001). Leisure should include activities that have clear goals and that benefit people psychologically (Garst, Scheider, & Baker, 2001).

Leisure boredom occurs when youths' experiences of leisure engagement are not satisfactory, nor challenging enough and they feel a lack of skills to participate in leisure (Iso-Ahola & Weissinger, 1990). Previous research found that 'having nothing else to do' and 'having to'

engage in particular activities are influencing factors in adolescent boredom and seeking out negative activities (Caldwell & Darling, 1999). Youth who engage in activities for a purpose (identified motivation) would be less likely to engage in risky behaviour as they would likely be engaged in personally meaningful and fulfilling leisure (Caldwell & Smith, 2006). Leisure in a young person's life, as a part of free time experience, offers great potential for personally meaningful activity, enjoyment, autonomy, self-determination, becoming connected to community, developing competence, forming durable relationships with adults, voicing opinions, being listened to, feeling a sense of belonging and mattering, and having control over one's actions (Hansen, Larson, & Dworkin, 2003; Kleiber, 1999; Witt & Caldwell, 2005). Being exposed to positive free time experiences provides a sense of joy, competence, and tension release (Izard, 1991). Interest in and having intrinsic motivation to engage in positive leisure activities during free time, contributes to positive youth development outcomes such as initiative, self-efficacy, and competence (Caldwell & Smith, 2006). Therefore, satisfaction, feeling of accomplishment, efficacy and feeling anxiety are important factors to consider when reviewing free time experience amongst youth.

2.2 Free time use amongst youth

Youth's leisure, through free time use, reflects the relationship between engagement in activities and well-being (Byrne, Nixon, Mayock & Whyte, 2006). Through free time, individuals can escape some of the more tedious aspects of life and realise opportunities for personal growth (Mattingly & Bianchi, 2003). Constructive organised activities are considered as a good use of a youth's time because such activities provide valuable opportunities to acquire and practice specific social, physical and intellectual skills, to belong to a socially recognised and valued group and to establish supportive social networks of peers and adults (Byrne et al., 2006). Free time use plays an important role for youth, as specific characteristics of free-time activities matter and can have either a positive or negative effect on development (Larson &

Verma, 1999). For example, positive free time activities would be reading a book, watching television, playing a sport, doing an art or music activity or spending time with friends. Examples of negative activities would be engaging in illegal activities, committing a crime and substance use.

2.3 The benefits of leisure in free time for youth

Free-time contexts that provide structured and unstructured leisure activities offer young people the chance to develop relationships, to establish personal preferences and to experiment with various social roles (Byrne et al., 2006). During free time, participation in organised leisure and recreation by young people is also seen as having positive benefits for society since it reduces the amount of time available for engagement in anti-social behaviour (Caldwell & Darling, 1999). Free time is beneficial to youths because of the opportunities for socialisation and peer interaction that leisure activities offer and because of the psychological and physical health benefits (Byrne et al., 2006). Structured leisure activities are promoted, as a deterrent to anti-social behaviour as they take up a large percentage of the free time available to young people (Byrne et al., 2006).

2.4 Free time as a context for risk behaviour

Dissatisfaction in the experience of free time or an inability to engage in meaningful leisure occupations during free time increases the likelihood of ill-health, dysfunction and risk behaviour (Wegner, 2011). This dissatisfaction also leads to sensation seeking and impulsiveness, which have been found to influence problem behaviour, especially drug abuse (Petersen et al., 1993). It is reported that youth from a resourceful social background, a background with opportunities and resources available, are able to convert their high sensation seeking interests into positive activities, whereas negative social backgrounds often lead to delinquency and drug abuse (Breivik, 1988). Research suggests that the use of the street for

leisure activities is often the only option available to youth living in poorer areas that lack social and recreational amenities (Matthews, Limb & Taylor, 2000; Morrow, 2001). Due to these poorer areas which lack social and recreational amenities, youth are experiencing a lack of opportunities that provide occupations for meaningful engagement. Since dropping out of school, youth may also have limited access to social circles that provide support and therefore may find themselves alienated which leads to them seeking out this support elsewhere and putting them at greater risk. Overall, youth who have dropped out of school are exposed to many injustices caused by external factors that hinder them from experiencing meaningful engagement and reaching optimal occupational performance.

2.5 Occupational Injustices

In explaining occupational injustices, Townsend and Wilcock (2004), state that injustices occur when client-centered, empowerment approaches are overruled to the extent that populations are occupationally underdeveloped or marginalised. As a result, the major injustices that are experienced by people include occupational alienation, occupational deprivation, occupational imbalance and occupational marginalisation (Townsend & Wilcock, 2004). Occupational imbalance is defined as difficulties in the allocation of time and occupational deprivation involves the absence of opportunities (Townsend & Wilcock, 2004). For instance, Vaught and Whittman's (2011) phenomenological study of adult children of alcoholics found that early occupational deprivation resulting from life with an alcoholic parent led to a limited occupational repertoire and positively and negatively shaped identities.

Occupational alienation refers to the absence of meaning or purpose in the occupations of daily life (Townsend & Wilcock, 2004). The youth have been identified as a marginalised group within their communities, and so are already segregated into their own group and alienated by their community members. Occupational marginalisation, although not defined, was

characterised as the “speaking to the need for humans to exert micro, everyday choices and decision-making power as we participate in occupations” (Townsend & Wilcock, 2004, p.81). Occupational marginalisation operates invisibly, a major force of injustices being normative standardisation of expectations of how, when, and where people ‘should’ participate (Townsend, 2004). Due to lack of resources within the community there is also a lack of opportunity for meaningful occupational engagement. Sadlo (2004) highlights the importance of creativity in giving meaning and purpose to occupations, and if this is not achieved boredom occurs resulting from these injustices (Townsend & Wilcock, 2004). Therefore, youth who drop out of school are at greater risk of experiencing occupational injustices such as leisure boredom during their free time and engaging in negative free time activities.

2.6 Negative free time activities: Substance use in youth in South Africa

Youth who experience occupational injustices are likely to become part of the ‘at risk’ category, which includes high school dropouts, substances abusers, juvenile delinquents, and gang members (Skager, 1989). At risk has become a general term used to describe young people in trouble (Tidwell & Garrett, 1994). When there are limited opportunities and resources available to youth to engage in positive or healthy or constructive leisure activities during their free time, they may turn to negative or unhealthy or destructive activities such as substance abuse. Substance use in South Africa is alarming and is a contributor to many social, health and economic problems afflicting the population.

Substance use statistics show that drug consumption (including cannabis, cocaine, and methamphetamine known as “tik”) in South Africa is twice the global average and second to none in Africa (UN World Drug Report, 2014). Many studies have focused on determining the prevalence of substance use amongst youth in South Africa in the past ten years. During 2011, a survey was done to determine substance use, risk behaviour, and mental health among grade

8-10 learners in schools in the Western Cape Province (Morojele et al., 2013). A sample size of 20460 learners was used for this survey. The results of this survey revealed that alcohol was the most frequently used substance, used by 69% of the sample. Tobacco was the second most frequently reported substance used, as 47.4% of the learners reported to be using this substance. Cannabis was the third most frequently reported substance used, with almost a quarter of learners (23.6%) reporting ever having used this drug. Only 2% of the learners reported lifetime use of methamphetamine (Morojele et al., 2013).

Results from a later study, done by Weybright, Caldwell, Wegner, Smith and Jacobs (2016) in Cape Town reported that approximately 5% ($n=496$) of Grade 8 learners in the study had used methamphetamine at least once in their lifetime. Of these users, 65% ($n=322$) had used in the past month or week. Only one study reported on youth in Cape Town who had dropped out of school; the study found that these youth had higher rates of cigarette and alcohol use compared to those still in school (Flisher & Chalton, 1995).

Results from a recent study on 3-month illicit drug use among youth and adults in a population-based survey in South Africa (Peltzer & Phaswana-Mafuya, 2018) showed an increase of any past 3-month drug use from 3.7% in 2008 to 4.4% in 2012; furthermore, any past 3-month drug use was the highest in the Western Cape (7.1%). In addition, amongst both men and women, younger age, being mixed race and hazardous or harmful alcohol use were associated with any past 3-month drug use. Finally, having been a victim of violent crime and sexual risk behaviour among men and having psychological distress among women were associated with any past 3-month drug use (Peltzer & Phaswana-Mafuya, 2018).

The issue of substance use has grown in importance in light of recent studies and especially due to the increase in substance use amongst youth. As access to youth who have dropped out of school is a challenge, there is little research which has been conducted to determine the

prevalence and possible effects of substance use amongst youth who have dropped out of school. The only study that was done with these youth was conducted more than 20 years ago by Flisher and Chalton (1995) whereby they investigated the characteristics and risk-taking behaviour of high school dropouts living in a working-class community in Cape Town. Clearly there is a need for a study to explore how free time is experienced by youth who have dropped out of school, which includes determining the use of substances.

2.7 Dark occupations: A part of free time

Occupation has been explained as everything we do in life, including actions, tasks, activities, thinking and being (Law & Baum, 2005). Occupation is also often seen as something positive and productive done to enable people to develop as individuals and as members of their society (Townsend, 1997). Conversely, dark occupations have been identified as occupations that are not healthy and productive and include deviant sexual acts, drug misuse, alcohol misuse, violence and all other criminal activity (Twinley & Addidle, 2012). It has been stated that these antisocial occupations may hold meaning for some people that engage in them and might even be done for the purpose of relaxation, creativity, celebration and entertainment (Ferrell, Hayward & Young, 2008).

There are many studies highlighting the fact that substance use is a prominent leisure activity or occupation for many youth (Flisher & Chalton, 1995; Morojele et al., 2013; Weybright et al., 2016; Peltzer & Phaswana-Mafuya, 2018). Substance use may be viewed as a dark occupation, as it is harmful and does not promote health and wellbeing; however, this is a meaningful occupation to the youth and provides meaning and purpose. It has been reported that dark occupations are things some people do that may not always promote good health, may not always be productive, yet may provide a sense of wellbeing (Twinley & Addidle, 2011,

2012). It can be therefore be argued that substance use, although a dark occupation, is an important and meaningful leisure occupation for youth during their free time.

2.8 Theoretical Framework

The theoretical framework that guided the present study is Bronfenbrenner's Ecological Model (Bronfenbrenner, 1994) in conjunction with the Person-Environment-Occupation Model (Law et al., 1996).

2.8.1 Bronfenbrenner's Ecological Model

Bronfenbrenner's Ecological Model (Bronfenbrenner, 1994) explains one's development within the context of the system of relationships that form one's environment (Paquette & Ryan, 2001). Bronfenbrenner's theory defines complex "layers" of environment, each having an effect on development (Paquette & Ryan, 2001). To study development, one must look not only at the person and his immediate environment, but also at the interaction of the larger environment as well (Paquette & Ryan, 2001). Within Bronfenbrenner's theory there are four systems (environments) that impact on a human's development, being microsystem, mesosystem, exosystem and macrosystem. The microsystem is described as being the patterns of activities, social roles and interpersonal relations experienced by the developing person, in a physical and social setting within the immediate environment (Bronfenbrenner, 1994). The mesosystem comprises the interactions taking place between two or more settings containing the developing person (Bronfenbrenner, 1994). The exosystem includes events that indirectly influence processes within the immediate setting in which the developing person lives (Bronfenbrenner, 1994). The last system, the macrosystem, consists of the overreaching pattern of micro-, meso- and exosystem characteristics of a given culture, with particular reference to belief systems, bodies of knowledge, material, resources, lifestyle and opportunity structures embedded in each of these broader systems (Bronfenbrenner, 1994). This framework

was used in the current study as a lens to understand the participants' different levels of environment and how these have an effect on their free time use and experience. The main environments focused on by using this framework were considered in conjunction with the occupational engagement and occupational injustices experienced by youth who have dropped out of school.

2.8.2 Adolescence Age and Stage – Erikson Theory

Erikson (1950), posited that there were eight psychosocial tasks or crises and they become most salient at different times throughout the life span. Regarding the current study, the most important stages are the fifth and sixth as these highlight the age of stage of adolescents and young adults. This is important to the current study as the age range of participants were between 13 and 36 years of age within the quantitative and qualitative data. The fifth stage (12-18 years) is the most important in Erikson's theory as it is identity versus role confusion (Erikson, 1950). Here an adolescent is faced with the task of developing a sense of self-continuity. Identity formation results in the psychosocial strength of fidelity (Dunkel & Sefcek, 2009). Adolescents who are successful at this stage have a strong sense of identity and are able to remain true to their beliefs and values in the face of problems and other people's perspectives (Dunkel & Sefcek). When adolescents are apathetic, do not make a conscious search for identity, or are pressured to conform to their parent's ideas for the future, they may develop a weak sense of self and experience role confusion. Adolescents who struggle to adopt a positive role will likely struggle to find themselves as adults (Erikson).

The sixth stage (20-40 years) is intimacy versus isolation and represents the ability to share with and commit to another, most often in the form of romantic relationships (Erikson). The psychosocial strength that can be gained in the sixth stage is love. After one has developed a sense of self in adolescence, they are ready to share their life with others. If other

stages have not been successfully resolved, young adults may have trouble developing and maintaining successful relationships with others (Dunkel & Sefcek). Erikson (1950), stated that one must have a strong sense of self before they can develop a successful intimate relationship. The emphasis for young adult learning revolves around differentiation of life tasks and social roles with respect to employment, family, and other activities beyond the responsibilities of home and career (Boyd, Gleit, Graham, & Whitman, 1998). Unlike children, who enjoy learning for the sake of gaining an understanding of themselves and the world, young adults must clearly perceive the relevancy in acquiring new behaviours or changing old ones for them to be willing and eager to learn (Bastable & Dart, 2007). Adults who do not develop a positive self-concept in adolescence and the young adult stage may experience feelings of loneliness and emotional isolation (Erikson). Regarding adolescents, they are dependent on authority figures for learning whereas the young adult is much more self-directed and independent in seeking information (Bastable & Dart). For adults, past experiences are internalized and form the basis for further learning (Bastable & Dart). Relating to the current study, due to challenges such as occupational injustice and an unsupportive environment, these may prevent the participants from achieving these stages in life and therefore impact of them transitioning into a successful adulthood stage.

2.8.3 The Person Environment Occupation Model

The Person Environment Occupation (PEO) model is an occupational therapy model which is based on Bronfenbrenner's ecological theory (Law et al., 1996). The three concepts included in this model are the person, environment, and occupations. According to Law et al. (1996), the person is defined as a unique being who adopts a variety of roles. The environment is defined as the context within which occupational performance takes place and it is categorised into cultural, socioeconomic, institutional, physical and social (Law et al., 1996). Occupations are daily activities that meet the person's intrinsic needs for self- maintenance, work and leisure

and are necessary for the function of living (Law et al., 1996). Thus, occupational performance is seen as a dynamic phenomenon which is formed by the transactions that occur among the three concepts of the person, environment, and the occupations in which the person engages (Law et al., 1996).

This theoretical model was used to understand the occupational performance of the participants in this study. This was to understand whether the person, environment or occupation level were being impacted on by substance use and the way free time is used and experienced by the participants. This theoretical model was used in conjunction with Bronfenbrenner's ecological theory to identify the different levels of environments and how these contribute to what forms part of the participants' current overall occupational performance.

2.9 Summary of literature review

The literature review revealed that although many studies have been done with school going youth, there is little to no previous research that has been conducted with youth who have dropped out of school. In this chapter, free time use and experience, and occupational engagement was highlighted including positive and negative occupations that youth who have dropped out of school may experience. Literature has indicated that substance use is a problem in South Africa; however, only the prevalence of substance use amongst school going youth is very well known. One research study 'A Systematic Review of the Relationship between High School Dropout and Substance Use' (Townsend, Flisher & King, 2007), has been conducted; however, Townsend, Flisher and King (2007), stated that "Qualitative research may well identify contexts and reasons for dropping out and substance abuse, and the relationship between them, that have to date been overlooked in the empirical literature, and theories on high school dropout. Furthermore, qualitative data would greatly enrich the array of empirical findings that exist. Triangulation, where participants own perceptions of, and reasons for dropping out of school is used to illustrate empirical findings would be particularly valuable".

Thus, proving that more research needs to be on this topic. Leisure boredom has been reported to be a prominent factor in substance use due to too much free time. Youth who have dropped out of school may experience vast amounts of free time and so are at risk of sensation seeking behaviours and engaging in dark occupations such as substance use during their free time. In summary, the review of literature revealed a lack of previous research amongst youth who have dropped out of school, their use and experience of free time, and risk behaviour, specifically substance use. Within the next chapter the methodology will be discussed.



CHAPTER THREE

METHODOLOGY

3 Introduction

In this chapter, the methodology used to conduct the study is explained. A mixed methods approach, involving two phases, was used: Phase one was the quantitative phase and Phase two was the qualitative phase. In this chapter, the study design, sampling and population, instrument for data collection and data analysis for phase one is described first. Following this is the study design, participant recruitment and selection, data collection and data analysis of phase two. To conclude the chapter, rigor and trustworthiness, and the ethics procedures are described.

3.1 Research Paradigm

This study used a pragmatic paradigm to understand the factors that have the most impact on what was being studied and how this was done. Pragmatism as a rationale for mixed methods research has been proven to be a great tool to go beyond testing a particular idea and describing a status quo (Feilzer, 2009). The pragmatic approach calls for a convergence of quantitative and qualitative methods, reiterating that they are not different at an epistemological or ontological level and that they share many commonalities in their approaches to inquiry (Hanson, 2008; Johnson & Onwuegbuzie, 2004). With the pragmatic paradigm, the researcher argues that the best method to use is one that solves problems. It is believed that finding out new knowledge is the means and change is the underlying purpose of research. Relationships in research are determined by what the researcher deems to be appropriate for that particular study, this is known as the epistemological approach. Epistemology is the claim on what knowledge is valid in research on organising knowledge, and therefore, what constitutes

acceptable sources of evidence and acceptable end results of knowledge (Tennis, 2008). In a pragmatic approach, it is known that there is one reality and that all individuals have their own unique interpretation. This makes the research more realistic and intervention can be planned for the future. A pragmatic approach focuses on attempting to gain knowledge in the pursuit of desired ends. This describes axiology and is influenced by the researcher's values and beliefs. The study of axiology is a theory of values, the essence of what makes human beings strive for an enhanced quality of existence (Viega, 2016). Pragmatism is a commitment to uncertainty, an acknowledgement that any knowledge produced through research is relative and not absolute, that even if there are causal relationships they can be described as transitory and may be hard to identify (Teddlie & Tashakkori, 2009).

The pragmatic approach focuses on abduction, which is the connection of theory and data, intersubjectivity, which is the relationship to the research process, and transferability, which is the inference from data. Abductive reasoning refers to the logical connection made by researchers between data and theory, often used for theorizing about surprising events (Teddlie & Tashakkori, 2009). In abduction, researchers move back and forth between induction and deduction, first converting observations into theories and then assessing those theories through action (Morgan, 2007). This requires reflection on different approaches to theory and data and offers great opportunity to work back and forth between the kinds of knowledge produced under the separate banners of qualitative and quantitative research (Morgan, 2007).

3.1.1 Research Approach

A mixed methods approach was used, as the researcher could work back and forth between the quantitative and qualitative methods to provide a robust presentation of findings. These methods were matched to specific questions and objectives, which resulted in the qualitative data that was collected to explain the quantitative results. By asking specific questions in the

qualitative data and exploring the participants' views, this added meaning and reinforcement to the quantitative results in this study. Mixed methods research draws upon the strengths of both quantitative and qualitative approaches and provides an innovative approach for addressing current issues in health services (Fetters, Curry & Creswell, 2013). The combination of both quantitative and qualitative research provides greater insight and an expanded understanding of research problems (Creswell, 2009). By using both quantitative and qualitative approaches, mixed methods research addresses the complexity of problems faced by the social and health science field including occupational therapy (Creswell, 2009; Lysack & Krefting, 1994). Although there are different ways to conduct a mixed methods study, this study used a two-phase research method. Mixed methods approach allows for a two-phase design, for example, the quantitative data is collected and analysed, and the results can be further explored using qualitative data collection methods and analysis in a follow-up phase (Creswell, 2009). This was the design used in the present study.

3.1.2 Research Design

A two-phase, sequential explanatory design was used in this study, whereby quantitative methods were followed by qualitative methods. Mixing of the two methods occurs once quantitative results inform, and are explained by, the qualitative data, presenting a robust, comprehensive depiction of the study findings (Creswell, 2009). Creswell and Plano Clark (2011) conceptualise integration to occur through linking the methods of data collection and analysis. Integration may occur through one or more of these approaches (Fetters et al., 2013). There were two methods used for integration in this study, the first one being building. Integration through building occurs when results from one data collection procedure inform the data collection approach of the other procedure, the latter building on the former (Fetters et al., 2013). Therefore, the qualitative approach was built off of the quantitative data. The other method used for integration was merging. Merging is described as the occurrence of the

researcher bringing the two databases together for analysis and for comparison (Fetters et al., 2013).

Integration of quantitative and qualitative data at the interpretation and reporting level occurs through certain approaches. In this study, integration through narrative was used. When integrating through narrative, researchers describe the quantitative and qualitative findings in a single or series of reports (Fetters et al., 2013). By using these methods, the contiguous approach was used to narrate the findings of the study. The contiguous approach to integration involves the presentation of findings within a single report, but the quantitative and qualitative findings are reported in different sections (Fetters et al., 2013) namely in chapter 4 and chapter 5 of this thesis. The weaving approach of the integration through narrative in research reports, involves writing both quantitative and qualitative findings together on a theme-by-theme or concept-by-concept basis (Fetters et al., 2013). This approach was used to present the discussion of the study in chapter 6 of this thesis.

Throughout the findings and discussion chapters in this study, there was a joint display method which was also used. This was done by the researcher integrating the data by bringing the data together through a visual means to draw out new insights beyond the information gained from the separate quantitative and qualitative results (Fetters et al., 2013). The joint displays (tables and figures) are found in chapters 4, 5 and 6. The “fit” of data integration refers to coherence of the quantitative and qualitative findings. The first “fit” used within the study was confirmation. Confirmation occurs when the findings from both types of data confirm the results of the other, as the two data sources provide similar conclusions, the results have greater credibility (Fetters et al., 2013). The other “fit” of data integration used was expansion. Expansion occurs when the findings from the two sources of data diverge and expand insights of the phenomenon of interest by addressing different aspects of a single phenomenon or by describing complementary aspects of a central phenomenon of interest (Fetters et al., 2013).

3.1.3 Research Question

In this study the following research question was addressed: What factors are associated with free time experience and substance use amongst youth who have dropped out of school in Cape Town?

3.1.4 Aim and Objectives

Aim of the study:

The aim of the study was to explore and describe factors associated with free time experience and substance use amongst youth who have dropped out of school in Cape Town.

Objectives of the study:

1. Describe the prevalence of substance use (tobacco, alcohol, marijuana and methamphetamine) in youth who have dropped out of school. *Phase one of the study*
2. Explore and describe how youth who have dropped out of school use their free time. *Phase one and two of the study*
3. Explore and describe how youth who have dropped out of school experience their free time. *Phase one and two of the study*
4. Explore and describe the environmental influences on free time experience and substance use amongst youth who have dropped out of school. *Phase two of the study*
5. Explore and describe the possibilities of change amongst youth who have dropped out of school. *Phase two of the study*

3.2 Phase one: Quantitative

3.2.1 Study Design

A cross sectional study design was used in phase one. Cross-sectional studies are sometimes carried out to investigate associations between risk factors and the outcome of interest (Levin, 2006). Cross-sectional surveys use a sample or cross-section of respondents for the goal of

being able to represent the target population and generalise findings back to that population (O’Leary, 2017). For Phase one, secondary analysis of an existing data set, from the HealthWise Out-of-School Youth study was conducted (Wegner & Jacobs, 2016). Ownership of the original data has been acknowledged in this thesis and written permission was given for the secondary data to be used (Appendix 6).

3.2.2 Population and Sampling

The population of this study comprised youth who had dropped out of school before completing Grade 12 and who live in Cape Town. Between 2011 and 2014, more than 10 000 Grade 8 to 10 learners from 56 high schools in Cape Town, took part in three waves of data collection as part of the HealthWise 2 study (Caldwell et al., 2012). These schools were located in the Metro East, North and South educational districts of the Western Cape. During Wave 3 of the HealthWise 2 data collection, it was noticed that many of the participants were not present, and it was assumed that learners had either dropped out of, or left, the schools. Wegner and Jacobs (2016) conducted the HealthWise Out-of-School Youth study to follow up on the learners who had dropped out of school. Research fieldworkers obtained the last known addresses of the learners from their schools and then followed up the participants in their homes and invited them to complete the HealthWise Risk Behaviour Survey. Research fieldworkers had around 3000 names on their list, but only managed to track down around 400 of the learners.

Challenges facing the team were:

- i. Schools not having good record keeping systems;
- ii. Difficulty locating learners who resided in informal settlements due to no roads and no proper house numbers;
- iii. Learners had moved from one area to another with nobody having any idea to where the person had moved to.

This method is known as convenience sampling. Convenience sampling is a type of nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study (Dörnyei, 2007). In addition, snowball sampling was used by asking participants to identify other youth who had dropped out of school. This method resulted in an additional 570 participants being recruited into the study. Thus, the total sample for Phase one of the study comprised 970 participants who had dropped out of school.

3.2.3 Instrument for data collection

As part of the HealthWise Out-of-School Youth study, data were collected by asking participants to complete the self-report HealthWise Risk Behaviour survey on notebooks. Research fieldworkers administered the survey in participants' homes or community halls. The HealthWise Risk Behaviour survey comprises items including demographics, substance use, sexual behaviour, free time use and free time experience. Specific items were selected for use in the current study and cover six components: demographics, use of free time, free time experience, substance use, sensation seeking and decision making (Appendix 7). A Likert scale was used to reveal the specific dimension of the participants' responses on the six components. The original Likert scale is a set of statements (items) offered for a real or hypothetical situation under study, and participants are asked to show their level of agreement (from strongly disagree to strongly agree) with the given statement (items) on a metric scale (Singh, 2006).

Quantitative validity means that the scores received from participants are a meaningful indicator of the construct being measured (Creswell & Plano Clark, 2011). Quantitative reliability means that the scores being received from the participants are consistent and stable over time (Creswell & Plano Clark, 2011). The HealthWise Risk Behaviour Survey has been

used in three previous studies with school-going youth in Cape Town: HealthWise pilot study, HealthWise I (Caldwell et al., 2004) and HealthWise 2 (Caldwell et al., 2012). These surveys involved a total of around 16 000 school-going youth in Cape Town and have demonstrated validity and reliability (Caldwell et al., 2004; Caldwell et al., 2012). Caldwell, Smith & Weissinger (1992), introduced the Development of Leisure Experience Battery for Adolescents. This was the development of a battery of scales measuring selected dimensions of leisure experience of adolescents (Caldwell, Smith & Weissinger). Both the Cronbach's alpha and factor analyses confirmed the internal consistency reliability of the dimensions. Test-retest reliability was established over a twelve month interval. Correlations with theoretically related measures suggested initial construct validity (Caldwell, Smith & Weissinger). The alpha scores on the reduced scales ranged between .55 and .77. An alpha of .68 was obtained for the boredom items on the scale (Caldwell, Smith & Weissinger). Weybright et al. (2017), used the same four items from the Leisure Experience Battery for Adolescents as part of the HealthWise questionnaire with adolescents in Cape Town and found a similar Cronbach alpha of .68. The same four items were then used for the Adapted HealthWise questionnaire with out-of-school youth.

3.2.4 Data Analysis

As participants completed the HealthWise Risk Behaviour Survey directly on notebooks, a software programme automatically converted their responses to Excel spreadsheets. These were combined and then imported to the Statistical Package for Social Sciences (SPSS) for data analysis. Only descriptive statistics were used to analyse the data in phase one of this study, including obtaining frequencies and percentages, means and standard deviations. Descriptive statistics present quantitative descriptions in a manageable form (Babbie & Mouton, 2008).

3.2.5 Ethics

For the HealthWise Out-of-School Youth study (Wegner & Jacobs, 2016), ethics clearance was obtained from the Humanities and Social Sciences Research Ethics Committee at the University of the Western Cape (UWC) (HS16/5/61) (Appendix 10). Active informed youth assent (or consent for youth aged 18 years and older) was obtained in writing from the participating youth. For participants younger than 18 years, the research team obtained active informed parental consent in writing. Participants took part voluntarily in the study and were aware that they could refuse to answer any questions, and/or stop participating at any point during the study without negative consequences. The participants' privacy, confidentiality and anonymity was maintained throughout the research process by allocating each participant with a unique identification number. All research team members including research assistants were fully trained in ethics procedures in general, as well as the specific procedures relating to the current study. All data was stored in password protected files on the researchers' computers, and hard copies were stored in locked cupboards in the researchers' offices at UWC. All data will be kept for a minimum period of five years, following which it will be destroyed by shredding hard copies or deleting files.

3.3 Phase two: Qualitative

3.3.1 Study Design

Once the quantitative data had been analysed from phase one, a qualitative, exploratory-descriptive design was used to explore the findings from phase one regarding the free time use and experiences, and substance use amongst youth who have dropped out of school in Cape Town. The richness and depth of the description gained from a qualitative approach provides a unique appreciation of the reality of the experience (Munhall 2001). Qualitative research emphasises the dynamic, holistic and individual aspects of the human experience, and attempts to capture those experiences in their entirety, within the context of those experiencing them

(Polit & Beck, 2004, Streubert & Carpenter, 1999). The building of integration through methods was used for this phase as once the quantitative surveys had been analysed, this allowed the researcher to build off of this data and form the questionnaire needed for the focus groups in phase two.

3.3.2 Participant recruitment and selection

The same population being used for phase one, youth who had dropped out of school in Cape Town, applied in phase two. Convenience, purposive sampling was used in this phase by following up participants who completed the HealthWise Risk Behaviour survey as part of the HealthWise Out-of-School Youth study, and inviting them to participate in the qualitative phase of the study. Snowball sampling was also used to recruit sufficient participants by asking participants to bring along a friend who met the inclusion criteria. Inclusion criteria were: youth aged 13 years or older, of either gender, who had left school before completing Grade 12, who were not currently enrolled in school, and who were living in Bellville South or Eerste River.

3.3.3 Research Setting

For phase two of this study the participants were from Eerste River and Bellville South in the Western Cape. Bellville South is in the Metro North District, located 20km from the City of Cape Town, and Eerste River is in the Metro East District, located 60km east of the City of Cape Town. The context of these areas is seen as a socially disorganised area with limited resources, substances, gang violence and a non-supportive system. Due to these factors, there were many youth who had dropped out of school in this setting.

3.3.4 Data collection

Four focus group sessions were conducted to collect data involving approximately eight participants in each group. Focus group research involves a group session with controlled discussion with a selected group of individuals to gain information about their views and

experiences of a specific topic (Gibbs, 1997). Powell and Single (1996), describe focus groups as being a group of individuals selected and assembled by researchers to discuss and comment on their own personal experience relating to the topic that is the subject of the research.

The focus groups took place in community centres in the participants' communities, which were Eerste River and Bellville South. The researcher conducted the focus groups with the supervisor and a research assistant in some cases. The research assistant assisted with translating questions into Afrikaans, and translating Afrikaans responses into English. The research assistant was a fellow Occupational Therapist who was familiar with the research topic and was working with similar research participants in the same setting. The research assistant had been fluent in Afrikaans. A semi-structured question guide was used in the focus groups to guide the discussion. Semi-structured interviewing involves a guide with questions and topics that must be covered during the focus group process but allows for discussion and elaboration of points (Harrell & Bradley, 2009). The questions for the focus groups were constructed from the results of the data analysed in phase one and were grouped according to the six components of the HealthWise Risk Behaviour Survey: demographics, use of free time, free time experience, substance use, sensation seeking and decision making. The questions can be seen in Table 3.1 below and in Appendix 8 (Questions for focus groups). These questions were not asked in this exact order, they were asked according to the flow of the discussion.

Table 3:1 Questions for focus groups arranged according to the six components

Components	Questions
Demographics	What are the reasons for dropping out of school?
Free time use	Why do most young people not have hobbies?
	Why do most young people get bored?
	How can using social media be risky for young people?

	Most young people watch a lot of television, why?
	How are parks and community centers risky/healthy for young people?
	Tik is very popular amongst young people, why is this?
	Dagga is very popular amongst young people, why is this?
Free time experience	Many young people say they feel bored when they are with their friends, why is this?
	Why would you rather be with your friends doing nothing than by yourself?
	How do your friends make you feel about yourself?
	Sometimes friends make you feel uncomfortable, unsafe and anxious, why is this?
Decision making and Sensation seeking	Some young people are not confident about making good decisions, why is this?
	Many young people say they cannot take part in healthy leisure activities, why is this?
	Lots of young people like breaking rules, why do you think this is?
	Why do you think young people like doing scary and exciting things?
Recommendations	What would you recommend for young people to be able to engage in healthy leisure activities?
	If you could make your free time more meaningful, what would you suggest?

3.3.5 Data analysis

The four focus groups were audiotaped and transcribed verbatim. Thematic analysis was used to analyse the transcripts of the focus groups as it is essentially a method for identifying and analysing patterns in qualitative data (Braun & Clarke, 2006). Thematic analysis is suited to a wide range of research interests and theoretical perspectives, and is useful as a ‘basic’ method because it works with a wide range of research questions, from those about people’s experiences or understandings to those about the representation and construction of particular phenomena in particular contexts (Braun & Clarke, 2006). There are six phases within Braun and Clarke's method: familiarization with the data, coding, searching for themes, reviewing themes, defining and naming themes, and writing up. In this thesis, instead of “themes” and “subthemes”, the researcher decided to use “domains”, “subdomains” and “components” to represent the findings from the qualitative data analysis. This was in preparation for integrating the qualitative findings with the quantitative findings.

3.3.6 Trustworthiness

Qualitative validity – or trustworthiness – is assessing whether the information obtained through the qualitative data collection is accurate (Creswell & Plano Clark, 2011). Four elements are considered when looking at trustworthiness, these are credibility, dependability, transferability and confirmability.

Credibility is the first element, it requires adequate submersion in the research setting to enable recurrent patterns to be identified and verified (Krefting, 1991). Prolonged engagement was used within this study, as the researcher spent considerable time in the field to thoroughly understand participant perspectives and to offset the researcher’s own bias (Wallendorf & Belk, 1989). Peer debriefing was also used by discussing findings with other postgraduate students as well as the supervisors. Member checking is a frequently used approach, in which the researcher takes summaries of the findings back to participants in the study and asks them

whether the findings are an accurate reflection of their experience (Creswell & Plano Clark, 2011). Member checking was done within this study, as some participants were asked to review the findings to assess whether those findings reflected what the participants expressed to the researcher (Billups, 2015). Triangulation is another aspect of credibility; it is the building of evidence for coding and themes from several individuals and using different methods of data collection (Creswell & Plano Clark, 2011). Triangulation was used in the study as multiple data sources (participants) from two different communities were included to produce greater depth and breadth of understanding (Billups, 2015). In addition, the use of both quantitative and qualitative approaches contributed to the overall trustworthiness of the study.

Dependability is the second element, this looks at the consistency of the data and whether, if it was replicated with the same subjects or in a similar context it would be consistent (Krefting, 1991). This was done by using dense description of research methods. **Transferability**, this refers to the degree to which the findings can be applied to other contexts and settings or with other groups (Krefting, 1991). This was done by using comparisons of sample to demographic data. **Confirmability** is the last element that was used within this study. This generates confidence in the results and also reflects the truthfulness of the participants' perspectives (Billups, 2015). Details of the process of data collection, data analysis and interpretation of the data was done by keeping an audit trail. Interesting and unique highlights of the data that stood out to the researcher were recorded in field notes and used to inform the production of the domains, subdomains and components. In addition, a reflexive journal was used to ensure confirmability in the study as the researcher noted her own beliefs and background and reflected on how this influenced the research process.

3.4 Ethics Procedure

The proposal for the study was submitted to the University of the Western Cape Higher Degrees Committee. Following this, the study received ethics approval from the University of the

Western Cape Humanities and Social Sciences Research Ethics Committee (Ethics Reference Number: HS17/10/49) (Appendix 9). As described previously, ethics approval was already obtained from the afore-mentioned Research Ethics Committee for the quantitative phase of the current study, as part of the HealthWise Out-of-School Youth study (Ethics number - HS/16/5/61) (Appendix 10). Permission to utilise the data to conduct Phase one of the current study was obtained from the relevant researchers (Wegner and Jacobs) (Appendix 6).

The following ethics procedure was used in Phase two: Active informed youth assent (or consent for youth aged 18 years and older) was obtained in writing from the participating youth (Appendix 1: youth information letter; Appendix 2: youth assent/consent form). For youth younger than 18 years, active informed parental consent in writing was obtained (Appendix 3: parent information letter; Appendix 4: parent consent form). Youth who took part in focus groups completed a focus group confidentiality form (Appendix 5: focus group confidentiality binding form). As some questions in the focus groups may have been stressful, participants were informed about useful resources in the community for substance use, mental health and other factors that may have affected them, and a handout page of contact details of relevant resources such as Lentegeur Hospital, NICRO, LifeLine, and SANCA, was given to the participants. The researcher, supervisor and the research assistant were available for approximately one hour after the focus groups to talk with participants about resources too. Autonomy and beneficence were achieved by using acts of kindness and maintaining moral obligations by protecting the participants' choices and freedom of expression during the focus groups. Every opinion and thought of the participants was taken into consideration in the research. Participants were treated with dignity and respect at all times.

3.5 Conclusion

This chapter provides a detailed account of the methodology used to conduct the study. A two-phase, sequential explanatory design was used in this study, whereby quantitative methods were followed by qualitative methods. The research approach, design setting, sampling and participant recruitment as well as how the data was collected are outlined. Strategies to achieve trustworthiness are presented along with the ethical considerations and are shown throughout the study. Within the next chapter the qualitative findings will be discussed.



CHAPTER FOUR

FINDINGS FROM QUANTITATIVE STUDY

4 Results for Phase One

4.1 Introduction

In this chapter, the findings from the quantitative study (Phase One) was focused on. The objectives that were used for this phase were; *Objective 1*: Describe the prevalence of substance use (tobacco, alcohol, marijuana and methamphetamine) in youth who have dropped out of school, *Objective 2*: Explore and describe how youth who have dropped out of school use their free time, *Objective 3*: Explore and describe how youth who have dropped out of school experience their free time.

4.2 Demographic characteristics

The sample for Phase one of the study comprised a total number of 970 participants who completed the HealthWise Risk Behaviour Survey. The sample comprised 537 males (55.42%) and 432 females (44.58%). The age range of the participants was between 13-36 years. The demographic characteristics information of the participants in Phase one of the study is presented in Table 4.1 below.

Table 4:1 participants' demographic characteristics (N=970)

Characteristics	Frequency*	Percentage
Age		
13-19	n=133	14.12%
20-25	n=796	84.50%
26-36	n=13	1.38%
Gender		
Male	n=537	55.42%
Female	n=432	44.58%
Grade Left School		
Grade 8	n=138	14.78%
Grade 9	n=278	29.76%
Grade 10	n=374	40.04%
Grade 11	n=97	10.39%
Grade 12	n=47	5.03%
Race		
Black	n=270	27.89%
Coloured	n=537	55.48%
Indian	n=28	2.89%
White	n=86	8.88%
Other	n=47	4.86%
Live with Mother		
Yes	n=730	77.33%
No	n=214	22.67%
Live with Father		
Yes	n=610	64.62%
No	n=334	35.38%

(* Frequencies do not always = 970 due to missing data)

4.3 Results

In this section, the quantitative results of phase one are presented in four domains: Domain one: Substance use, Domain two: Free time use, Domain three: Free time experience and Domain four: Environment. Domain five: Possibilities of change is not presented in the quantitative findings as it was only brought up by the participants during the qualitative phase. These domains derive from the HealthWise questionnaire. The components of the domains are displayed below (Figure 4.1). Due to missing responses, the frequencies and percentages for responses are worked out by the number of participants who provided responses to that specific question.

Chapter 4 | FIGURE OF QUANTITATIVE RESULTS

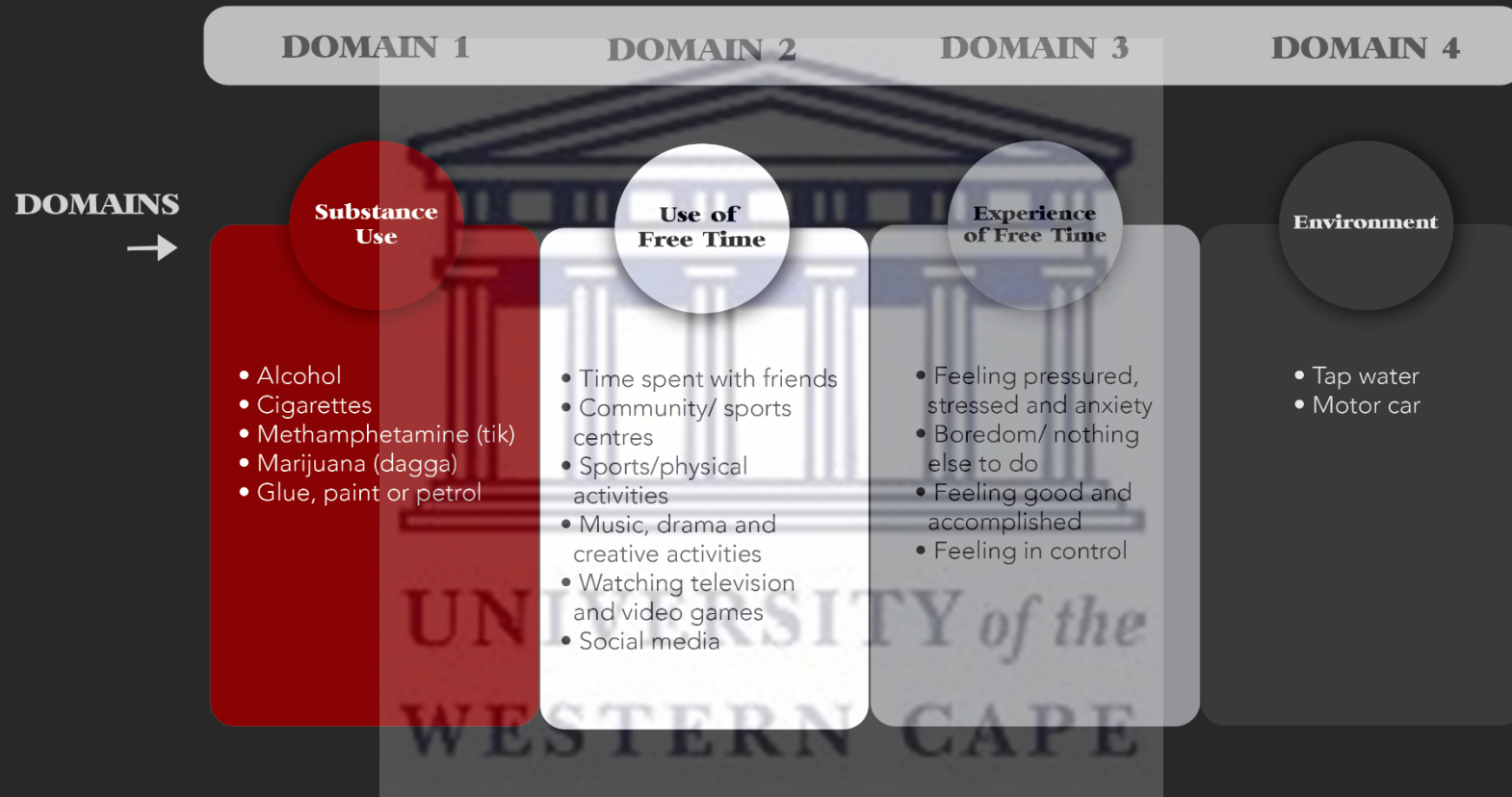


Figure 4.1 "Figure of quantitative results"

4.4 Domain one: Substance use

This domain focused on the prevalence of substance use amongst youth who have dropped out of school. Substances included: alcohol, cigarettes, methamphetamine (tik), marijuana (dagga), glue or petrol. These findings demonstrate the levels of substance use in the participants' lifetime and the quantity of the substances being used in the past month as well as the past week. An overview of the findings for this domain is presented in Table 4.2 *Substance use amongst youth who have dropped out of school*.

4.4.1 Alcohol

The results revealed that the majority (n=708, 80.8%) of the participants who have dropped out of school have drunk alcohol in their lifetime. This indicates that there is a high prevalence of participants using this substance. Furthermore, more than half (n=473, 58.9%) of the total participants who have drunk alcohol in their lifetime have had one or more alcoholic drinks in the past 30 days.

4.4.2 Cigarettes

More than half (n=504, 55%) of the participants who have dropped out of school have smoked a cigarette in their lifetime. The majority (n=453, 56.4%) of the total who have smoked cigarettes in their lifetime, have smoked one or more cigarettes in the past month.

4.4.3 Methamphetamine (tik)

About half (n=473, 51.6%) of the participants who have dropped out of school have used methamphetamine (tik) in their lifetime. The findings revealed that more than half (n=395, 58.2%) of the total who have used in their lifetime, have used methamphetamine (tik) at least once in the past month and almost half (n=275, 40.6%) have used it at least once in the past week.

4.4.4 Marijuana (dagga)

The majority (n=658, 71.8%) of the participants, who have dropped out of school have used marijuana (dagga) in their lifetime. Of the total who have used in their lifetime, about half of the participants (n=387, 50.1%) have used marijuana (dagga) for 1-15 days and a quarter of the participants (n=194, 25.1%) have used marijuana (dagga) for 16-30 days in the past month.

4.4.5 Glue, paint or petrol

Almost half (n=413, 45.7%) of the participants who have dropped out of school have sniffed glue, paint or petrol in their lifetime. More than half (n=350, 54.7%) of the total who have sniffed glue, paint or petrol in their lifetime, have used at least once in the past month.



DOMAIN ONE

SUBSTANCE USE AMONGST YOUTH WHO HAVE DROPPED OUT OF SCHOOL

HAVE YOU DRUNK ALCOHOL IN YOUR LIFE		HOW MANY DRINKS IN PAST 30 DAYS		HOW MANY CIGARETTES HAVE YOU SMOKED IN YOUR LIFE		HOW MANY CIGARETTES HAVE YOU SMOKED IN THE PAST MONTH		HOW MANY DAYS IN PAST MONTH HAVE YOU SMOKED CIGARETTES	
YES N (%)	706 (80.8)	NONE	173 (21.6)	NONE	204 (22.3)	NONE	132 (16.5)	NONE	141 (17.7)
NO N (%)	168 (19.2)	1-3	325 (40.4)	1-20 CIGARETTES	451 (49.2)	1-10 CIGARETTES	382 (47.5)	1-3 DAYS	265 (33.1)
		4-5	148 (18.5)	1-20 PACKS	53 (5.8)	11-40 CIGARETTES	71 (8.9)	4-15 DAYS	144 (18.0)

Chapter 4 | Table 4.2

SUBSTANCE USE AMONGST YOUTH WHO HAVE DROPPED OUT OF SCHOOL

HAVE YOU USED TIK (METHAMPHETAMINE) IN YOUR LIFE		HOW MANY TIMES DID YOU USE TIK (METHAMPHETAMINE) IN PAST YEAR		HOW MANY TIMES DID YOU USE TIK (METHAMPHETAMINE) IN PAST MONTH		HOW MANY TIMES DID YOU USE TIK (METHAMPHETAMINE) IN PAST WEEK		HAVE YOU USED DAGGA (MARIJUANA) IN YOUR LIFE	
YES	473 (51.6)	NONE	273 (39.9)	NONE	284 (41.8)	NONE	301 (44.4)	NO	259 (28.2)
NO	444 (48.4)	ONCE OR TWICE A WEEK	167 (24.5)	1-3 TIMES	237 (34.9)	ONCE PER WEEK	130 (19.2)	YES	658 (71.8)
		ONCE OR TWICE A MONTH	103 (15.1)	4 OR MORE TIMES	158 (23.3)	3 OR MORE TIMES PER WEEK	145 (21.4)		

Table 4.2 continued

SUBSTANCE USE AMONGST YOUTH WHO HAVE DROPPED OUT OF SCHOOL

HOW MANY TIMES DID YOU USE DAGGA (MARIJUANA) IN THE PAST MONTH		HOW MANY DAYS DID YOU USE DAGGA (MARIJUANA) IN PAST MONTH		DURING THE LAST MONTH, HOW MANY DAGGA (MARIJUANA) CIGARETTES DID YOU SMOKE A DAY		HAVE YOU EVER SNIFFED GLUE, OR PAINT, OR PETROL ON PURPOSE TO GET HIGH, IN YOUR LIFE		HOW MANY TIMES IN PAST MONTH HAVE YOU SNIFFED GLUE, OR PAINT, OR PETROL ON PURPOSE TO GET HIGH	
NONE	166 (21.4)	NONE	192 (24.8)	NONE	199 (26.2)	YES	490 (54.3)	NO	289 (45.3)
1-15	402 (51.8)	1-15 DAYS	387 (50.1)	LESS THAN 1 A DAY	193 (25.5)	NO	413 (45.7)	YES	185 (28.9)
16-30	18 (2.3)	16-30 DAYS	194 (25.1)	2-10	193 (25.5)			4 OR MORE TIMES	165 (25.8)

Table 4.2 continued

4.5 Domain two: Use of free time

This domain focused on how the participants who have dropped out of school use their free time, what different activities/hobbies they engage in, in which setting this is done and the amount of time spent on these activities/hobbies. The results obtained are presented in Table 4.3 *How youth who have dropped out of school use their free time.*

Nearly, two-thirds of the participants spend time with their friends during the week and over the weekend (n=629, 65.2%) although there are also quite a few of the participants who never spend time with friends (n=335, 34.8%). Almost half of the participants spend six or more hours per week at parks or community/sports centers (n=412, 42.5%). The other half of participants never go to the parks or community/sports centers (n=413, 44.5%).

Less than half of the participants either engage in a sports or physical activity for six or more hours a week (n=430, 44.4%), or never engage (n=390, 40.3%) in such activities. This shows a balance between participants engaging and not engaging in physical activities. The majority of participants engage in playing music instruments, sing or are a part of a drama group (n=446, 46.0%) whereas a smaller number of participants (n=381, 39.4%) have never engaged in such activities. More than half of the participants (n=587, 52.6%) engage in hobbies or creative activities and a smaller amount (n=381, 39.4%) have never engaged in hobbies or creative activities.

In terms of watching TV, the majority of the participants watch six or more hours of TV and movies a week (n=558, 57.6%) and a smaller amount (n=278, 28.7%) report never watching TV or movies. Almost half of the participants either play video games six or more hours a week (n=425, 43.9%) or never play video games (n=442, 45.6%). The majority of the participants spend time on social media whatsapping, texting or facebooking friends (n=640, 66.1%) and around one third never use such interactions (n=328, 33.9%).

DOMAIN TWO

HOW YOUTH WHO HAVE DROPPED OUT OF SCHOOL USE THEIR FREE TIME

HOW OFTEN DO YOU SPEND TIME HANGING OUT WITH FRIENDS DURING WEEK AND OVER WEEKENDS

HOW OFTEN DO YOU GO TO PARKS OR COMMUNITYSPORTS CENTRES

HOW OFTEN DO YOU SPEND TIME ON SPORTS OR PHYSICAL ACTIVITY DURING WEEK AND OVER WEEKENDS

HOW OFTEN DO YOU SPEND TIME ON PLAYING MUSIC INSTRUMENTS, SING OR DRAMA GROUP DURING WEEK AND OVER WEEKENDS

HOW OFTEN DO YOU USUALLY DO HOBBIES OR CREATIVE ACTIVITIES DURING THE WEEK AND OVER WEEKENDS

NEVER N (%)	335 (34.8)	NEVER N (%)	431 (44.5)	NEVER N (%)	390 (40.3)	NEVER N (%)	381 (39.4)	NEVER N (%)	382 (39.4)
1-5 HOURS N (%)	216 (22.4)	1-5 HOURS N (%)	126 (13.0)	1-5 HOURS N (%)	148 (15.3)	1-5 HOURS N (%)	141 (14.6)	1-5 HOURS N (%)	146 (15.1)
6 OR MORE HOURS N (%)	413 (42.8)	6 OR MORE HOURS N (%)	412 (42.5)	6 OR MORE HOURS N (%)	430 (44.4)	6 OR MORE HOURS N (%)	446 (46.0)	6 OR MORE HOURS N (%)	441 (45.5)

Chapter 4 | Table 4.3



HOW YOUTH WHO HAVE DROPPED OUT OF SCHOOL **USE THEIR FREE TIME**

HOW OFTEN DO YOU WATCH TV OR MOVIES		HOW OFTEN DO YOU PLAY VIDEO GAMES		HOW MUCH TIME DO YOU SPEND WHATSAPPING, TEXTING OR FACEBOOKING FRIENDS	
NEVER N (%)	278 (28.7)	NEVER N (%)	442 (45.6)	NEVER N (%)	328 (33.9)
1-5 HOURS N (%)	133 (13.7)	1-5 HOURS N (%)	102 (10.5)	1-5 HOURS N (%)	111 (11.5)
6 OR MORE HOURS N (%)	558 (57.6)	6 OR MORE HOURS N (%)	425 (43.9)	6 OR MORE HOURS N (%)	529 (54.6)

Table 4.3 continued

4.6 Domain three: Experience of free time

This domain focused on how the participants who have dropped out of school experience their free time, what different activities/hobbies they engage in and the positive and negative feelings that have resulted from such experiences. The findings are summarised in Table 4.4 *How youth who have dropped out of school experience their free time*.

The majority of the participants (n=519, 53.7%) who have dropped out of school feel pressure to do something some of the time when spending time with friends, whereas just under half (n=448, 46.3%) of participants almost never or never feel pressure to do something when spending time with friends. The results show almost half (n=422, 43.7%) of the participants experience a feeling of stress or anxiety some of the time when spending time with friends. A smaller number (n=85, 8.8%) of participants experience a feeling of stress or anxiety most of the time when spending time with friends.

Of the participants who have dropped out of school, more than half (n=518, 53.5%) feel bored some of the time when spending time with friends. This shows that most participants are experiencing relatively higher boredom when spending time with their friends. A minority (n=76, 9.9%) feel bored most of the time when spending time with friends. Almost half (n=442, 45.7%) of the participants, feel some of the time that there is nothing else to do when spending time with friends whereas the other half (n=416, 41.3%) of participants never or almost never feel that there is nothing else to do when spending time with friends. The majority (n=437, 45.1%) of participants experience time passing quickly some of the time when spending time with friends. A smaller amount (n=394, 40.7%) of participants almost never or never experience time passing quickly when spending time with friends. In terms of finding their free time boring, almost half (n=421, 42.5%) of participants reported that they experience this some of the time. The minority (n=114, 11.8%) find their free time boring most of the time.

The majority (n=496, 51.3%) of the participants feel their free time drags on and on some, or most, of the time.

Regarding feeling good about themselves when spending time with friends, about one third of the participants (n=332, 34.3%) reported that they almost never or never feel good about themselves and almost half (n=470, 48.5%) reported that they only some of the time feel good about themselves when spending time with their friends. This shows that a majority do not feel good about themselves when spending time with friends. Between participants who experience a feeling of accomplishment almost never or never (n=370, 38.3%), and participants who experience a feeling of accomplishment some of the time when spending time with their friends (n=599, 62.0%), this indicates the majority of participants generally do not experience a feeling of accomplishment. Based on the results the majority (n=477, 49.3%) of participants feel in control of a situation some of the time when spending time with friends. However, more than one third of participants (n=379, 39.1%) almost never or never feel in control of a situation when spending time with friends.



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**DOMAIN
THREE**

HOW YOUTH WHO HAVE DROPPED OUT OF SCHOOL **EXPERIENCE THEIR FREE TIME**

WHEN SPENDING TIME WITH FRIENDS, HOW OFTEN DO YOU FEEL BORED		WHEN SPENDING TIME WITH FRIENDS, HOW OFTEN DO YOU FEEL GOOD ABOUT YOURSELF		WHEN SPENDING TIME WITH FRIENDS, HOW OFTEN DOES IT GIVE YOU A FEELING OF ACCOMPLISHMENT		WHEN SPENDING TIME WITH FRIENDS, HOW OFTEN DO YOU FEEL PRESSURE TO DO SOMETHING		WHEN SPENDING TIME WITH FRIENDS, HOW OFTEN DO YOU FEEL IN CONTROL OF A SITUATION	
MOST OF THE TIME N (%)	96 (9.9)	MOST OF THE TIME N (%)	167 (17.2)	MOST OF THE TIME N (%)	103 (10.1)	MOST OF THE TIME N (%)	94 (9.8)	MOST OF THE TIME N (%)	112 (11.6)
SOME OF THE TIME N (%)	518 (53.5)	SOME OF THE TIME N (%)	470 (48.5)	SOME OF THE TIME N (%)	597 (55.7)	SOME OF THE TIME N (%)	425 (43.9)	SOME OF THE TIME N (%)	477 (49.3)
ALMOST NEVER OR NEVER N (%)	355 (36.6)	ALMOST NEVER OR NEVER N (%)	332 (34.3)	ALMOST NEVER OR NEVER N (%)	367 (34.2)	ALMOST NEVER OR NEVER N (%)	448 (46.3)	ALMOST NEVER OR NEVER N (%)	379 (39.1)

Chapter 4 | Table 4.4

HOW YOUTH WHO HAVE DROPPED OUT OF SCHOOL EXPERIENCE THEIR FREE TIME

WHEN SPENDING TIME WITH FRIENDS, HOW OFTEN DO YOU FEEL THERE IS NOTHING ELSE TO DO		WHEN SPENDING TIME WITH FRIENDS, HOW OFTEN ARE YOU FEELING STRESSED OR ANXIOUS		WHEN SPENDING TIME WITH FRIENDS, HOW OFTEN DOES TIME PASS QUICKLY		HOW OFTEN IS YOUR FREE TIME BORING		HOW OFTEN DO YOU FEEL YOUR FREE TIME DRAGS ON AND ON	
MOST OF THE TIME N (%)	108 (11.2)	MOST OF THE TIME N (%)	85 (8.8)	MOST OF THE TIME N (%)	137 (14.2)	MOST OF THE TIME N (%)	114 (11.8)	MOST OF THE TIME N (%)	93 (9.6)
SOME OF THE TIME N (%)	442 (45.7)	SOME OF THE TIME N (%)	422 (43.7)	SOME OF THE TIME N (%)	437 (45.1)	SOME OF THE TIME N (%)	421 (42.5)	SOME OF THE TIME N (%)	403 (41.7)
ALMOST NEVER OR NEVER N (%)	416 (43.1)	ALMOST NEVER OR NEVER N (%)	458 (47.5)	ALMOST NEVER OR NEVER N (%)	394 (40.7)	ALMOST NEVER OR NEVER N (%)	433 (44.7)	ALMOST NEVER OR NEVER N (%)	471 (48.7)

Table 4.4 continued

4.7 Domain four: Environment

This domain focused on the environmental factors that depict the context in which the participants live. Tap water in the home and ownership of a motor car were used as proxies for socio-economic status. These findings are summarized in Table 4.5 *Environmental factors amongst youth who have dropped out of school*.

The results show that the majority (n=861, 89.7%) of participants who have dropped out of school have tap water at home and the minority (n=99, 10.3%) do not have tap water at home. More than half (n=547, 56.9%) of the participants have families who own motor cars, and just under half (n=413, 43.1%) have families who do not own motor cars.

4.8 Conclusion

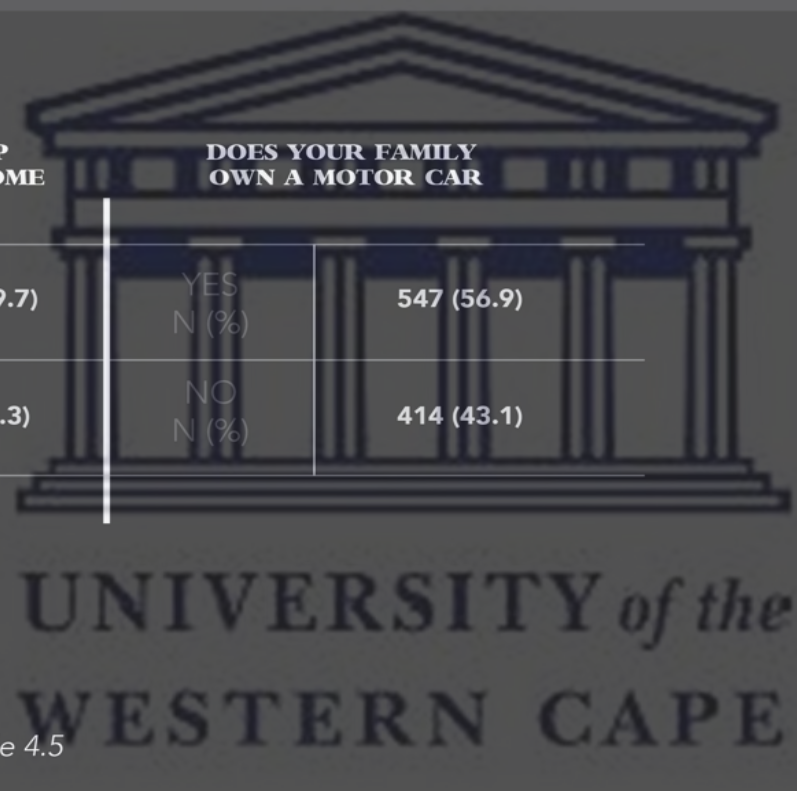
This chapter displays the results of Phase One of the study; quantitative findings. The demographics of the participants are displayed, showing that the participants were aged between 13 and 36 years. These results also displayed what are the most commonly used substances amongst the participants and how often these are used on a daily, weekly and monthly basis. The amount of time and how the participants use their free time has been displayed, as well as the certain occupations the participants are engaging in during their free time. Concluding the chapter was the environmental factors considered within this study. Within the next chapter the quantitative findings will be discussed.

**DOMAIN
FOUR**

ENVIRONMENTAL FACTORS AMONGST YOUTH WHO HAVE DROPPED OUT OF SCHOOL

DO YOU HAVE TAP WATER IN YOUR HOME		DOES YOUR FAMILY OWN A MOTOR CAR	
YES N (%)	861 (89.7)	YES N (%)	547 (56.9)
NO N (%)	99 (10.3)	NO N (%)	414 (43.1)

Chapter 4 | Table 4.5



CHAPTER FIVE

FINDINGS FROM QUALITATIVE STUDY

5 Introduction

In this chapter, the findings of phase two, the qualitative study, are presented. As a sequential explanatory design was used, questions for the qualitative focus groups were developed based on the results from the quantitative data. By using an expansion “fit” as an integration approach, it allowed the researcher to further expand the understanding of the results obtained in phase one. This integration approach uses narrative and weaving to display the results (Fetters et al., 2013). Therefore, the results obtained from the quantitative data are further explained by the qualitative results. The questions (appendix 8) developed from the phase one results assisted the researcher to further explore and obtain the participants’ experiences. The objectives that were used for this phase were; *Objective 2*: Explore and describe how youth who have dropped out of school use their free time, *Objective 3*: Explore and describe how youth who have dropped out of school experience their free time, *Objective 4*: Explore and describe the environmental influences on free time experience and substance use amongst youth who have dropped out of school, and *Objective 5*: Explore and describe the possibilities of change amongst youth who have dropped out of school. Five domains were derived from the analysis of the qualitative data: Domain one: Substance Use, Domain two: Use of free time, Domain three: Experience of free time, Domain four: Environment, Domain five: Possibilities of change. Each domain contains sub-domains and is further subdivided into smaller components. Figure 5.1 provides an overview of the qualitative findings, displaying each domain, with its related subdomains and components.

5.1 Demographics of Participants

Thirty two participants were recruited in phase two of the study, and were residing in either Eerste River or Bellville South. Fourteen participants were females and 18 were males. For the females, the age range was 14 to 29 years, and the last grade completed ranged from Grade 6 to Grade 12. For the males, the age range was 14 to 29 years, and the last grade completed ranged from Grade 4 to Grade 9.



Chapter 5.1 | THE OVERVIEW OF THE INTEGRATED FINDINGS

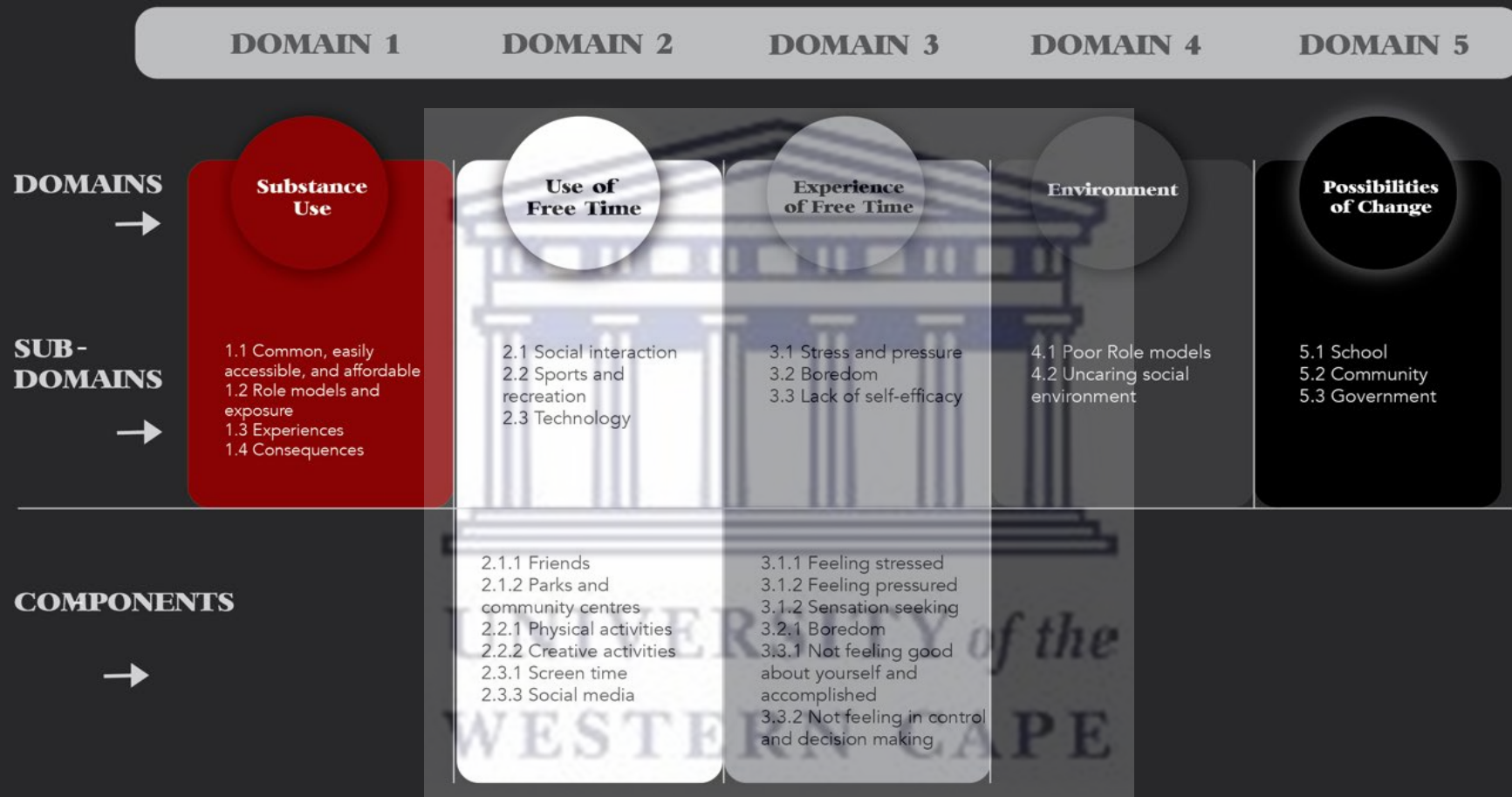
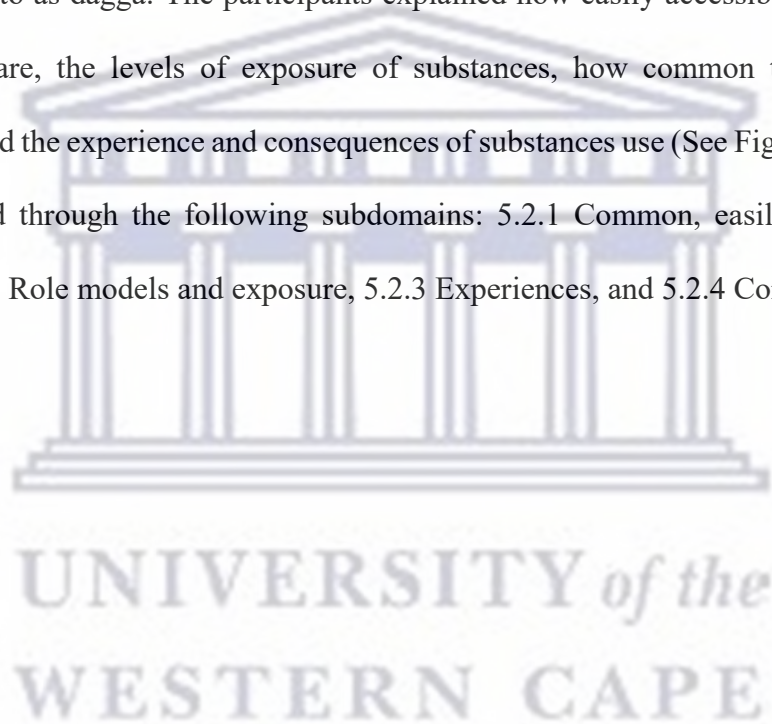


Figure 5.1: "Overview of qualitative findings showing domains, sub-domains and components."

5.2 Domain one: Substance Use

This domain describes the participants' lived experiences of substance use and the role this has in their lives. Five substances were focused on in the quantitative findings: alcohol, cigarettes, methamphetamine (tik), marijuana (dagga), glue or petrol; however, two more substances have been included into the qualitative findings: methaqualone (mandrax – 'buttons') and a heroin-based substance (unga) as these two substances were discussed by the participants. Throughout this chapter the substances will be referred to by their 'street names', for example, marijuana will be referred to as dagga. The participants explained how easily accessible and affordable the substances are, the levels of exposure of substances, how common they are in their communities, and the experience and consequences of substances use (See Figure 5.2). Domain one is described through the following subdomains: 5.2.1 Common, easily accessible and affordable, 5.2.2 Role models and exposure, 5.2.3 Experiences, and 5.2.4 Consequences.



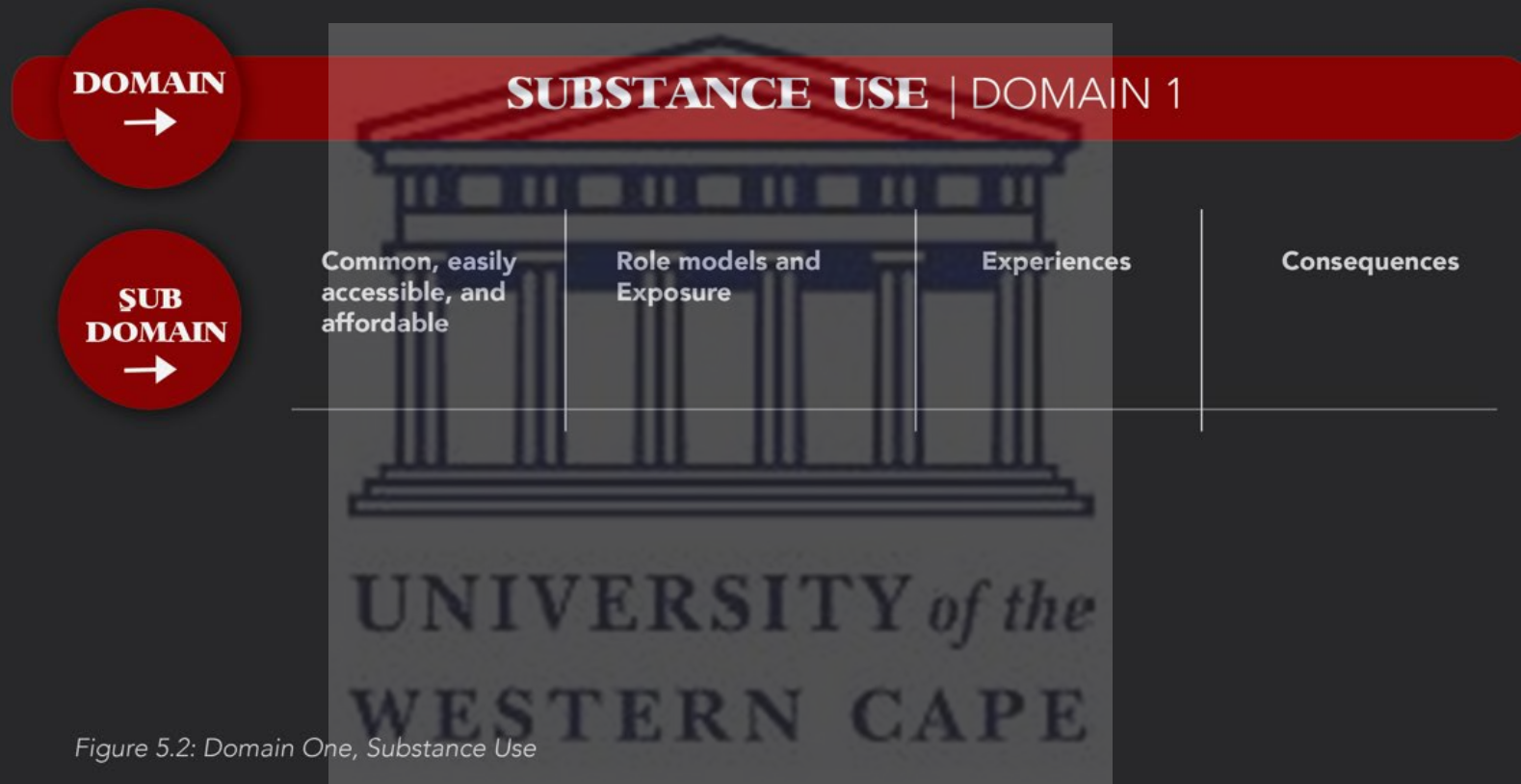


Figure 5.2: Domain One, Substance Use

5.2.1 Subdomain one: Common, easily accessible and affordable

As youth growing up in low socioeconomic communities, the participants explained how substances and substance use has always been very prominent in their communities. From a young age one is exposed to substances and substance use. As the quantitative results showed, the prevalence of substance use amongst the participants was found to be relatively high. Alcohol and Tik were noted to be the most commonly used substances amongst the participants. This was supported in the focus groups where some of the participants reported that they only use alcohol and cigarettes, whereas some participants reported that they use more harmful substances such as Tik and Buttons. One participant commented *“Maybe we will drink, smoke ganja, like we don’t do tik and buttons, that bad stuff”* (Eerste Rivier, Male). This participant felt that drinking alcohol, smoking cigarettes and smoking ganja [marijuana] are not classified as being ‘bad stuff’. However, another participant commented *“Common drugs, soos Tik? Ja Tik. And buttons is common”* (Bellville South, Male). He referred to Buttons as being very common and a substance that he himself and others used very often.

As substances are such a prominent factor in these communities, many of the participants see substances as not only common but easily accessible and affordable for them to use them. The participants have expressed these reasons for playing a major role in them using substances. Participants expressed how affordable the substances were and that is why they are able to purchase them so frequently. Furthermore, the use of substances has become a part of their free time every day. Commenting on the affordability of the substances, one participant commented on what it costs him to purchase one use of Buttons, *“Fifteen rand for a half Buttons, in one go”* (Eerste Rivier, Male). Another participant expressed how affordable it is for him to purchase the substance that he uses, *“Only like ten-rand, seven rand for dagga”* (Bellville South, Male). These substances were reported to be two of the most common substances used by the participants. One participant offered an explanation for these substances being so

common and affordable, “Costs less and because most of the people in the community, they do Buttons. So this is easily available. Most of the time” (Eertse Rivier, Male).

5.2.2 Subdomain two: Role models and exposure

The communities in which the participants live in and are exposed to everyday, are known to have many drug dealers and gang members. The participants see them as their role models and people to look up to. As these drug dealers and gang members represent power, the participants respect them and want to be a part of these social groups. Growing up in such a setting, the participants reported that they are exposed to substances often and why they, and others, started using substances at a very young age. Concerns were expressed about the age at which the participants started using substances. One participant felt that all participants enjoy substances in his community. This is supported by, “All the young people love Dagga now” (Bellville South, Male). Another participant reported that youth involve themselves in substances at a very young age due to the social groups that they interact with, she stated that “The small children, thirteen years old, go to the drug smuggling house here with the gangsters” (Eerste Rivier, Female). One participant was able to identify how substance use can be harmful to youth when one uses at a young age and what activities they engage in to obtain these substances, “Smoke from age fourteen, Tik and so, you steal from your family” (Bellville South, Male).

The participants’ reasons for being exposed to substances from such a young age, was not only because of drug dealers and gang members in the community but also their home and school environments. The participants explained how their authority figures (mothers, fathers, brothers, uncles, educators and police) use substances and so from a young age, they have found it acceptable to engage in us of substances. The participants offered evidence of how they are exposed to substance use in their home environment on a daily basis. One participant

stated that *“My uncle uses Mandrax and Tik”* (Eerste Rivier, Male) and another supported this with *“My mom drinks wine, so I drink wine”* (Eerste Rivier, Female). One participant explicitly referred to the influence of role models that use substances in their home, and how this affects youth, *“Because most of the people does it in front of their children and that’s what makes the children copy and they also want to do it because their mothers show them how to do it”* (Eerste Rivier, Female). Concerns were expressed by the participants, about educators within schools and how they allow the youth to use substances and how they themselves engage in such activities with the youth at school. One participant felt that her educators played a major role in her starting to use Tik at school, *“In the class, Mr P he is buying his kaas [cheese, type of marijuana] that make you like Tik and make you like a drug”* (Eertse Rivier, Female). Another participant supported this comment, *“He [the educator] does it at school, he smokes with the children, Grade Twelve children”* (Eerste Rivier, Female). The participants described their experiences with educators engaging in substances on school grounds and inviting students to participate in such occupations with them.

5.2.3 Subdomain three: Experiences

The participants expressed that as growing adolescents, they feel that they experience a lot of stress personally and in their home environments. By engaging in substance use they find the ‘easy feeling’ which relaxes them and assists with forgetting their stresses for some time. One participant described this feeling and how taking substances makes him feel. *“If you rook [smoke] Buttons you’re like easy. You’re in your own motiewe [motive] and stuff, you are on your own dream”* (Bellville South, Male). Another participant emphasised the feelings he experienced when using two different substances during his free time. He expressed this as constantly getting the ‘good vibe’. *“Buttons takes you to the moon and Dagga is good vibes”* (Bellville South, Male).

5.2.4 Subdomain four: Consequences

The participants have expressed how they are aware of the consequences of substance use on their health, well-being, occupations and relationships; however, they experience boredom and therefore use substances as they enjoy the experience which fills their free time. Despite being aware of the harm and the consequences that follow, the participants still engage in substance use. The participants expressed how harmful substances can be and the effects it has on one's body and mind. One participant commented, *"If they use, one day, when they're older their inside is going to be bad"* (Bellville South, Male) and another participant added, *"Your brain cells, killing your brain cells ja"* (Bellville South, Male). Some of the participants mentioned how certain substances were worse than others. This participant expressed how he sees unga as being the worst substance and having the greatest effect on one's body. *"Unga, piece of foil. That one is wrong wrong, make you like bone"* (Bellville South, Male). Many of the participants mutually agreed that substances are harmful and have an overall impact on their health and body. One participant who stated that he only uses dagga, was explaining his opinion on the other participants who use more harmful substances such as Tik. *"They're destroying their whole inner body"* (Bellville South, Male).

The participants were also aware of the consequences that are caused when using substances in a social environment. They expressed how often youth get 'brave' once they have used substances and how they engage in physical fights with enemies (rival gangs), friends and family members. *"Fighting and shooting at the parties. Fighting at home too"* (Bellville South, Male). The participants described how they would pursue a partner and engage in sexual activities, due to substance use, which they later realised had even larger consequences. One participant explained how he would go to a party and engage in substance use and what he viewed as being a negative consequence of this. *"Go look for a girlie, doing bad things with her. Then you in trouble"* (Bellville South, Male).

5.3 Domain two: Use of free time

This domain describes the participants' lived experiences of who they spend their free time with, the different social settings that their free time is spent, and the different occupations engaged in during this free time (see Figure 5.3). Domain two is described through the following subdomains: 5.3.1 Social Interaction – which is further subdivided into *Friends* and *Parks/Community Centers*, 5.3.2 Sports and Recreation – which is further subdivided into *Physical activities* and *Creative activities*, and 5.3.3 Technology – which is further subdivided into *Screen time* and *Social media*.



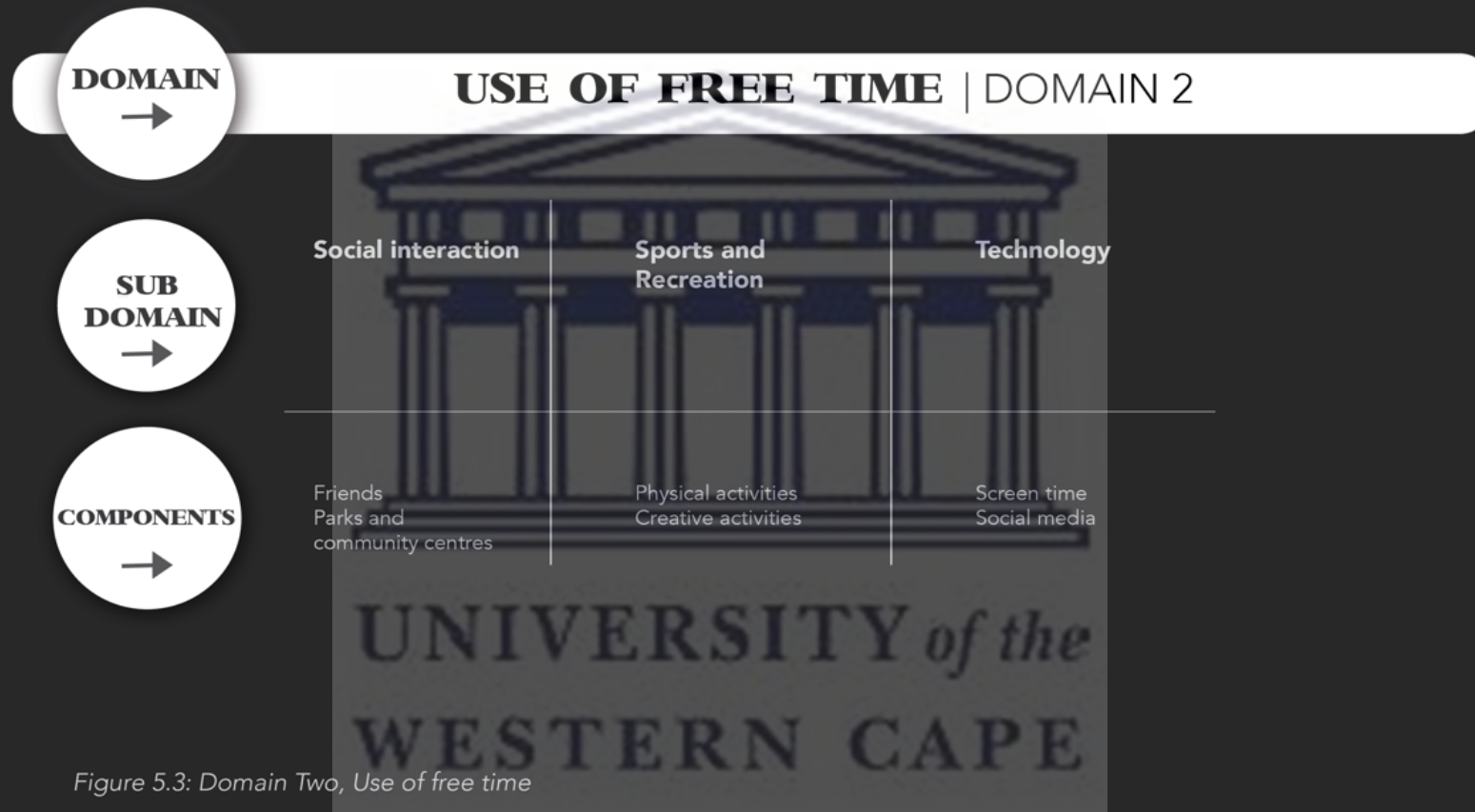


Figure 5.3: Domain Two, Use of free time

5.3.1 Subdomain one: Social interaction

Social interaction is very important for youth and this was clearly evident from the focus groups as social engagement was how the majority of the participants spend their free time. As youth who have dropped out of school, the participants explained how they spend their free time hanging out with friends and spending time at community/sports centres. They described the occupations they engage in during this use of free time in these social settings. This subdomain is further subdivided into two components *Friends* and *Parks/Community Centers*.

Friends: The participants have expressed how their friends are their main support system and they spend most of their time with their friends every day. This was seen in the quantitative findings as the majority spend at least one or more hours a week with their friends. As youth who have dropped out of school, the participants described how they have a lot of free time and most of their time is spent 'sitting around' or engaging in substance use. One of the participants remarked that during her free time she would hang out with her friends; however, they often felt like there was nothing to do and so would engage in the same activity every day.

"Like us three, late at night, from the morning 'till the night, like us, the three of us, we like to go and sit on the window stoep and smoke a bit or do dagga together." (Eerste Rivier, Female).

Parks: The participants described the different settings in their community where they spend free time with their friends. The participants' decisions about where to spend their free time are based on safety, the occupations they engage in, and the friends with whom they spend their time. Parks were referred to as a setting in which some of the participants spend a lot of time. In the quantitative findings it was found that half of the participants never spend time at parks and the other half do spend time at parks. Opinions differed amongst the participants on how they viewed spending time at parks and the occupations in which they engaged. Some of the participants remarked how park settings are seen as a dangerous place where gang members and substances are found. These participants expressed no interest in wanting to spend their

free time in such a setting. One participant felt that it is unsafe for him to go to the park in his community as there are many substances and gangsters who cause fighting. *“Some bad, like mine, because drinking, smoking, and a lot of gangsters in the park.”* (Bellville South, Male). Another participant emphasised how she constantly gets bored and feels like there is nothing to do in her community. She explained how she wants to go to the park but wishes there were activities to do there, but there are not, and it is unsafe. *“Because there’s nothing there and it’s not safe. We want cool stuff there. We want to play with the children but there’s nothing to play with even and it’s so dangerous”* (Eerste Rivier, Female).

On the contrary, some participants expressed how they enjoy ‘hanging out’ in the parks because there are gang members and it’s easy to buy and use substances. These participants see parks as a social setting where they enjoy spending their free time with their friends. One participant felt that the park is where she goes to spend time with her friends and where there will be no one who complains and controls her from using substances. *“Like us three, we like to go to the park to Tik”* (Eerste Rivier, Female). Another participant mentioned how she is aware of the substance use and the gangsters that visit the parks but she states that her gang also spend time at the parks and so she feels protected when she is with them. *“They sell drugs and our enemies is there, the Fancy Boys. But I’m with them.”* (Eerste Rivier, Female).

Community Centres: With relation to community centres, some of the participants expressed how, in the communities that they reside in, they were unaware of the community centers and the resources that are available to them. Commenting on community centres one participant said, *“It’s the first time that we’ve heard about it.”* (Eerste Rivier, Male) and another said, *“Don’t have lots of these [community centres].”* (Bellville South, Male). Other participants however, expressed their positive feelings towards such settings as they described how they would use their free time to go to community centers. They mentioned that they enjoy the

atmosphere, associated with such settings, with positive occupations and how it makes them feel safe in their community. *“It’s safe for us. Like this centre [where focus group was held].”* (Bellville South, Male). Contributing to the conversation about community centres, one participant was explaining his view on what occupations he could engage in during his free time if there were community centres in his community. *“Sometimes it can be fun, there can be a skate park.”* (Eerste Rivier, Male). Another participant supported this by saying, *“So at times like that there might be games then the children can play games, chess and things like that.”* (Eerste Rivier, Male).

5.3.2 Subdomain two: Sports and recreation

As youth who have dropped out of school, the participants explained how they spend their free time engaging in physical activities, playing music instruments, singing or drama groups and hobbies and creative activities, and which types of occupations they engage in during this free time. This subdomain is further subdivided into two components *Physical activities* and *Creative activities*.

Physical activities: When discussing free time use, the participants expressed a desire for their passion for physical activities such as sports. They described how sports is a positive activity to engage in and how it makes them feel good about themselves. Many of the male participants expressed how by playing sports they felt a sense of belonging as they are a part of a team. The participants find this use of free time to be enjoyable and meaningful. One participant expressed joy when explaining how he felt about engaging in sports during his free time, he said *“The whole day from eight o’clock until 10 o’clock we play soccer, with our team we laugh and win”* (Bellville South, Male). Another participant expressed how she felt safe and part of a team when she engages in her sport, she said *“We are good with netball, the coach, everyone in one team. The dad looks after this group”* (Eerste Rivier, Female). Attributing to

spending time engaging in sports, one participant explained how he does not have sport centres or gyms in his community and so engages in such activities at home. *“Soccer, boxing, gym, I do on my own at my house”* (Eerste Rivier, Male).

Contradicting these participants' views on physical activities being a positive way of spending their free time, a few of the participants described how they do not consider physical activities as a good use of free time as they have had a negative experience with such activities. Some of the female participants explained how by engaging in sports and forming teams, this leads to fights and more disruption in their community. One participant expressed her experience with being in a netball team and how the team ended due to a fight amongst the players. *“And when we are in a group, it's almost as if the one wants to put the other one down, that's why they have split up”* (Eerste Rivier, Female).

Creative activities: Many of the participants, most of whom were females, expressed how they engaged in activities such as music and dance during their free time. These participants described their engagement as being both negative and positive for their wellbeing. Some of the participants explained how they enjoy spending time alone and playing music and others explained how they play in groups. One participant said, *“Making music by myself, it's nice”* (Eerste Rivier, Male) and another said, *“We sing at Church, every Sunday, we sing loud with the people. I like singing, I did it in school choir”* (Bellville South, Female).

Although the majority of the participants saw music as being a positive activity, some of the participants spoke about how they engaged in such activities, negatively, to benefit themselves and as a means to get substances without having to pay for them. One of the participants referred to dancing and singing as a way of entertainment to entice drug dealers to give her substances for free. She said, *“Us three like dancing. We do a lot. We dance for the man with the tik and alcohol so he will give to us”* (Eerste Rivier, Female).

5.3.3 Subdomain three: Technology

This subdomain focuses on the participants' explanation of how they spend their free time engaging in technological activities such as watching television and movies, playing video games and whatsapping, facebook, mxit and text messaging. This subdomain is further subdivided into two components *Screen time* and *Social media*.

Screen time: This has been identified as one of the participants' largest use of free time activities. The majority of the participants viewed watching television as being a positive use of their free time. They find this engagement to be relaxing and they can do this with their friends, family or by themselves during their free time. A few of the participants expressed their views on television, "*Watching TV, playing games, ja nice*" (Bellville South, Male), "*Yes, cartoons. Tom and Jerry. With my brother and little sisters*" (Eerste Rivier, Female) and "*I watch movies with my friends, it's fun*" (Eerste Rivier, Male).

On the other hand, there were a few participants who expressed how watching television has a negative effect on youth. They expressed how there are some channels and shows that youth should not watch but there is no adult supervision to control this and the adults themselves expose the youth to this. One participant explained, "*Because the parents watch TV for sex stuff*" (Eerste Rivier, Female) and another participant expressed the same statement mentioning how the youth watch the same channels, "*The sex one, they watch it. They do it at night*" (Eerste Rivier, Male). Other participants described how they saw watching television as being a 'lesson' or 'getting skills' and how they have learnt a lot from watching certain shows and movies. The male participants explained how they watch fighting movies and the female participants explained how they enjoy watching the romantic movies with sexual scenes. With relation to this one female participant said, "*I like popping kisses, you learn how to kiss a boy*"

(Eerste Rivier, Female) and another male participant stated, *“Movies can teach you a lot of stuff, [like] fighting. Then I can fight good”* (Eerste Rivier, Male).

Social Media: Social media was discussed frequently by the participants, this included whatsapping, mxit, facebook and text messaging. These activities were mainly described as being harmful and the participants expressed how there were many negative consequences of engaging in social media during their free time use. The participants stated that social media initiates bad behaviour and a means of partying which involves substance use and sexual activities. This participant supported this by saying, *“We use it but whatsapp is bringing you into trouble”* (Eerste Rivier, Female). One participant expressed how social media initiates harmful situations as social events are broadcasted on these sites. *“Can go on facebook maybe post something on a party. Like meet people and drink, eat and do drugs. Then find a girl and do sex stuff”* (Bellville South, Male).

The female participants expressed how social media can have a negative effect on their self-esteem and self-worth. They explained how it leads to friendships being ruined and how a female is shamed in their community because they engage in conversation, which can be seen as inappropriate, with a certain person. With referring to Whatsapp and messaging in a group chat, one participant expressed how rumors are spread and fights start amongst the friendship groups. She stated, *“Because of the groups. This one sends a message to you. You don't look nice today and so the other one tell the other one that one's ugly and stuff like that”* (Eerste Rivier, Female). One participant expressed her experience on how she meets males online and then meets them face-to-face, which led to rumors being spread about the occupations they engaged in during this time. She said, *“We could claim sex because most of the, when you are on facebook or whatsapp, and you meet maybe somebody, then he is going to say he doesn't have a girlfriend. Then after that he so going to talk to people about what you do”* (Eerste

Rivier, Female). Other participants reported how social media is a platform for negative exposure and a means of inappropriate interaction. This is supported by, *“Where they want to have sex with each other, bad pictures they are sending. Then the boys show all their friends”* (Bellville South, Male) and *“It’s a platform to expose people”* (Bellville South, Female).

The participants also explained how using social media during their free time, leads to sexual interactions and sexual activities. One participant described how social media allows her to meet certain people but then being ‘tricked’ by an older community member which leads to sexual abuse. She said, *“And some of the older people use younger people profiles on facebook. Then you think it’s someone nice and then you meet them then it’s an old man. They trick you, they rape you”* (Eertse Rivier, Female).

Other participants expressed how during their free time, within their social groups, they are exposed to sexual activities. They explained how this is done by being invited over social media to attend a social gathering, not being aware of the situations taking place, and then being exposed to sexual activities. This participant commented, *“We went in with a candle the people were like having sex so I was, I don’t like whatsapp and facebook. So I will only facebook with people who are in church”* (Eerste Rivier, Female).

5.4 Domain three: Experience of free time

Domain three explores the participants’ lived experiences of their free time and the overall responses of boredom and sensation seeking amongst the participants (see Figure 5.4). This domain is displayed through the following subdomains: 5.4.1 Stress and pressure – which is further subdivided into *Feeling stressed* and *Feeling pressure*, 5.4.2 Boredom – which is further subdivided into *Sensation seeking* and *Boredom*, and 5.4.3 Lack of Self-efficacy – which is further subdivided into *Not feeling good about yourself and accomplished* and *Not feeling in control and decision making*.

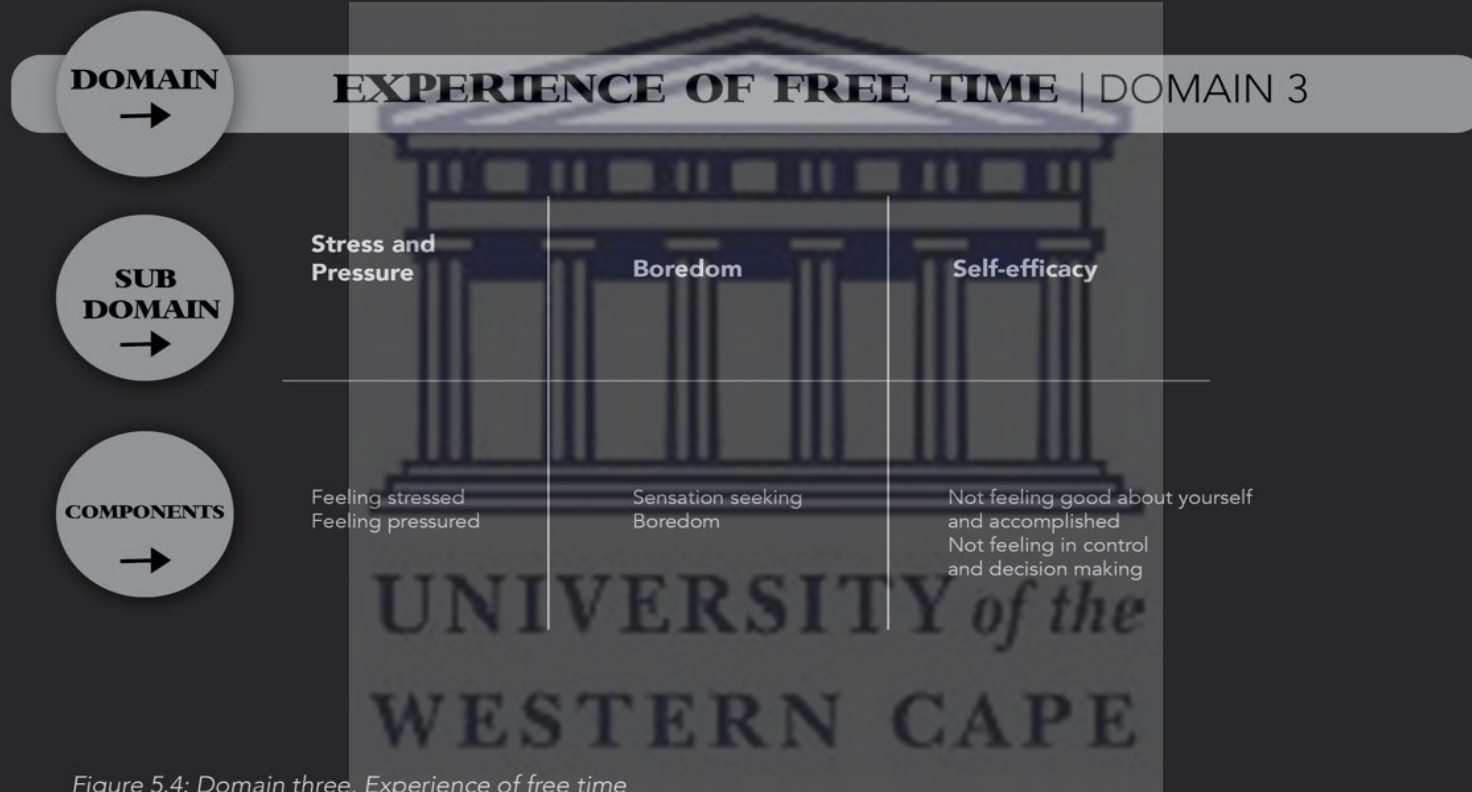


Figure 5.4: Domain three, Experience of free time

5.4.1 Subdomain one: Stress and pressure

This subdomain focuses on the participants' experiences of the ways in which they are spending their free time as a result of feeling stressed, anxious and feeling pressured by friends, family and their communities. This subdomain is further subdivided into two components *Feeling stressed* and *Pressure*.

Feeling stressed: The participants described the way in which they spend their free time due to, and as ways of, dealing with their stress. Most of the participants deal with their stress in a negative manner. One participant explained how she started using substances during her free time when she felt stressed, she said *"But I don't smoke to impress my friends, because I've got a lot of stress. So when I started smoking I was stressed so when I got it right I just felt like I would smoke more and more"* (Eerste Rivier, Female). Another participant expressed how her feelings were mutual to this response by saying, *"We are smoking dagga and then the stress is off and then I laugh the whole time"* (Eerste Rivier, Female).

The participants' experiences in their home environments are a major contributor to them using substances in their free time as this makes them feel relieved and less stressed. Many of the participants expressed how their family will fight and so they feel much stressed. Therefore, they leave home and go spend their free time with their friends. The participants reported that their families deal with stress by engaging in substance use and so when there is conflict and fights within their homes, they go spend time with their friends and use substances to get rid of their stress. One participant said, *"The home brings stress, they are smoking drugs then fight"* (Eerste Rivier, Female) and another added, *"Often the parents are fighting or taking drugs at home and then the children get scared, so they go to friends and drink alcohol and smoke to not be stressed"* (Bellville South, Female).

A minority of the participants explained how they spend their free time engaging in positive activities when they are feeling stressed. They expressed how they feel less stressed when they engage in sports or activities that stop them from thinking about the stress. This was expressed by one participant, *“I play soccer, run fast and not think about it”* (Eerste Rivier, Male). Another participant explained how when he feels stressed he spends time helping out around the house, he said *“Perhaps there will be someone, there with someone at their house or so. Just help with the house stuff”* (Eerste Rivier, Male). Another related to this and added, *“Washing windows ja, washing cars”* (Eerste Rivier, Male). One of the participants provided an opinion of different places one can go when feeling stressed that does not involve substance use, he said *“I like to go to the beach”* (Bellville South, Male).

Pressure: Influence by friends and older community members was expressed as being a major form of pressure for the participants. They expressed how they sometimes have to spend their free time involved in, and experiencing, situations that they do not want to. The participants explained how they are pressured and influenced into engaging in substance use and fighting from a young age by older friends and community members. One participant explained how older members of a social group pressure younger members into trying substances, she explained the situation and how one is pressured, *“I am smoking and she doesn’t smoke, so I tell her to take one pull. So she says no her mommy will shout. Then I tell her she’s like a mommy’s baby, then she takes a pull”* (Eerte Rivier, Female). Another participant added to this statement, *“The older ones they do it to all the young girls, then they start bad stuff”* (Eerste Rivier, Female).

The participants explained how they will engage in negative activities to feel part of a social group. They expressed how they see older friends and community members as their role models and therefore feel pressured to engage in the same activities as them. One participant reported

that many of the young males in his community start substances or join gangs due to the influence of older youths. He stated, *“Because they think what the other one is doing, the other one is the best”* (Bellville South, Male). This was supported by another participant, *“You look up to them. Because they, they need like that”* [they need support] (Bellville South, Male). One of the female participants explained how spending free time with older friends influenced her to engage in substance use. She expressed how one feels pressured to do the same occupations as them and so one tries substances once, and then one continues to engage in substance use in order to be a part of the social group. She stated, *“You see, he’s doing it now so you want to try it also, get it right, and then you want to smoke the whole time also”* (Bellville South, Female).

5.4.2 Subdomain two: Boredom

As youth who have dropped out of school, the participants explained their negative experiences of free time. They expressed how they often experience boredom, and this leads to sensation seeking and engaging in negative activities and being exposed to certain situations that they are not comfortable in. This subdomain is further subdivided into two components *Boredom* and *Sensation Seeking*.

Boredom: The participants expressed how since dropping out of school, they experience boredom due to having ‘nothing to do’. They explained how in school they had a set routine and different activities to engage in everyday, but now that they have dropped out of school it is ‘boring’ and there is nothing to do during their free time. One of the participants commented, *“Because in the school you sit with your pencil and your book in your hand and you write work which is on the board and then you have friends at the school but at home it’s not nice, it’s boring”* (Eerste Rivier, Female). The participants remarked how they often felt boredom because there is a lack of activities and resources in their communities. This then leads to them

engaging in negative activities such as substance use, sexual and criminal activities in their free time. This was expressed by one of the participants, *“Yes, she is bored so she skiets [shoots] guns”* (Eerste Rivier, Female). Another participant identified with the negative aspect of engaging in substance use but she explained how there is nothing else to do and so she is experiencing boredom during her free time. She said, *“It’s not nice to have nothing to do and so sit on the winkelstoep [shop step] and smoke ganja every day, it don’t look nice for a girl”* (Eerste Rivier, Female). One of the participants emphasised the fact that there are limited resources in her community and so youth engage in activities that result in them getting into trouble, she said *“In the community there is nothing to do. So they end up in trouble doing bad things”* (Bellville South, Female).

Sensation seeking: Due to experiencing boredom during their free time, the participants explained how they seek exciting experiences. They described why they enjoy engaging in such activities and the feelings they experience. Common remarks were made amongst the participants, *“Me I like to do scary things, or scare other people”* (Eerste Rivier, Female) and *“We have fun doing that”* (Eerste Rivier, Female). One of the participants expressed how her free time is boring and so she engages in harmful occupations as a challenge for excitement and to ‘keep entertained’. She said, *“Keeps us entertained, we like challenges”* (Bellville South, Female). Another participant attributed to this feeling by saying, *“We do it for a rush”* (Bellville South, Male).

The participants also expressed how by engaging in sensation seeking activities they are able to discover themselves and their environment around them. One participant reported how youth engage in these occupations to have new and exciting experiences. He noted that by experiencing this one can decide if they want to continue engaging or try other occupations in their free time, and as he said, *“To make up your own mind”* (Bellville South, Male). Other

participants described how they engage in these activities due to feeling pressured and wanting to fit in with their social groups or environment. One participant commented on how certain social groups will not accept him if he does not prove himself. He reported that he engaged in harmful occupations to prove to a social group that he is capable of belonging to them. He stated, *“To prove a point, then you are not scared”* (Eerste Rivier, Male).

Due to experiencing boredom the participants described how they find excitement in engaging in activities that will result in consequences as it is a challenge and a risk for them. They explained how they do not always think about the consequences as they have been raised with parents who engage in such activities. One participant mentioned, *“I also like to be naughty because my dad teaches me, he is in a gang”* (Eerste Rivier, Female). A few participants expressed a desire for hurting other community members and stealing from them as they found this entertaining. The participants expressed how they see no consequences for engaging in such experiences. One participant expressed, *“The night we took the tik sakkie [packet] from him then we ran. We pull and swing the bike chain [to hit him], so he fell, this is exciting and funny for us”* (Eerste Rivier, Female). Another participant commented, *“Last night she tells the old man, ‘come here’. Then we say we are helping him, but we steal his money. He grabbed me but I kicked him, so we had to walk because the people were coming. We smoked and laughed whole night about the old man”* (Eertse Rivier, Female). One of the participants expressed how he sees this as a challenge, *“Sometimes when we, being naughty, and then people get us, and then it’s fun man we laugh”* (Eerste Rivier, Male).

5.4.3 Subdomain three: Lack of Self-efficacy

As youth who have dropped out of school, the participants explained how they very seldomly experience the positive aspects of experiences and feelings during free time. This subdomain

is further subdivided into two components *Not feeling good about yourself and feeling accomplished* and *not feeling in control and decision making*.

Not feeling good about yourself and feeling accomplished: The participants described how they do not often feel good about themselves and feel a sense of accomplishment because they do not have the confidence and belief in themselves. They expressed how they doubt their capabilities and their accomplishments. This is supported by, “*They do not have self-confidence*” (Eerste Rivier, Male) and “*They don’t believe in themselves*” (Eerste Rivier, Male). One of the participants explained how another participant is very good at netball but she has been discouraged by team members. Due to this and doubting her capabilities, she has stopped engaging in netball and has started using substances during her free time instead. “*She’s good at netball but she thinks she is not good, so she stopped it*” (Eerste Rivier, Female).

Not feeling in control and decision making: The participants expressed how they find themselves involved in situations where they are unable to make the right decision, which results in them not feeling in control. One of the experiences the participants described was how they attend parties and engage in substance use which leads to them making the wrong decisions. The views were expressed as, “*When they getting drunk they don’t think straight*” (Bellville South, Male) and “*You do stupid things, hurt yourself*” (Bellville South, Male).

The participants expressed how there are many opportunities that are presented to them but due to not always feeling in control and poor decision making, they do not always take these opportunities. The participants described how they often succumb to peer pressure and make the wrong decisions by engaging in substance use, sexual and criminal activities during their free time. One participant expressed how there are sporting opportunities in school but due to dropping out of school, youth do not take these opportunities and instead end up spending their free time using substances and not engaging in sports. She stated, “*There are good things but*

these days the children prefer to go on the wrong road as opposed to the good road. They don't care about sports” (Eerste Rivier, Female). This was supported by another participant saying, *“Because most of us don't appreciate what we do get. We do get opportunities we don't use. Like SiSi, she's a very good netball player but she doesn't do it she use tik”* (Eerste Rivier, Female). Another participant emphasised how there are healthy occupations presented to her but she does not want to engage in these as she feels that her parents and community members view her as being a criminal and so she engages in what she wants to. *“There's lots of stuff but we don't want to do it. We just want to do our own thing. You can go to the beach, help your mother inside but they don't know us”* (Eerste Rivier, Female).

5.5 Domain four: Environment

This domain describes the participants' experiences of the environments surrounding them and the environmental factors that have an influence on how youth use and experience their free time including substance use (see Figure 5.5). Domain four is described through the following subdomains: 5.5.1 Poor role models and 5.5.2 Uncaring social environment.

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Figure 5.5: Domain Four, Environment

<http://etd.uwc.ac.za/>

5.5.1 Subdomain one: Poor Role Models

This subdomain focuses on the participants' experiences of the ways in which they are spending their free time as a result of their surrounding environment. This subdomain describes how the participants are influenced by their role models in their home, school, community and government.

The participants on the whole expressed how their environment has an effect on the occupations they engage in every day. It was reported that within the participants' home environment they engage in certain occupations, such as substance use, due to their siblings and parents using substances. One participant commented on how he was first exposed to substances by his brother, who was initially exposed to substances by his father. He commented, *"My brother... And my dad who bakes it [dagga] in the cakes"* (Eerste Rivier, Male). Another participant spoke about how her mother uses alcohol every day and so she started too. She commented, *"Because most of the people does it in front of their children and that's what makes the children copying and they also want to do it because their mothers show them how to do it"* (Eerste Rivier, Female).

In a few cases the participants spoke about how their school environment has played a major role in them engaging in substance use and criminal activities. The participants expressed how their educators use substances at school and involve the students in this exercise. The participants shared feelings of how they find it acceptable to use substances at school because their educators are using. One participant offered an explanation for this, *"The teachers of [name of school]. They also smoke Dagga. Guy Fawkes. They teach them at school"* (Eerste Rivier, Female).

Commenting on environments that have an influence on the participants' engagement during their free time, not only were there home, school and community environments mentioned but

they expressed how these influences comes from a provincial environment too. There were mixed opinions on the recent law that had been passed by the Government of the country to legalise the consumption of marijuana. The participants stated that this meant it was legal to smoke dagga and they would no longer get into trouble with the police anymore. Some of the participants blame the Government for substance use in their communities as they believe the Government is supporting the use of marijuana. Whereas some of the participants expressed that they are extremely happy with the legislation of marijuana. One of the participants commented, *“I’m just glad that Jacob Zuma said that Dagga is nice”* (Eerste Rivier, Female).

5.5.2 Subdomain two: Uncaring social environment

This subdomain focuses on the participants’ views and experiences of the occupations they engage in during their free time due to an uncaring social environment. This subdomain describes how the participants are influenced by their home, school and community environments and how they feel lack of support from these environments.

A variety of participants expressed how they felt a lack of support in their home environments. They mentioned that their parents did not support them while they were in school and have never guided them on the right path. One participant spoke about how the older community members and parents did not care if their children were exposed to substances and violence as they assume that the children are engaging in such occupations. The participant stated that this is why she uses substances as she sees it as a way of getting approval from her parents. She commented, *“Because they don’t worry what the children see, what they do and the children also think they do what they are doing. Then they will like me”* (Eerste Rivier, Female).

Another participant expressed concerns about her school environment. She mentioned that there are no educators controlling the substances and violence occurring in the schools and so the youth find it acceptable to engage in such occupations. She expressed how many youths

engage in these occupations to get attention and support from the school, but this goes unnoticed. She said, *“I also smoke at school and drink. Guns and also too, selling drugs. They don’t care... it’s [a cry] for help. But it doesn’t work”* (Eerste Rivier, Female).

A variety of perspectives were expressed about the participants’ communities. Many mentioned the fact that they never feel safe. One participant explained how her community never stands up to the gangsters and they allow the gangsters to do whatever they want. She said, *“Even if you get stolen, they will watch - they won’t help you”* (Eerste Rivier, Female).

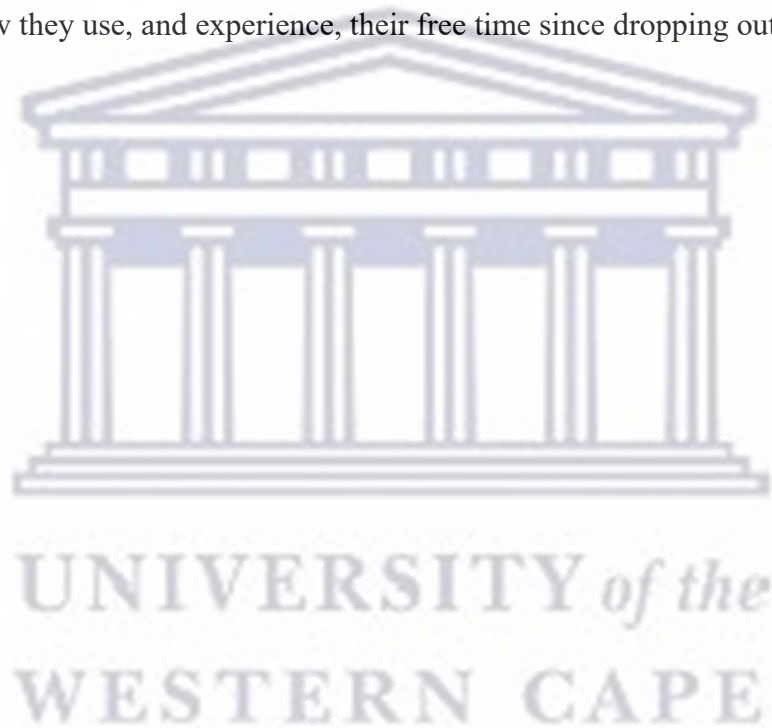
In one case, a participant spoke about how being a part of a gang does not always provide protection as they only care about themselves and the substances being sold. She mentioned, *“They [the gang] don’t care. They don’t worry. As long as they get money in they won’t watch what you are doing”* (Eerste Rivier, Female).

There were some opinions discussed amongst the participants about the security within their communities. They expressed how they did not trust the police and how they believe the police are unsupportive. One participant expressed how she does not abide by the law as she feels that the police are the enemies, *“We’re not scared of the police because why, the police in our community doesn’t do their work right because why if they were doing their work right, they would come quicker when people are using guns, or people was shot. They are the enemies. They would rather come for people that have tik or buttons on them but they won’t come for shooting and such stuff. They won’t take sides, they will only do what they want. They are scared to go to by the guns”* (Eerste Rivier, Female). Supporting this statement another participant said, *“The police is corrupt. They also sell drugs to people who sell them and they are also involved in the merchants. They know the merchants also chop the children up and put them in boxes but they do nothing”* (Eerste Rivier, Female). One of the participants had the

same opinion, *“I say the police from here in Bellville South they are corrupt.”* (Bellville South, Female).

5.6 Domain five: Possibilities of change

The last domain presents the recommendations and suggestions that the participant proposed for possibilities of change in their lives (see Figure 5.6). Domain five is explained through the following subdomains: 5.6.1 School, 5.6.2 Community, and 5.6.3 Government. These subdomains focus on the participants’ surrounding environments and systems which have an influence on how they use, and experience, their free time since dropping out of school.





5.6.1 Subdomain one: School

This subdomain focuses on the participants' recommendations on how their school environment could be more productive and supportive. The participants mentioned the struggles that they have identified with and provided suggestions on how to improve these.

The participants expressed a desire for youth to stay in school. As they have all left school, they are able to identify with the struggles they experience and want to encourage other youth to not drop out of school. One participant's recommendation was to offer scholarships in schools to motivate the youth to stay in school and not have to worry about how they will fund their education. She said, *"Try to keep young people in school, and um, offer scholarships to the young people that doesn't have money because most of the parents they um have SASSA grants and they are disabled."* (Bellville South, Female).

Many of the participants mentioned teenage pregnancy to be one of the greatest reasons for youth dropping out of school. One participant expressed how young girls drop out of school but there is a lack of support to help her go back to school. She said, *"Even in our community most of the children gets pregnant and they go out of school especially the girls. If they can help the girls specially to go back to school"* (Bellville South, Female).

Many of the participants suggested that extra classes and school be offered to assist youth who have dropped out of school, with completing their education. One participant expressed how there is a lack of funding and because of this youth are unable to go back to school. She said, *"There are people who are willing to give the classes, but they don't have funding there."* (Bellville South, Female). Another participant mentioned that without matric they would not be able to get jobs and this would lead to more gangs and drugs. The participants were eager and spoke with passion when they recommended the need for completing their education. One participant commented, *"We need our matric. Matric certificate to get any, any job then. To*

stop drugs and stealing” (Bellville South, Female) and another said, *“Help us to finish grade twelve, night school”* (Eerste Rivier, Male).

One participant suggested ways of helping youth who have already dropped out of school, this includes having safe settings where they can engage in healthy occupations and get support from other youth experiencing the same struggle. He said, *“A youth programme to stop drugs. Like, maybe play games, have chats... Definitely getting the youth together.”* (Bellville South, Male).

5.6.2 Subdomain two: Community

This subdomain focuses on the participants’ recommendations on how their community environment could be more productive and supportive. The participants mention the struggles that they have identified with and provided suggestions on how to improve these.

A need for more support from the community was mentioned by the participants. One participant expressed how youth drop out of school to assist financially at home. She suggested that more support from the community and helping the family in need would let the youth stay in school. She said, *“Because some of them dropout of school to actually go help the parents to put food on the table. The other people must help so they can stay in school”* (Bellville South, Female).

The majority of the participants expressed how after dropping out of school they experience great amounts of stress. They felt that groups where they get to express themselves would help them to not turn to substances but deal with their stress in a healthy manner. The participants generally found the focus groups to be useful as they could express their opinions and ideas and listen to one another’s viewpoints. One participant suggested, *“Do this [referring to the focus group]. Like invite many more children and stuff... group work.”* (Bellville South, Male) and another said, *“You know today we all did say something because it helps us because it’s*

out now. You don't have to stay with it or smoke ganja [dagga]. I feel relieved. We need this more" (Bellville South, Male).

Other participants suggested that more community awareness and support would assist with substance use, violence and dropping out of school. One participant expressed how forming groups would assist with this, he said *"To go out in groups to talk with the community. We might not like something in the community, but there in the community, we can perhaps stop it. Like gangsterism, drug abuse, tik, leaving school."* (Eerste Rivier, Male).

One participant expressed the need for helping youth who have dropped out of school. She suggested that more activities be offered to prevent the youth from experiencing boredom and engaging in harmful occupations. She suggested, *"More community activities... so maybe establishing an organisation where you can motivate and support other children"* (Bellville South, Female).

5.6.3 Subdomain three: Government

This subdomain focuses on the participants' recommendations on how their provincial government could be more productive and supportive. The participants mentioned the struggles that they have identified with and provided suggestions on how to improve these.

On a provincial level, the participants expressed their perspectives of how the government could assist with the struggles they are experiencing. Many of the participants offered suggestions how school dropout could be prevented if the Government was more active in the role of keeping youth in schools. One participant expressed the need for more awareness groups and how it would assist with youth not dropping out of school. She suggested, *"But I also think they must like, even like this that you're doing. I think they must go to the schools before the children even drop out... to encourage them to, give [show] them the risks and show them maybe what it's like outside if you drop out of school."* (Bellville South, Female).

Another participant reinforced the need for youth to stay in school, she suggested that there be more social workers in the community to make sure that all youth are attending school. She mentioned that the Government could assist with this and then all school attendance could be monitored. This is supported by, *“They must make that a law that the children must go to school, take them to the social worker.”* (Bellville South, Female).

One of the perspectives that many of the participants discussed, was the need for more funding by the Government for extra classes and night classes. One participant explained how she felt if there was extra funding then more youth would complete their education after dropping out of school due to their circumstances. This participant explained how she has tried to complete her matric but there are no means to do so. She stated, *“The school needs funding... It’s not giving the, the school, the teachers them funding to give matric classes, they’re only giving funding for grade seven until grade eleven.”* (Bellville South, Female).

5.7 Conclusion

This chapter displays the results of Phase Two of the study; qualitative findings. Five domains were used to display and discuss the findings in this chapter. Starting the chapter the participants’ perceptions of how they use and experience their free time are elaborated on and explained. Throughout the chapter many different perceptions are expressed on how the prevalence of substance use and environmental factors impact the participants’ use and experience of free time. Within the next chapter the integration of the quantitative and qualitative findings will be discussed.

CHAPTER SIX

DISCUSSION

6 Introduction

The aim of this study was to explore and describe free time experience and substance use amongst youth who have dropped out of school in Cape Town. Specifically, this study intended to gain an understanding of the participants' perspectives on how the use of substances related with how they spend their free time. An integrative approach is used to discuss the findings in this chapter through the use of a narrative and weaved method (Fetters et al., 2013), described previously in chapter 3 of this thesis. Subsequently, the discussion involves the integration of both quantitative and qualitative findings within the domains. A joint display is used to integrate the findings, as a visual figure draws out new insights (see Figure 6.1).

The discussion is enhanced by using the metaphor of a spiderweb in order to broaden the interpretation of the findings. Furthermore, the findings are discussed to respond to each objective of the present study by using existing relevant literature, as well as with the theoretical framework. The chapter ends with a discussion of the limitations of the study.

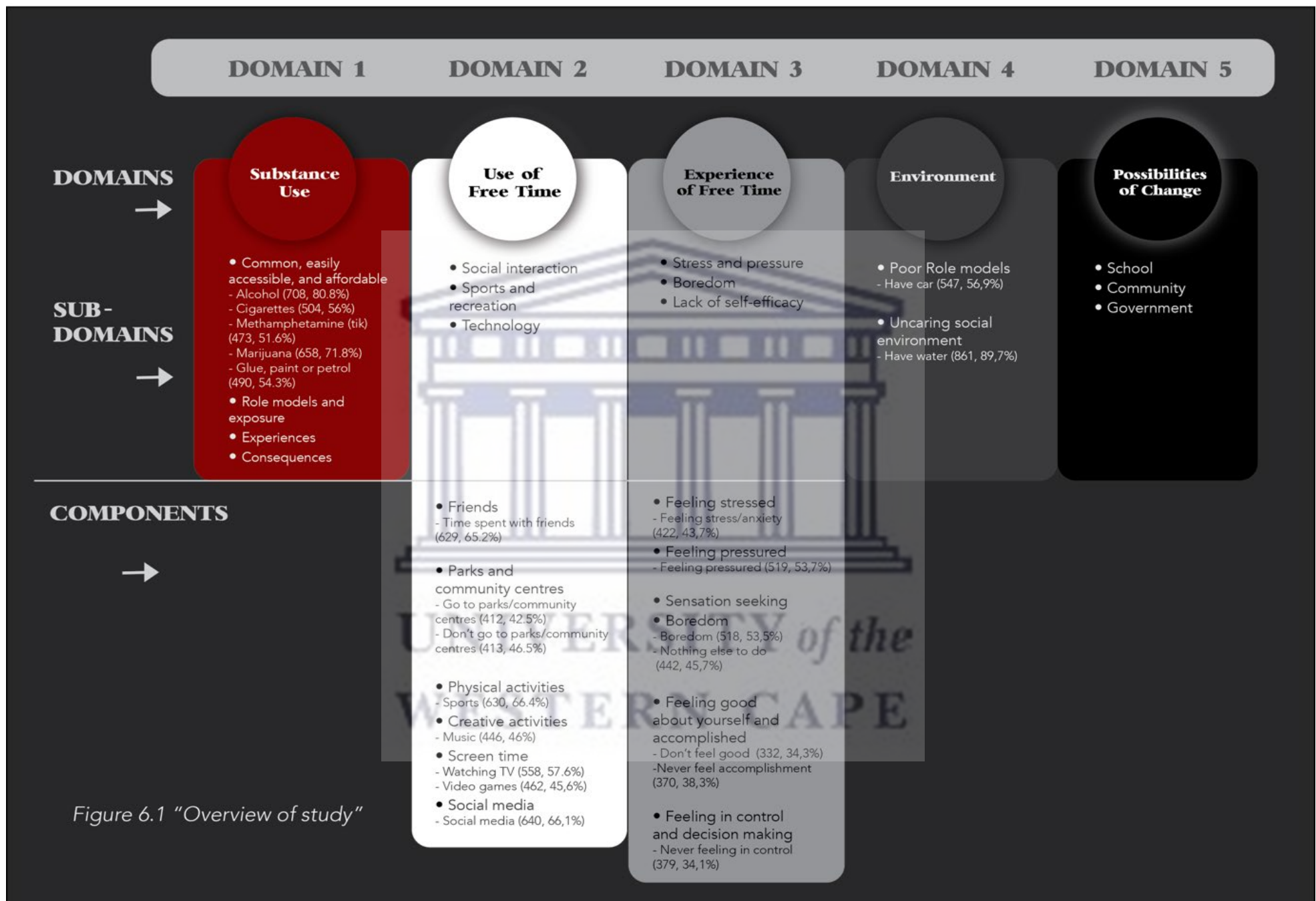


Figure 6.1 "Overview of study"

6.1 Diagrammatic Presentation of the Study through the Spiderweb Metaphor

The spiderweb is used as a metaphor because it represents the creative forces that are used to weave the designs of life and fate, reflecting the totality of the life cycle from the beginning until the end (Palmer, 2001). Additionally, spiderwebs are seen as fully functional, practical, creative and limitless processes. Therefore, the researcher has chosen to illustrate the integration of the quantitative and qualitative findings by using a spiderweb as a metaphor to explain and discuss the findings of this study. A spiderweb is described as the network of silken thread spun by a spider, used as both a resting place and as a trap for small prey (Merriam-Webster.com, 2020). This is displayed below in Figure 6.2.



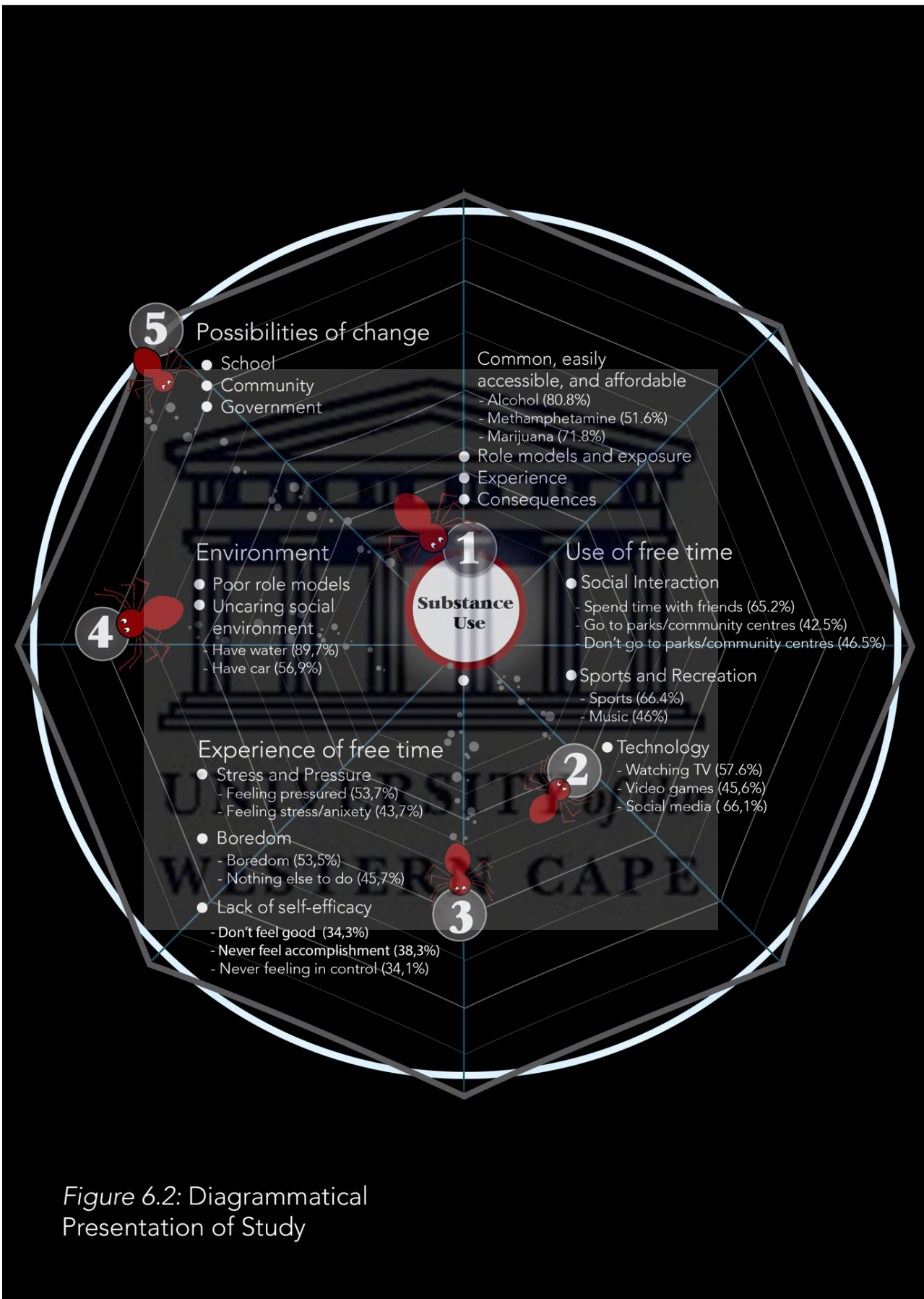


Figure 6.2: Diagrammatical Presentation of Study

Spiders spin a spiderweb from silk formed inside their bodies, and they have special hooked claws on their feet which they use to stop themselves getting stuck to the silk of the spiderweb (Woolley, 2005). These silk threads are used to trap prey once they crawl or fly into the spiderweb (Woolley, 2005). Similarly, just like insects become prey by getting stuck in the spiderweb, youth who have dropped out of school fall prey to a non-conducive environment and other factors out of their control which results in them becoming stuck in the form of their own spiderweb. By getting stuck in a spiderweb, youth who have dropped out of school feel trapped and are unable to reach beyond the spiderweb to escape and experience a sense of future possibilities; therefore, these participants struggle to reach their full potential.

The starting point and most important part of the spiderweb is the innermost part, the core. This is the foundation for the rest of the threads that will be formed and determines whether the development of the spiderweb is fully functional. Within the current study, substance use was discovered to be the core of all other domains. Therefore, the core of the spiderweb has been labelled as Domain one: Substance Use (Figure 6.2). The prevalence of substance use was found to be relatively high; therefore, substance use is central to how the participants use and experience their free time. As prey often get trapped in the spiderweb and try to crawl out, they carry the already stuck silk with them which weighs them down and limits the movement to the next layer of the spiderweb. Just like prey, as the youth who have dropped out of school move to the next layer, they carry the already stuck silk, namely substance use, and this affects the next layer of their lives.

As the participants move to the next layer of the spiderweb, Domain two: Use of free time, substance use continues to follow them and has an influence on this layer. As substance use surrounds all aspects of occupations, this either has an influence on the occupations being engaged in or situations that arise from substance use. The next layer of the spiderweb, Domain

three: Experience of free time, is located on the next spiderweb thread. Due to circumstances deriving from substance use in the participants' lives, stress and pressure are a result. It was discovered that as substances are so common, easily accessible and affordable in the participants' communities, they use substances as a coping mechanism and to deal with emotional distress. As youth who have dropped out of school, they experience relatively greater free time and boredom than their school-going peers, and therefore when experiencing boredom, they may tend to seek sensational opportunities and engagement.

The next layer of the spiderweb, Domain four: Environment, is located closer to the outermost layer of the spiderweb as it represents all the surrounding environments in the participants' lives. The interaction with the environment is dynamic as the environment has a direct influence on the participants' lives and the participants using substances have an impact on their surrounding environment. The last and outermost part of the spiderweb is labeled as Domain five: Possibilities of Change. The outer layer of the spiderweb is the final layer woven. This holds the shape and the complexity of the structure. This is also important as this is the point where the prey is finally able to escape the spiderweb, which is symbolic, as the youth who have dropped out of school need to reach this layer in order to escape and to allow for possibilities of change. By implication, the participants would then no longer fall prey to situations and circumstances out of their control.

Perrin (2006) describes his view on spiders and spider webs as "Spiders do not spin a web, spiders spin meaning. Cut one strand and the web holds, cut many, the web falls. With the web's fall, so too fall the spiders. Break the web, break the spider, and break the circle of life". Applying this metaphor to the findings of the study, Domains one to four are all challenges and dangers which are the obstacles that the participants have to face. By allowing the spiderweb to be continued and the participants falling prey to this, the life cycle of substance use,

unmeaningful free time use, negative experience of free time, dysfunctional environments and no future intervention for youth who have dropped out of school will continue. This is symbolic as a metaphor as it is vital that the participants no longer fall prey and break the cycle of the spiderweb, allowing the participants to face less challenges, be equipped with life skills such as decision making and coping skills and have a supportive environment, so the rest of the spiderweb will be easier to negotiate, enabling the participants to follow a positive journey to reach the outer layer filled with possibilities of change.

6.2 Discussion of Study Findings according to the Objectives

The figures of the spiderwebs used in the following section of the thesis are broken down from Figure 6.2 into their own smaller spiderwebs and display each subdomain and components of the main domains one to five. Each layer of these spiderwebs represents the obstacles and how the youth who have dropped out of school fall prey in that specific domain.

6.2.1 The prevalence of substance use in youth who have dropped out of school

The first objective of this study was to explore the prevalence of substance use in the participants' lives (Figure 6.3) and phase one enabled this objective to be achieved. This figure illustrates the spiderweb being broken down into the four subdomains and components of Domain one: Substance Use.

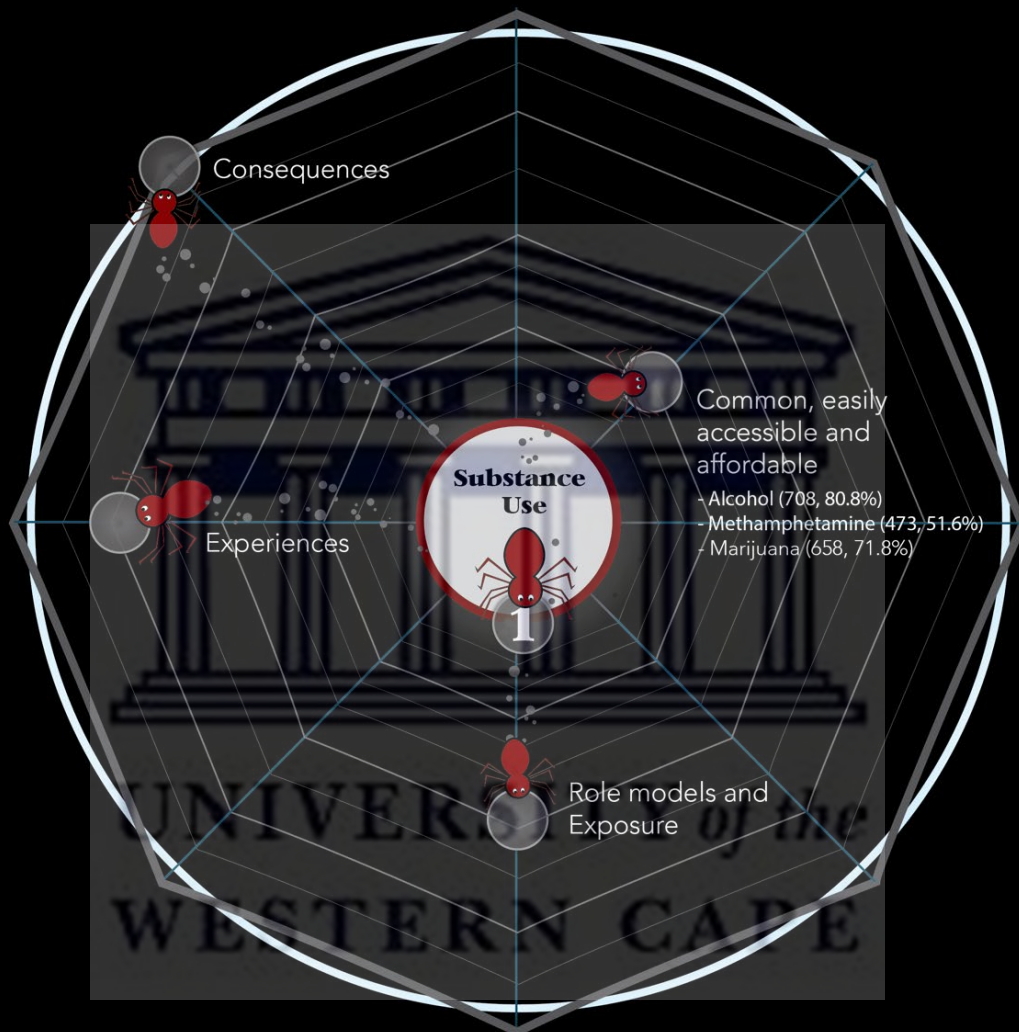


Figure 6.3: Domain One, Substance Use

The findings from this domain “Substance Use”, as well as the subdomains “Common, easily accessible and affordable”, “Role models and exposure”, “Experience” and “Consequences” highlighted that the participants used substances during their free time. The prevalence of substance use amongst the participants was found to be relatively high. This is consistent with the South African Youth Risk Behaviour Survey (SAYRBS; Reddy et al., 2010) conducted in 2008 that highlighted that there are even higher levels of substance use among the adolescents within the Western Cape Province than previously reported; in fact these are the highest within the country. The 2008 survey reported past month (or recent) alcohol, tobacco, and marijuana rates of 53%, 37%, and 16% respectively, which are significantly higher in the Western Cape Province compared to the previous surveys completed in the Western Cape Province (SAYRBS; Reddy et al., 2010).

A study of 2,930 school-going adolescents reported prevalence rates for previous month (or recent) substance use to be 31% for alcohol, 27% for tobacco, and 7% for cannabis (Flisher, Parry, Evans, Muller, & Lombard, 2003). In the current study, the findings indicated that substance use such as alcohol, cigarettes, dagga and tik appeared to be the most commonly used amongst the participants. This is supported by the results obtained from the quantitative data, which indicated that more than half (n=473, 58.9%) of the participants who have dropped out of school have used alcohol in the past month, more than half (n=453, 56.4%) of the participants smoked cigarettes in the past month, the majority (n=581, 75.2%) of the participants used dagga in the past month and more than half (n=395, 58.2%) of the participants used tik in the past month. In comparison to the study of Flisher et al. (2003), the findings of the present study show that use of alcohol, cigarettes and dagga are much higher amongst youth who have dropped out of school compared to school going youth. In addition, when Flisher et al.’s study (2003) was conducted, methamphetamine (tik) was not a commonly used substance in South Africa, and therefore no results were reported. In comparison, the findings of the

current study reveal the popularity of methamphetamine, with more than half of the participants reporting use of the substance in the past month.

It is globally acknowledged that adolescence is a time of high-risk for experimenting with health-compromising behaviours such as alcohol and drug use (Wegner, Flisher, Muller & Lombard, 2006). This is evident from the findings of the current study, as it was noted that some of the participants reported that they only use alcohol and cigarettes, whereas others used more harmful substances such as tik and buttons. The findings further indicated that adolescents who have dropped out of school are using methamphetamine. This supports the view that the increasing prevalence of methamphetamine use is a serious public health concern that influences South African adolescents and adults (Pluddemann, Myers & Parry, 2008).

The results of the quantitative phase of the study showed that the majority of the adolescents who have dropped out of school did use dagga in their lifetime and it was found to be one of the most commonly used substances by the participants. These findings are consistent with previous studies that found that dagga was the least used substance, compared to other substances being used; tobacco and alcohol (Flisher, Ziervogel, Chalton, Leger & Robertson, 1993; Flisher, Parry, Evans, Muller & Lombard, 2003; Madu & Matla, 2003; Wegner et al., 2006). However, it should be noted that from the current study dagga was found to be one of the most used substances amongst participants. Consequently, Peltzer and Phaswana-Mafuya (2018) provided some rationale behind the high prevalence of dagga use, which was attributed to lower costs and better accessibility than the other drugs. These findings are based on a survey focusing on substance use among youth and adults within South Africa (Peltzer & Phaswana-Mafuya, 2018). A report conducted in April 2019 by the South African Community Epidemiology Network on Drug Use (SACENDU, 2019), found that 14% of youth who were admitted for treatment from the Western Cape Province were patients under the age of twenty

who reported alcohol as their primary substance of use. It was also reported that 21% of the patients were youth from the Western Cape Province and they had cannabis/mandrax (methaqualone aka 'white-pipe) as their primary or secondary drug of use (SACENDU, 2019). Tik (methamphetamine) was reported to be the most primary common substance of use in the Western Cape Province, 10% of patients admitted were younger than twenty years old (SACENDU, 2019). The 2008 South African Youth Risk Behaviour Survey collected lifetime methamphetamine use from 10 270 Grade 8 - 11 learners in nine provinces (Reddy et al., 2010). Prevalence was slightly higher for the Western Cape Province, with 9% of Grade 8 - 11 learners reportedly ever using methamphetamine in their lifetime. According to a more recent study conducted by Weybright et al. (2016), it was found that of their participants 5% had used methamphetamine in their life time and 65% of these users had used in the past month. Within the current study, it was found that 51.6% of the participants had used methamphetamine in their life and 58.2% of these users had used in the past month. Clearly, this shows that the use of methamphetamine is relatively higher in out-of-school youth compared with school-going youth.

The current study highlighted several important reasons for the relatively high prevalence of substance use. A common view amongst the participants was how they started using substances at a very young age as they were exposed to it by their community. These views surfaced mainly in relation to who the participants saw as their role models. Some participants expressed how the gang members in their communities are seen as their role models. As the gang members deal in, and use, substances, the participants felt that they needed to do the same. Some of the participants felt that they needed to engage in substance use to be accepted by the gang members. Furthermore, the participants noted that it was crucial for them to be accepted by the gangs as they relied on the gangs to be their family, support and financial means due to the participants having lack of family support, poverty and because they had dropped out of

school. Young and Gonzalez (2013), express how there are push factors such as, poverty, family problems, and/or lack of success in school, which force youth into gangs. They also explained how there are pulling factors which lure youth into gangs, these are safety or protection, love and support, excitement, financial opportunity and/or a sense of belonging (Young & Gonzalez, 2013).

Another contributor to the relatively high prevalence of substance use was that the participants felt that their parents and educators were a contributor to them using substances. Many of the participants expressed how their parents would often use substances in front of them and expose them to how to use certain substances. Approximately six million youth live in homes in which a parent abuses alcohol or drugs (National Household Survey on Drug Abuse, 2001). It was found that some participants felt that they started using substances because they would get bored and needed to escape from their parents' substance addiction. A similar finding was mentioned in a study by Caldwell and Smith (1995) who found that youth who felt bored and used leisure as a means of rejecting adult structure were more likely to engage in undesirable behaviours such as smoking cigarettes and abusing alcohol. Both alcoholism and drug abuse may increase risk of poor parenting behaviours such as irritability, harsh discipline, low involvement, and poor nurturance (Schroeder, Kelley & Fals-Stewart, 2006).

The Constitution of the Republic of South Africa declares that everyone is entitled to live in a safe environment, yet this safety is not entirely realized in South African schools. This is because substances extend from the surrounding community and streets into the schools. This can take place on the way to and from school as well as when gang members enter schools to sell drugs and when drugs are brought in by authorities (Harber, 2001; Le Roux & Mokhele, 2011). Many of the participants expressed how their educators would use substances with the learners and that is how they gained access to substances within the school. This has been

noted in the current study as another contributor as to why the participants started using substances and dropped out of school.

Adolescence is a period of life in which individuals try to discover different roles, personality traits, and belief systems in order to develop their own personal identities (Erikson, 1963). During this process the participants are using substances to assist with this growth. One of the main aspects that the participants expressed was using substances as a coping mechanism. Experimentation with gateway drugs is prevalent during adolescence such that some substance use can be considered normative during this developmental period (Shedler & Block, 1990). The participants expressed that as growing adolescents, they feel that they experience a lot of stress personally and in their home environments. A common finding was that the participants engage in substance use to relieve their stress and anger. Anger and poor self-regulation skills are known to be related to early adolescent substance use (Swaim, Oetting, Edwards, & Beauvais, 1989; Wills, 1986). The participants expressed a desire for using substances as it gives them a good feeling and it assists with boredom.



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6.2.2 Use of free time amongst youth who have dropped out of school

The second objective of the study was to understand how youth, who have dropped out of school, use their free time. The findings within the domain “Use of free time” and the subdomains “Social interaction”; “Sports and recreation” and “Technology” provide an understanding of the importance of the participants’ use of free time and the different occupations they now engage in after dropping out of school (Figure 6.4). Phase one and two enabled this objective to be achieved.





Figure 6.4: Domain two, Use of free time

The participants in the focus group discussions explained how they use their free time, since they dropped out of school. The findings of this study indicated that the adolescents used their free time to engage in healthy and dark occupations. This finding resonates with Twinley and Addidle's (2012) explanation about the perspectives of occupation, as a many-sided and multifaceted construct that needs to be viewed in different angles of life. For instance, the participants from the focus group discourse identified that they use their free time engaging in occupations, such as substance use and criminal activities. This example concurs with Twinley's (2012) suggestion that tasks, activities, routines and acts that are antisocial, criminal or illegal should be considered as dark occupations.

The findings of this study show that the participants engaged in many of the occupations within the participants' free time with friends and/or in social settings. The participants expressed how their social interactions within their social circles and in different settings within their communities has influenced how they spend their free time. These findings corroborate with Leclair's (2010) perspective about occupation as something that can be shared with at least one other person and can therefore be described as a shared, collective or co-occupation. Furthermore, the findings are consistent with Gallagher, Pettigrew and Muldoon (2015) who found that social actions, necessitated by context informed and constrained choice for occupational engagement. For example, Gallagher et al.'s (2015) theme 'it's me with my friends' illustrated how much of what young people do involves their friends. In relation to the current study, the quantitative findings showed that the majority of the participants spend time with their friends during the week and over the weekend. Most of the participants mentioned that they spend the majority of their time with their friends 'sitting around' or engaging in substance use. Due to just 'sitting around' the participants expressed how they often feel boredom. This led the participants to engage in leisure

occupations during their free time, as they felt there was nothing else to do. Previous studies have also provided evidence of adolescents engaging in leisure activities because they feel they have to, or because there is nothing else to do (Moller, 1991; Wegner & Magner, 2002). Due to experiences of boredom, the participants expressed how they often find themselves engaging in occupations such as substance use. This has been found to be very common as supported by another study which states that boredom has been shown to play a major role in adolescent substance use (Wegner, Flisher, Muller & Lombard, 2006).

The current study found that there were certain settings where the participants were spending their free time. In the quantitative phase of the current study, the participants were asked if they spent time in parks or community/sports centers; the results showed that almost half of the participants spend 6 or more hours at parks or community/sports centers. The other half of participants never go to the parks or community/sports centers. Although parks are generally considered as safe and clean settings, within the context that the participants live these are considered as unsafe, dirty and lacking resources. In another study, done by Motamedi, Caldwell, Weybright, Jones, Wegner & Smith (2019), it was also found that within the South African context, parks include reference to community centres and run-down or vacant lots known for gang and drug activity.

The participants who do spend time in the parks, expressed how they engage with their friends, socialize with gang members and often engage in dark occupations such as substance use. Although dark occupations are considered as factors such as one of, or a combination of, anti-social behaviour, criminal, deviant, violent, disruptive, harmful, unproductive, non-health giving and addictive, the individual experiencing these occupations finds them meaningful, purposeful, creative, engaging, relaxing, enjoyable, entertaining and thus contributing to their wellbeing

(Twinley, 2012). It was found that the participants use the parks as their escape and found meaning in spending time in these settings.

Although many of the participants enjoy spending their free time engaging in dark occupations, there were a few participants who expressed their view of meaningful occupation as being a passion for sports and physical activities. The quantitative findings show that almost half of the participants engage in physical activities six or more hours per week. This was supported by the qualitative findings where the participants expressed their passion for playing sports. However, many of the participants explained about the influence of limited resources on their occupational engagement but they attempted to take advantage of what they had because playing sports helps them feel a sense of belonging, feeling safe and being a part of a team. It is clear that people from disadvantaged communities more often make choices that support their connection to others rather than choices that reflect individual pursuits (Stephens, Markus & Townsend, 2007).

From the quantitative findings, it was observed that almost half of the participants spend their time playing music instruments, singing or engaging in drama groups. When the participants were asked about these occupations during the focus groups, there were different views on this subject. Some of the participants expressed how engaging in music makes them feel good and provided them with time to connect with self or time connect with their friends. Thus, the engagement in these leisure occupations was viewed as meaningful and healthy, which appeared to enhance the well-being of the participants. However, in the current study, some of the female participants expressed how they engaged in such occupations to seduce men and entice gang members to get substances from them. This finding resonates with the study conducted in Dublin (O'Neill & O'Connor, 1999) which found that a significant number of women (45%) between 13 and 19 years of age engaged

in sexual activities to receive substances. Consequently, it is a concern because women who use drugs at an earlier age are more likely to take up prostitution (McDonnell, McDonnell, O'Neill & Mulcahy, 1998). Therefore, these kinds of occupations are not only perceived as having negative influences on these participants but they deteriorate their overall health and well-being.

One of the ways to use free time amongst the participants was engaging in technological activities such as watching television and movies, playing video games and whatsapping, facebook, mxit and messaging. This was displayed in the quantitative findings, the majority of the participants watch television, play video games and spend time whatsapping, messaging or facebooking friends six hours or more in a week. The participants identified this use of free time, watching television, movies and playing video games, as being relaxing and spending time with friends and family. The use of social media and online games has become central to young people's lives and globally ubiquitous (Anderson & Jiang, 2018; Moreno, D'Angelo, & Whitehill, 2016). According to a recent report by the Norwegian media authority, 90% of adolescents use social media such as Facebook, Instagram and Snapchat, and the amount of time spent on these activities is substantial (Norwegian Media Authority, 2018). This shift in adolescents' leisure activities may have negative consequences. Indeed, there is importance for closer consideration of the role of social media in relation to young people's health and well-being in general (Moreno, Standiford, & Cody, 2018; Primack & Escobar-Viera, 2017; Shafi, Romanowicz, & Croarkin, 2018; Mthembu, Beets, Davids, Maylon, Pekeur, & Rabinowitz, 2013) and to substance use in particular (Costello & Ramo, 2017). Some of the participants expressed how television and movies were also viewed as a negative aspect and many youths learn about sex, substance use and criminal activities from watching certain shows. One of the main factors mentioned by the participants, was how social media plays a huge role in their lives and this is an easy platform for them to access ways of being

invited to parties, getting substances and engaging in sexual activities. Social media use by youth has the potential to amplify the risk of using alcohol and drug use via exposure to content posted by peers that may influence norms and model use, industry advertising and promotions that may shape attitudes and increase access to substances, including unregulated prescription drugs, and inaccurate information that substances are safe and acceptable (Salimian, Chunara & Weitzman, 2014). Many of the participants expressed how they receive messages about a party, which entices them to attend. Social media use can influence attitudes and norms regarding alcohol and drug use and inform youth about opportunities to obtain substances via online channels (Williams & Schmidt, 2014). Some of the participants spoke about how they usually get into fights, drink alcohol and engage with gangs when they attend parties. Many other studies have also found social media to be a bad influence that puts youth at risk. Several studies have identified that as many as half of all adolescents and young adults with social networking profiles display negative health risk behaviours, including sexual behaviours and substance use (Moreno, Parks, & Richardson, 2007; Moreno, Parks, Zimmerman, Brito, & Christakis, 2009).

The female participants explained how they had brought self-harm upon themselves from engaging in social media. One of the participants described how older men would message younger girls and ask them to send sexual photos. When meeting up with the men they had been talking to they had realised that they were much older and did not look like the person in their profile picture. This led the female participants to be more at risk, as these men would share the sexual photos and cause a bad impression of the participant. This has been found in other studies as it is stated, any number of problems can result from posting images of health risk behaviours including increased risk of cyberbullying, damage to reputation, or loss of educational or vocational opportunities

(Barnes, 2009; SkillStorm, 2009; Inside Higher Ed, 2008; Ybarra, M. L., Mitchell, K. J., Finkelhor, D., et al. (2017).

6.2.3 Experience of free time amongst youth who have dropped out of school

The third objective of the study was to understand how youth, who have dropped out of school, experience their free time. The findings of the domain “Experience of free time” provided an understanding of the importance of the participants’ experience of free time and the feelings that the participants have been subjected to when describing the different occupations, they now engage in after dropping out of school. This also included the subdomains “Stress and pressure”; “Boredom” (which is further subdivided into “Sensation seeking”) and “Lack of Self-efficacy” (which is further subdivided into “Feeling good”, “Feeling in control”, “Feeling of accomplishment” and “Decision making”) (Figure 6.5). Phase one and two enabled this objective to be achieved.





Figure 6.5: Domain Three, Experience of free time

It is noted that some people who suffer from social anxiety, stress-related disorders, and depression tend to abuse drugs in an attempt to lessen feelings of distress (Sinha & Jastreboff, 2013). Stress can play a major role in beginning drug use, continuing drug abuse, or relapse in patients recovering from addiction (NIH, 2014; Sinha & Jastreboff, 2013). From the findings of the present study, it was noted that many of the participants expressed how they used substances to cope with their anxiety and stress. It was found in the quantitative findings that almost half of the participants feel stressed and anxious, especially when spending time with friends. The participants expressed how they first experienced substances when stressed and because they felt that it relieved the stress, they continued to use the substances. The participants identified that their main stressors were emanating from school, friends and the home.

The findings from this study indicated that dropping out school had a negative influence on the health of the participants, as they explained that they felt more stressed because there was nothing to do and they were surrounded by the stress in their home environment. This appeared as one of the factors that enabled the participants to visit their friends' houses where they would engage in substance use. It is clear from the qualitative findings that a home environment whereby the parents use substances as a means of stress relief tends to expose participants to engage in the same practices. Therefore, a home environment with parents who abuse substance often results in chaotic and stress-filled homes, as well as child abuse and neglect. It is reported that a home environment with such conditions tends to harm the wellbeing and development of children and may set the legacy of drug abuse in the next generation (National Institute of Drug Abuse (NIH), 2014).

Although most of the participants were found to engage in substance use to relieve their stress, the minority of participants stated that they engaged in physical activities, visited places they liked and helped around the house to relieve their stress. However, it was noted that physical activities were limited, as there were often no sports fields within the community while some were occupied by gang members who vandalised and used the fields for illegal activities. As a result, the participants would often play sports on the streets. This finding is similar with another study conducted within the South African context, which found that due to there being no sports fields or open spaces, it left only areas such as streets, parking lots, and open dirt areas for engaging in recreational pursuits (Weybright, Caldwell, Ram, Smith & Wegner, 2016). Due to limited resources within the participant's environment, it became clear that occupational engagement was limited in such activities. This was evident in the findings that without engaging in positive activities, such as sports, this influenced negatively on the participant's ways of dealing with stress and their well-being. It has been found that all of the characteristics associated with positive activities such as sports, are likely to create opportunities to more easily teach the youth about social and emotional regulation and mindfulness (Wegner & Caldwell, 2012). Although community centres are often present, they provide little, if any, structured programming for adolescents and consequently are not frequented by local adolescents (Weybright, Caldwell, Ram, Smith & Wegner, 2015).

In the current study, the findings highlighted that many of the participants expressed that they knew that there were more positive ways of relieving and dealing with stress and anxiety. However, they opted to engage in using substances because it was easily accessible and everyone did it, cheap, fast reacting and did not require much effort. This finding accords with Rudman's

(2010) 'occupational possibilities' that the social and cultural context where young people live tends to influence what they can and should do.

The findings presented that almost half of the participants felt pressured to do something by their friends. The influence of peer norms on youth substance use and development in general is well known, especially as peers increase in importance during this stage of life (Brown & Larson, 2009). The participants shared that they were influenced by older friends to engage in substance use when they were young, as a result, they do the same to younger friends in the community. Many of the participants explained that they had been influenced, which led them to fit into certain social groups, such as gangs. Due to this socially disorganised context and peer influence, the participants involve themselves in seeking a sense of belonging and identity which would lead them to join the gangs.

Another major factor which has been identified throughout the study is the level of boredom that the participants were experiencing during their free time after they have dropped out of school. The majority of the participants stated that they sometimes or always feel bored when spending time with their friends. More results from the quantitative findings show that over half of the participants feel their free time is boring. Due to this amount of free time that the participants were experiencing they state that they often have nothing to do and then feel a sense of boredom. This leads them to engage in occupations that will arouse them or give their free time purpose. Iso-Ahola (1980) refers to optimal arousal as level of interest, which has been linked to experience of boredom. When youth experience low or suboptimal arousal, they may attempt to regulate the situation to become more satisfying (Weybright et al., 2016). The participants have expressed that they engage in criminal occupations, substance use and sexual activities due to these fulling up the free time in the day. The participants have identified their communities with lacking resources and

opportunities for positive occupations and therefore turn to social groups such as gangs or friendship circles where they engage in substance use. Impoverished communities that lack recreational opportunities may increase the risk of experiencing leisure boredom for South African youth (Weybright et al., 2016). Other studies have found the same results, as it states that youth may be relying on substance use to turn an under stimulating environment into a stimulating one, a process worsened by the early age of initiation and speed of progression through substances by South African youth (Patrick et al., 2009; Reddy et al., 2010).

Leisure boredom occurs when youths' experiences of leisure engagement are less than satisfactory, when their needs are not met by their leisure experiences, when they perceive their leisure activities to be insufficiently challenging, or when they feel that they lack the skills to participate in leisure (Iso-Ahola & Weissinger, 1990). As many of the participants are experiencing leisure boredom they engage in sensation seeking occupations to excite themselves or feel stimulated such as experimenting and using substances. Iso-Ahola and Crowley (1991), state that sensation-seeking personalities of substance abusers who satisfy their needs for optimal arousal by pursuing leisure activities, but then became bored quickly due to their personality disposition and are therefore more likely to experience leisure boredom. Some of the youth in the current study explained that they prefer engaging in sensation seeking occupations, as they were then aware of what they like or do not like. They further expressed that it helped them determine who they are and what occupations they wanted to further engage in where they live. Another important fact that was raised by the participants was that they see no consequences for their actions and can do what they choose. This appeared as one of the challenges that exposed the participants at risk, which made them vulnerable to themselves and others in their community.

Social learning theory proposed that behaviour is determined by an interaction between social and environmental influences, and cognitive mediators such as beliefs and self-efficacy (Bandura, 1986). When discussing beliefs, self-worth, self-confidence and accomplishment the participants felt that they lacked such skills. This is due to their upbringing, what they have been exposed to and their experiences. In the quantitative findings it was found that the majority of the participants sometimes or never feel good about themselves. Many of the participants expressed that they doubt their capabilities and their accomplishments. This was also seen in the quantitative findings, as the majority of the participants only some of the time or never felt a sense of accomplishment. It was viewed by the participants as not being confident in themselves and pursuing what they believed in.

Another difficulty that the participants faced was feeling in control and confident in the decisions and choices they make. Choices are reciprocal in that they contribute to identity and influence health and vice versa (Christiansen, 1999). It was discovered in the quantitative findings that the majority of the participants never felt in control of a situation and they often feel pressured into situations. Occupational choice has been viewed as an individual, internal decision-making process, influenced by, but separable from, the environment (Dickie, Cutchin & Humphry, 2006). A few of the participants described how they attend parties or social gatherings during their free time in their communities, and this leads to them engaging in substance use, sexual activities and criminal occupations. Young people living within disadvantaged communities make decisions everyday about what to do (Gallagher, Pettigrew & Muldoon, 2015). Evidence suggests that some of these decisions lead to negative engagement, such as alcohol and drug use and disregarding school attendance, which impacts on health and wellbeing (World Health Organization, 2014).

Occupational decision-making is a process that empowers people to be agentic, rather than passive, in meaningful occupational engagement over the course of a lifetime (Parnell, Whiteford & Wilding, 2019, p.442). In contrast, the findings of the current study indicated that the adolescents were struggling with their choices and decision making, which influenced their quality of life and wellbeing. It is clear that the participants were fully aware that they had all the opportunities in life and yet have chosen to engage in unhealthy occupations. This could be explained by the fact that the participants made decisions based on their choices, which were result of lacking general life skills and coping mechanisms, being judged and stigmatised within their communities and succumbing to peer pressure. The participants explained that their educators at school and their parents at home did not support and guide them in occupational decision-making that informed meaningful engagement and they therefore rebel against their educators and parents. The findings of the current study suggest that the adolescents need social and life skills to enable them to make decisions that foster engagement in meaningful occupations. These findings are supported by Zeldin, Kraus, Kim, Collura and Abdullah (2015) who proposed two main components of youth-adult partnerships: youth voice in decision-making and supportive adult relationships. This results in developmental outcomes of youth empowerment and community connectedness when encompassed by programme safety and engagement. These components are crucial in promoting a sense of agency and empowerment among the youth.

It was expressed by a few of the participants that they enjoyed school, as there were life skills programmes that they used to attend. Now; however, since they have dropped out of school, they feel that there are no programmes in their communities for them to engage in during their free time. In South Africa, the life skills approach is part of a compulsory school subject called Life Orientation, which prepares youth to 'live meaningfully and successfully in a rapidly changing

society” (Department of Basic Education, 2011). However, without having support and guidance from the community, the participants felt that they made poor decisions and continue to do so because they were no longer in school and attending such programmes.

6.2.4 Environmental influences on free time experience and substance use amongst youth who have dropped out of school

The fourth objective of the study was to understand how youth, who have dropped out of school, experience their free time as a result of their surrounding environment. The findings of this domain “Environment” as well as the subdomains “Poor Role Models” and “Uncaring Social Environment” provided an understanding of the importance of the participants’ experience of free time and how they are influenced by their role models in their home, school, community and government (Figure 6.6). Phase two enabled this objective to be achieved.



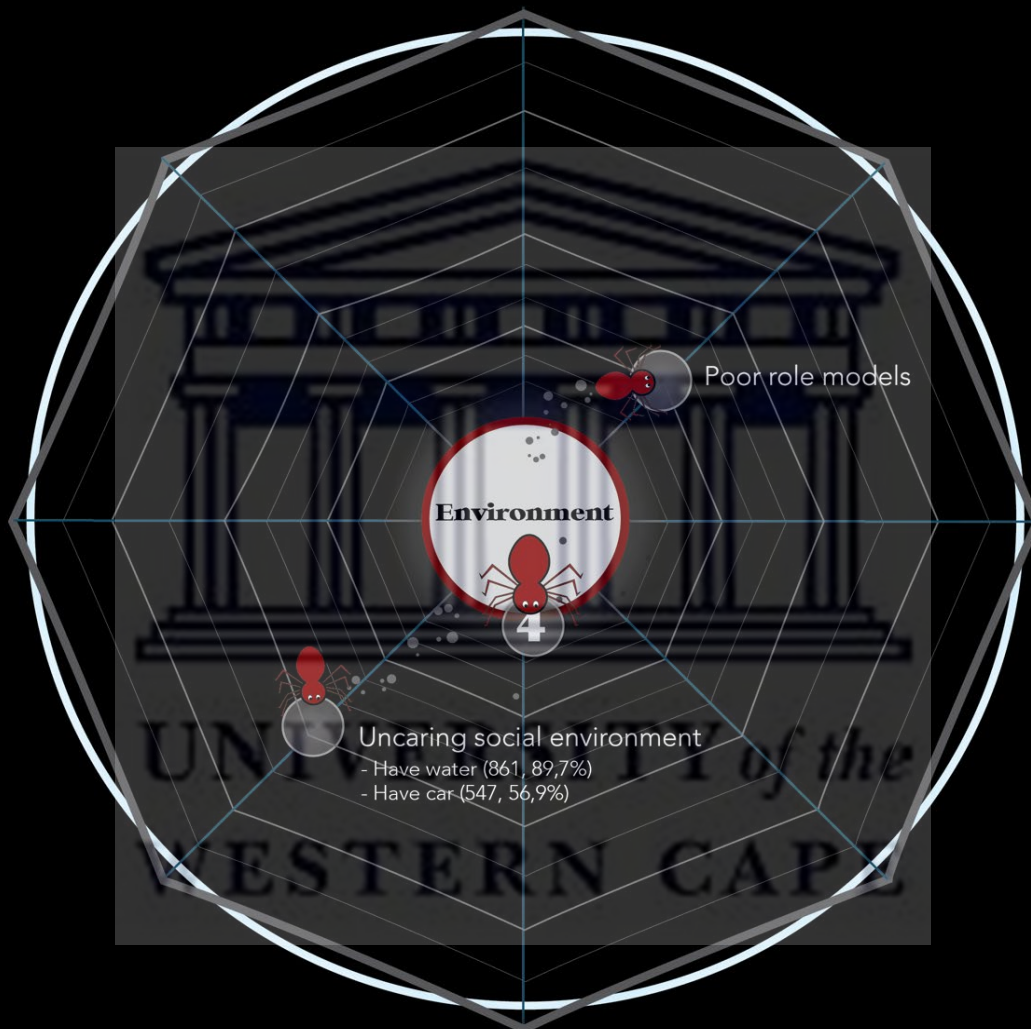


Figure 6.6: Domain Four, Environment

Throughout the study, it was observed that the environment plays a major role in what occupations the participants engage in during their free time, as they have dropped out of school. The findings highlighted that the influences from immediate environments such as their homes, exposed the participants to substance use and criminal occupations in the early age. This has led the participants to believe that these were 'normal' occupations. Many of the youth in the present study expressed that their parents and siblings taught them how to engage in substances, as a result, now they engage in the same occupations with their families. Vaught and Whittman's (2011) phenomenological study of adult children of alcoholics found that early occupational deprivation resulting from life with an alcohol parent, led to a limited occupational repertoire that positively and negatively shaped their identities. Taking into consideration Bronfenbrenner's Ecological Model (1994), youth who have dropped out of school could be affected by family, peer pressure, leisure boredom, sensation seeking behaviours, intrinsic motivation and drive and satisfaction due to their home environment. The mesosystem, immediate environment, allows for the connection between families and schools, the youth who have dropped out of school may have been affected by this, as a supportive environment was not provided. This might have led to the youth dropping out of school, experiencing leisure boredom and sensation seeking behaviour, which resulted in engagement in substance use.

A number of participants also mentioned that their school environments had an influence on and lead them to use substances during their free time. This is the exosystem (Bronfenbrenner, 1994) described, as the family social networks and neighborhood-community contexts. Some of the participants spoke about how the educators at school would encourage the participants to use substances, as they did themselves. Some participants had very strong views on this, as they felt that these were their role models in the community. School-related factors such as academic failure

beginning in late elementary school were related to substance use, as a lack of commitment to school and low bonding with other students and educators (Hawkins, Catalano & Miller, 1992). Other variables, such as the “drinking culture” within the student body or disapproval of substance use can also affect student substance use (Rehm, Monga, Adlaf, Taylor, et al., 2005; Kairouz, & Adlaf 2003).

Once the participants had experimented with substance use at school, their grades were impacted and they either dropped out of school because of this or because they had lost respect for the authority figures in their school. It was stated by a few participants that they did not enjoy going to school because they knew that their educators were engaging in such occupations and there were no means of changing this behaviour. Disadvantaged contexts often exhibit higher rates of school non-attendance and expulsion as well as low rates of school retention to completion (Department of Education and Skills [DES], 2014).

Within the participants’ community environments, there were little or no resources for the youth to engage in positive leisure occupations. By considering the macrosystem (Bronfenbrenner, 1994), this focuses on the youth who have dropped out of school and how they were exposed to occupational injustices within this environment and how there may be limited resources and the participants may experience leisure boredom and engage in substance use. The findings of the study indicated that many of the participants expressed that they felt unsafe in certain settings within their communities and amongst the gang members. Due to this the participants felt that they cannot explore their environment and engage in outdoor occupations, which would have promoted their well-being. Disadvantaged communities are perceived as places where there might be limited opportunities to enable engagement in health-promoting occupations (Phelin & Kinsela, 2009) and where people may be at risk of occupational injustices. The associated concept of occupational

justice maintains that all people should have access to occupations that provide meaning, enabling them to enjoy and flourish (Townsend & Wilcock, 2004). Not only are there limited resources in the community but the participants felt that their community environment is unsupportive and judge them for the occupations that they have engaged in the past.

The legalisation of dagga (marijuana) for personal use was passed in the year 2019 by the South African Government. This resulted to a variety of views amongst the participants, as they expressed that they were relieved and content about the decision that enable them to engage in substance use without getting into any criminal trouble. The other half of the participants explained that they blame the government for substance use in their communities. A few of the participants expressed how this would only promote the use of substances and result in more crime and influence the safety of youth. Apart from personal and interpersonal risk factors, the wider cultural and social environment significantly influenced the substance use and misuse. A substantial body of research on alcohol and tobacco shows that increased availability of a substance—including ample supply and low price—increases the likelihood of its use, especially among young people (Alberta Alcohol and Drug Abuse Commission, 2003; Hawks, Scott, McBride, Jones, et al., 2002). Media portrayals and social norms favourable to substance use also play influential roles (Gunther, Bolt, Borzekowski, Liebhart, et al., 2006; Johnston, O'Malley, Bachman, & Schulenberg, 2006). Due to all of these uncaring social environments, the participants have been exposed to substances in all aspects and will continue to do so without any change. Families affect children's substance use in a variety of ways. Poor parenting practices such as inadequate monitoring, a low degree of bonding between parent and child, abuse, family conflict, family modelling of substance-using behaviours, and lax parental attitudes toward substance use have all been associated with youth's use (Hawkins, Catalano & Miller 1992). As these youth have dropped out of school, their home

environments have changed as some of them now live with friends, on the streets or in gang houses. Surveys of runaway, street-involved, and homeless teens have consistently found much higher rates of substance use and adverse consequences in these groups compared with youth in school (Laye, Murphy, Katzenstein & the McCreary Centre Society, 2002; Public Health Agency of Canada, 2006).

As the participants have little to no supervision after dropping out of school, they found that they were subjected to a lot more crime and sexual abuse. Many of the participants spoke about how they disrespect and will not communicate or report incidents with the police offices, as they themselves will succumb to sexual abuse from these authoritarian figures. This lack of acknowledgement and trust in the Law enforcement resulted in more crime and injustices within these uncaring social environments.

All of these systems have an impact on one's occupations and result in occupational injustices. By focusing on all the environments impacting on the participants, this study exposes, which environments are being affected and which are having a negative influence on them.

6.2.5 Possibilities of change amongst youth who have dropped out of school

The fifth objective of the study focuses on the participants' recommendations on how their school, community and Government environment can be more supportive and how to improve these uncaring social environments. The findings of the domain "Possibilities of Change" as well as the subdomains "School", "Community" and "Government" provided an understanding of the importance of the participants' views on what their suggestions are for change and improvement for youth who have dropped out of school (Figure 6.7). Phase two enabled this objective to be achieved.

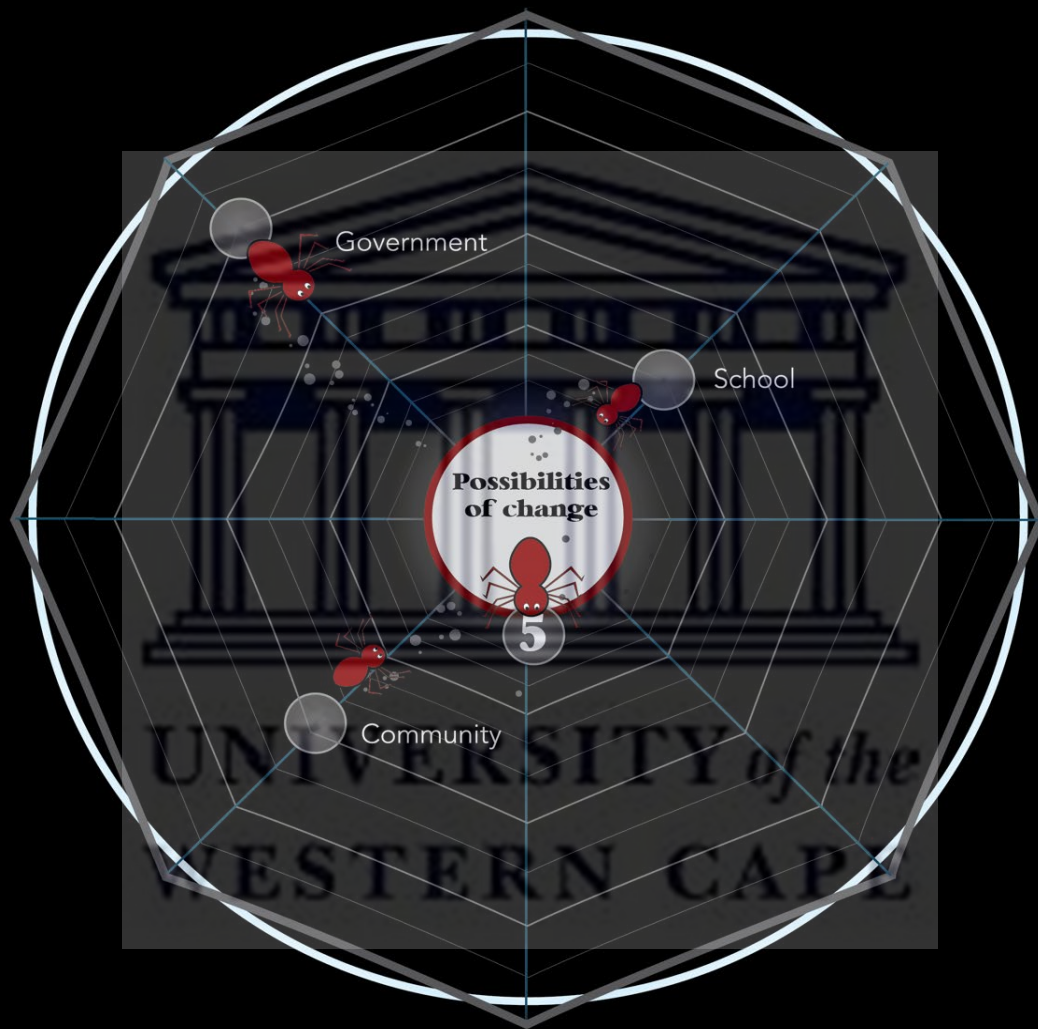


Figure 6.7: Domain Five, Possibilities of change

After discussing the use and experience of free time and the environmental factors that influenced the participants, it was clear that the participants were motivated to prevent other youth from dropping out of school and helping those who have already dropped out of school. Many of the concerns raised by the participants were related to the reasons why youth drop out of school, such as insufficient funding and lack of scholarships offered, teenage pregnancy and lack of support at home, school and in the community. Murnane (2007) suggests that youth living in poverty, disproportionately children of colour, tend to be concentrated in schools with inadequate resources and poorly skilled educators. This indicated that many of these children were likely to leave school before earning a high school qualification. Therefore, some of the participants suggested that youth should be kept at school to prevent any engagement in substance use and criminal occupations. Schools are an obvious setting for universal prevention, and, indeed, the bulk of prevention programming is based in the schools (Canadian Centre on Substance Abuse, 2007). Some of the ideas that were suggested by the youth from the present study were consistent with previous studies (Fergus & Zimmerman, 2005; Crosnoe, 2002), which identified academic success, reading skills, connection with a supportive adult, feeling part of the school environment, and participating in extra-curricular activity as enablers of healthy youth. On a provisional level, the participants felt that there should be a more active role from the Government, prevention programmes and social workers within schools to assist youth who are struggling and who come from troubled home environments.

Many suggestions were brought forward by the participants on how to improve free time use and experience. One of the suggestions made by the participants were for extra classes and funding to be made available to those youth who had already dropped out of school. The findings highlighted that the participants expressed their sadness for leaving school and wanting to continue their

education. There were also suggestions around the visibility of police and working towards decreasing gangs, criminal occupations and sexual abuse within the community.

Another suggestion from the youth who participated in this study was that there is a need for safe settings where they could engage in healthy leisure occupations and get support from other youth, who had dropped out of school in their communities. It is envisaged that this will motivate the youth and assist them to bring more meaning to their everyday occupations instead of experiencing boredom. It is underpinned by an occupational justice perspective that disadvantage environments can marginalised individuals from exercising their sense of agency in their daily choices that enable them to thrive (Townsend & Whiteford, 2005). The participants felt that this would also assist with social and life skills needed to cope with stress in a healthy manner.

From the findings of the current study, it became clear that majority of the participants strongly expressed that they need to be a part of the change and make a difference in their own lives and in their communities. This indicated that there is a sense of agency and a need for empowerment, which might enable the inclusion of young people in local facilities and decision-making processes as part of the successes of any local community venture (Byrne, Nixon, Mayoock & Whyte, 2006). Even though the participants felt that they have been marginalised, due to the prior occupations they have engaged in, they need to support other youth going through the same difficulties and be a part of something meaningful. Meaningful consultation with young people in the regeneration of their areas may go some way to lessen the sense of isolation from the wider community, which is experienced by some local youth (Byrne et al., 2006).

6.3 Theoretical Framework

6.3.1 Person-Environment-Occupation Model

Occupational therapy theory, practice and research has increasingly emphasised the transactional relationship between person, environment and occupation (Law et al., 1996). Occupational performance results from the dynamic relationship between people, their occupations and roles, and the environments in which they live, work and play (Law et al., 1996). The Person-Environment-Occupation Model was used to provide an occupational perspective of how youth who have dropped out of school, use and experience their free time and their role of the use of substances, in terms of person, environment and occupation. As environment is one of the three main concepts of the Person-Environment-Occupation Model, the researcher decided to include Bronfenbrenner's Ecological Systems Model as a Theoretical Framework to add more depth and meaning to this concept.

Person

The participants were between the ages of 14 and 29 years old. The participants have expressed how they have been labeled in a negative way in their communities, as most of them are now linked to substance use and criminal activities. This has resulted in them feeling like they have no identity or are being viewed as someone who they are not. When an individual believes that they have no identity or it is viewed by others as being a false identity, life becomes less meaningful or even meaningless (Debats, Drost, & Hansen, 1995; Moore, 1997; Van Selm & Dittmann-Kohli, 1998).

Due to the socially disorganised context, the participants are no longer engaging in age appropriate roles and responsibilities, such as going to school, as they are now taking on jobs, looking after

families and running households. The participants individually have various roles and responsibilities, other than that of being youth who have dropped out of school. These may include, but are not limited to being parents, siblings, gang involved and friends. Due to the various roles and responsibilities, the participants were unable to maintain a balance in their lives and engage in age-appropriate occupations, such as attending school, and engaging in healthy occupations. Therefore, this created occupational imbalance among the participants and feeling a sense of meaningless.

Environment

The participants were from Eerste River and Bellville South in the Western Cape. The context of these areas is seen as a socially disorganised area with limited resources, substances, gang violence and a non-supportive system. Other characteristics of the socially disorganised context are that there are limitations of resources and recreational facilities, and even if there are facilities available in the various sub-areas, the participants explained that they are not allowed, or fear, going into the different areas due to the gangs and putting themselves in danger. This can result in occupational deprivation and alienation (Townsend & Wilcock, 2004). The participants are exposed to occupational risk factors within their environment due to circumstances out of their control, such as poverty, deprivation of facilities, alienation due after dropping out of school. This therefore impacts on the participants and results in a lack of, or limited, engagement in occupations due to the context in which they live. This would then result in occupational imbalance (Townsend & Wilcock, 2004) and cause a sense of meaningless as they are unable to engage in the occupations that are truly meaningful to them.

Occupation

The occupations that the participants engage in after dropping out of school seemed to be very different to the occupations that they once engaged in before they left school. Previously, the participants' main occupations comprised attending school, participating in different sports and engaging in social groups. However, since they dropped out of school, the participants engaged in new occupations, many of which were not perceived as healthy and positive occupations.

The main occupations that the participants have been engaging in since dropping out of school, have been a result of their socially disorganised communities and the environments that surround them. A variety of barriers were identified to be among the factors that influenced the engagement in meaningless occupations, which included leisure boredom, sensational seeking behaviours, feeling stressed and out of control and peer pressure. The findings indicated that some of the participants engaged in activities such as watching television, playing video games, being involved in criminal activities and engaging in substance use. Although some of the occupations that the participants engaged in during their free time, such as substance use, were described as dark occupations these were still found to be meaningful to the participants but they were impacting negatively on themselves and their communities.

Christiansen (1999) describes occupations as being more than movements strung together and more than simply doing something; occupations are opportunities to express the self, and to create an identity. Many of the participants have expressed that they would like to return to school, engage in night school and/or attend life skill groups and other social groups that allow for change and purpose and positivity in their lives. The participants believe there are many possibilities to change how they use and experience their free time which can better their lives and others around them, making their lives for meaningful.

Occupational Performance

By looking at the person, environment and the occupations, the transactional interaction between the three spheres reflects the concept of occupational performance. In the case of the research participants, it is seen that there is an unbalanced occupational performance. Through intervention and the participants' engagement in improving their circumstances, there is a chance for an optimal occupational performance to be developed in how the participants use and experience their free time.

6.3.2 Bronfenbrenner's Ecological System Theory

The Bronfenbrenner's Ecological System Theory was included as it was used in the study as a lens to understand the participants' different levels of environment and to contribute further to how these have an effect on their free time use and experience. Bronfenbrenner's theory (1979) speaks on human development and follows one's growth into a fully competent member of society. Bronfenbrenner (1979) described human development as the process through which the growing person acquires a more extended differentiated, and valid conception of the ecological environment, and becomes motivated and able to engage in occupations that reveal the properties of, sustain, or restructure that environment at levels of similar or greater complexity in form and content. Bronfenbrenner's theory is a system that allows a close look at many environmental factors and many persons in different interaction relationships, roles, actions and stages. It is noted that there is an interaction between person and environment, person influences environment and environment influences person (Saarinen, Ruoppila & Korhonen, 1994). There are four systems which are mentioned within this study they are, the microsystem, the mesosystem, the exosystem and the macrosystem (Bronfenbrenner, 1994). These were used in the study to determine how the environment impacts on the participants and the participants impact on the

environment. The diagram represented in Figure 6.8 below represents the ideal ecological system, where all four systems are balanced and show an equal dynamic.



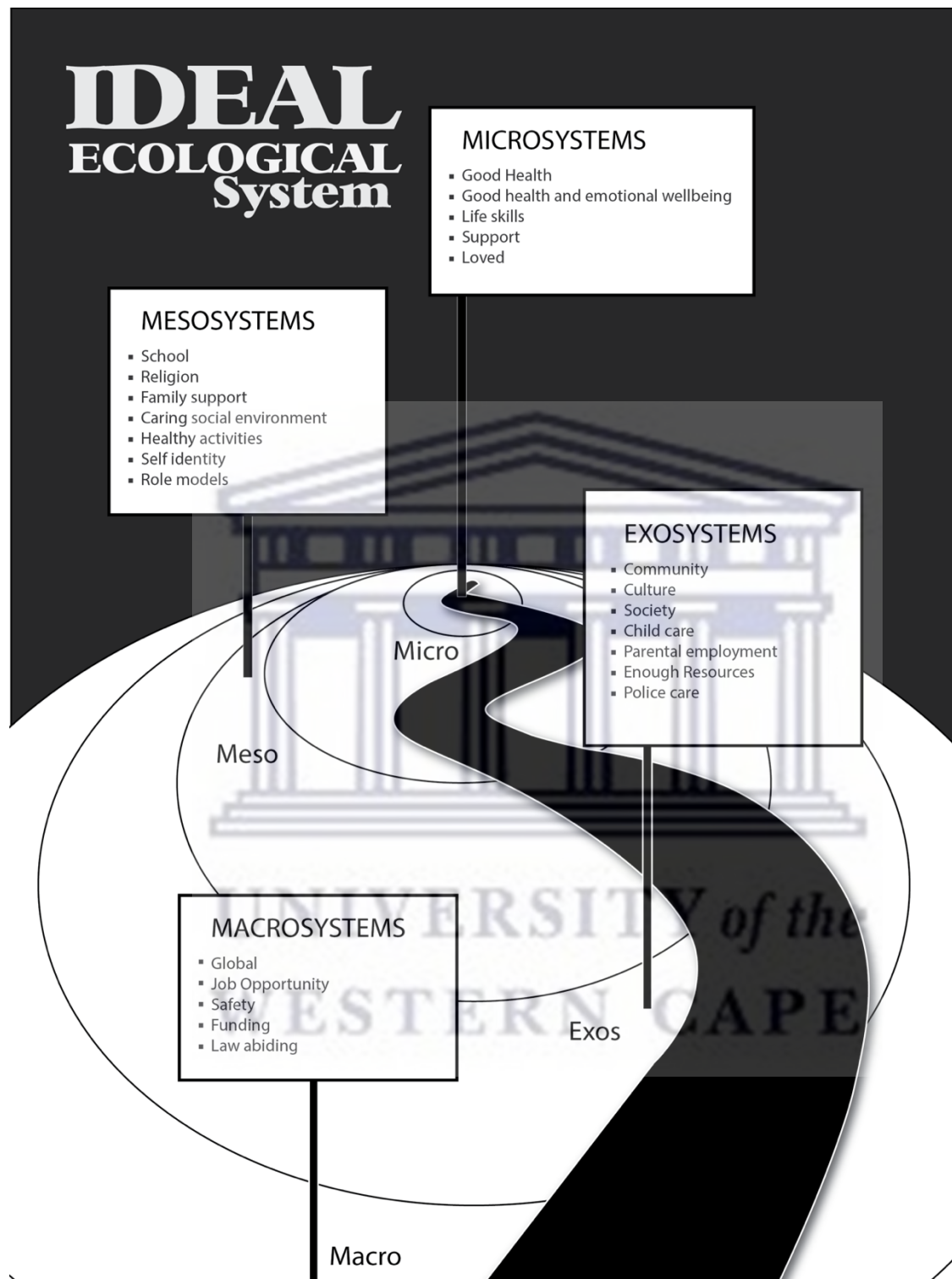
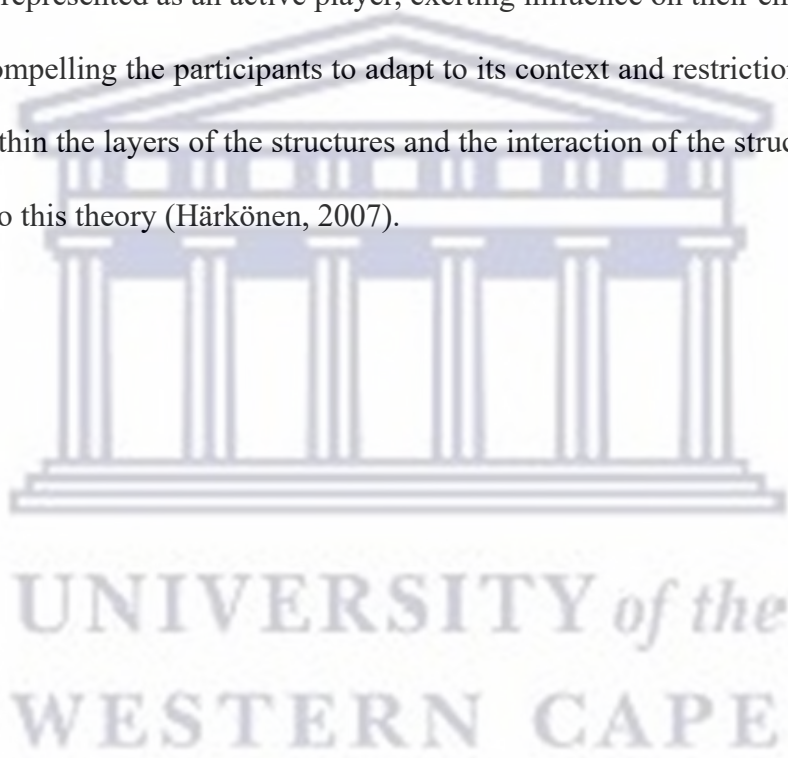


Figure 6.8. A diagrammatical presentation of a ideal ecological system

Unfortunately, it was found in this study that the participants did not experience an ideal ecological system, as a result, this is affected their health and wellbeing as well as their free time use and

experience. The diagram represented in Figure 6.9 below represents the ecological system that the participants were currently experiencing in their lives. Compared to the ideal ecological system, there were many areas that appeared to be unbalanced. It is displayed that starting from the immediate environment, the microsystem, it has a ripple effect on the other systems causing more harm and in reciprocal how the outer environments, the mesosystem, the ecosystem and the macrosystem, are having a ripple effect on the immediate environment. This shows that the participants were represented as an active player, exerting influence on their environment and the environment is compelling the participants to adapt to its context and restrictions. It is stated that the interaction within the layers of the structures and the interaction of the structures between the layers is the key to this theory (Härkönen, 2007).



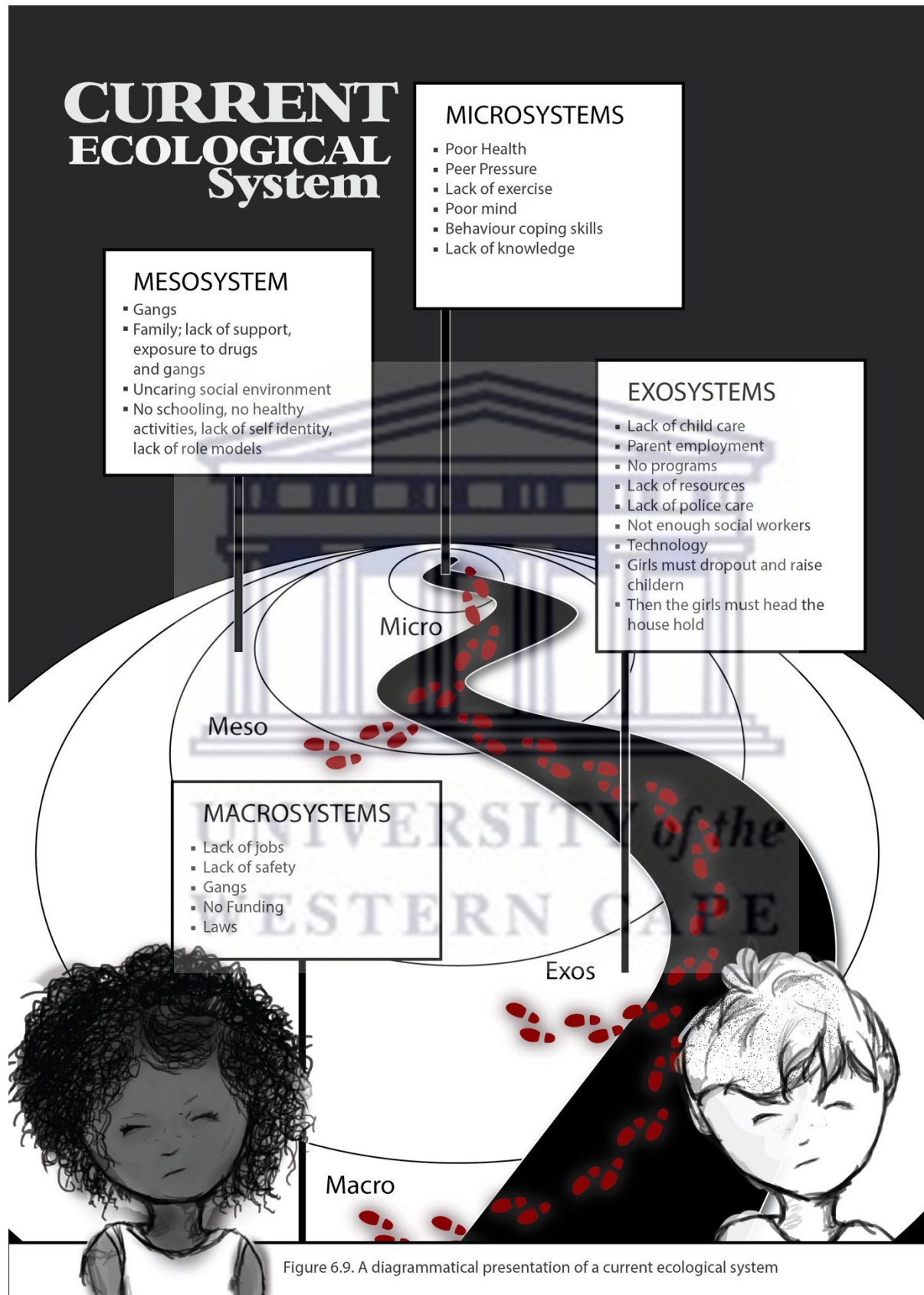


Figure 6.9. A diagrammatical presentation of a current ecological system

The immediate environment the *microsystem*, is the layer closest to the participants and contains the structures with which the participants has direct contact (Berk, 2000). Bronfenbrenner (1994) explains how at this level the relations between the person are happening in two ways – from the participants and towards the participants. In a microsystem the bi-directional interactions are at their strongest and they have a most powerful influence on the participants (Härkönen, 2007). Structures in the microsystem include family, school, neighbourhood, or childcare environments. Looking at the points within this system, poor health and lack of exercise, it was found that due to environmental factors, such as using substances in their free time and lack of resources for physical activities for the participants to engage in during their free time, the participants' health and wellbeing was being compromised. The other points, peer pressure, poor mind, behaviour coping skills and lack of knowledge, is also related to the impact from their environment, such as pressure from friends when socialising and attending parties during their free time, experiencing stress and pressure from their schools, families and communities, behaviour coping skills and lack of knowledge from lack of resources and settings allowing youth who have dropped out of school to engage in these health promoting skills and occupations.

Due to these points, the next system, the *mesosystem*, is then affected. The mesosystem is described as the linkages and processes taking place between two or more settings containing the developing person (Bronfenbrenner 1989). Paquette and Ryan (2001) state that the mesosystem is the layer which produces the connections between the participants' microsystems. As the participants are experiencing poor health, lack of exercise, peer pressure, stress and pressure, lack of behaviour coping skills and knowledge, they have found themselves either dropping out of school, joining gangs and/or engaging in occupations that have a detrimental impact on how they use and experience their free time. Within this system the participants are experiencing a lack of support,

lack of role models, lack of self-identity and overall an uncaring social environment, from their school and home environments and therefore turn to using substances and engaging in criminal occupations.

The next system, *the exosystem*, is defined as the linkage and processes taking place between two or more settings, at least one of which does not directly contain the developing person, but in which events occur that influence processes within the immediate settings that does not contain that person (Bronfenbrenner, 1989). Berk (2000) explains the exosystem as the structures in this layer impacting on the participants' development by interacting with some structure in their microsystem. In this system the points noted are lack of childcare systems, for example, social workers within the community to keep the interaction between families, school attendance, prevention and assistance with teenage pregnancy and the participants' wellbeing. Another point is parent's employment, without the parents having employment this is impacting on the participants as they have to either drop out of school to support their families, feel stressed because of the parents and therefore engage in substances and/or seeing their parents as role models and so do not engage in employment themselves. Police care was another point mentioned, this being that the participants do not feel safe and succumb to being exposed to criminal activities or sexual abuse due to lack of police exposure and action taken to prevent or reduce this. Technology was a point that has had a huge impact on the participants. Due to social media, inappropriate television shows and movies and misunderstood communication from broadcasters, the participants' free time use and experience are being affected as this is a means of attending parties, engaging in substances and sexual activities and believing that their behaviour is acceptable. The participants also experience leisure boredom, which may lead to sensation seeking, due to lack of resources and being deprived of sporting facilities, support groups and facilities for further education.

This then leads to the last and outermost system, the *macrosystem*. The macrosystem is described as not being a specific framework but this layer is comprised of cultural values, customs, and laws (Berk, 2000). Bronfenbrenner (1989) describes this system as consisting of the overarching pattern of micro-, meso-, and exosystems characteristics of a given culture, subculture, or other broader social context, with particular reference to developmentally instigative belief systems, resources, hazards, lifestyles, opportunity structures, life course options, and patterns of social interchange that are embedded in each of these systems. Included in this system are the points of the overall lack of jobs and employment opportunities within the communities and the country. This leaves the participants with little to no hope for the future and the opportunity to pursue their employment fulfilments. They therefore, join gangs and involve themselves in gang-related criminal occupations to obtain finances. Another major point is the lack of safety within the communities and the country. This leaves the participants vulnerable to being exposed to, and engaging themselves in crime, substance use and sexual abuse. Limited funding within the country is another point that is highlighted as this is further depriving these participants, who have dropped out of school, to further their education and seek employment in the future. The last point mentioned is the Laws in the country that are an aspect of this system impacting and driving the participants to engage in substance use. Even though these specific Laws are not directly encouraging youth to engage in substance use, the participants have lack of knowledge about this and so find it acceptable.

6.4 Limitations

The study had various limitations. One of the most important limitations was the language barrier between the participants and the researcher. Most of the participants in this research study were first language Afrikaans speaking. The researcher was not fluent in Afrikaans and so this

influenced the qualitative data collection process, it was evident that some of the participants had difficulty in understanding the English questions. Therefore, the researcher had to adapt and simplify the manner in which the questions were posed; this also amounted to the participants sometimes providing minimal responses as they had to communicate in English. The researcher also had to rely on the supervisor and research assistant to attend the focus groups and assist with translating the questions. Another limitation was the difficulty to find participants to participate in phase two of the study as the whereabouts of many of the youths who had dropped out of school were unknown. The researcher therefore had to rely on snowball sampling and had to ask participants to identify other youth who met the inclusion criteria of the study and invite them to participate in the focus groups.

6.5 Conclusion

Within this chapter both the quantitative and qualitative results were discussed using the theoretical frameworks; Bronfenbrenner's Ecological System Theory and the Person-Environment-Occupation Model. The metaphor of a spiderweb conceptualised the integration of the quantitative and qualitative findings. This depicted the different layers and how each layer impacts the next. This also showed the reality of the participants' lives and their perceptions which was supported by literature. Concluding the chapter was the limitations of the study and how this impacted on the study. Within the next chapter the recommendations and conclusion will be discussed.

CHAPTER SEVEN

RECOMMENDATIONS AND CONCLUSION

7 Introduction

The aim of this study was to explore and describe free time experience and substance use amongst youth who have dropped out of school in Cape Town. Specifically, we wanted to understand participants' perspectives on how the use of substances linked with how they spend their free time. Between 2011 and 2014, Grade 8 to 10 learners from 56 high schools in Cape Town, took part in a longitudinal study called HealthWise 2 that comprised three waves of data collection (Caldwell et al., 2012). During the course of the data collection for the study it was noted that there was a large amount of youth who no longer attended school. This gave rise to the current study.

The study findings showed the hardships of how youth who have dropped out of school use and experience their free time and how substance use has played a central role to this. This research contributes to current knowledge in that we now understand how these participants use and experience their free time and the prevalence of substance use. The study makes a contribution by addressing the lack of knowledge due to scant previous research which has involved youth who have dropped out of school. There have been many studies on youth who are still in school, but due to the challenges for researchers to access youth who have dropped out of school, there has been limited research done with this population. This study therefore contributed to providing a better understanding around youth who have dropped out of school. From an occupational therapy perspective, the research study focused on obtaining the experiences from the participants themselves about the occupations they engage in, and the influence of their environments. With taking these findings into consideration it has provided the opportunity for development and

growth amongst youth who have dropped out of school. Not only has the researcher developed recommendations from the findings but the participants contributed to the recommendations as well.

7.1 Recommendations

The recommendations from the study will be presented for youth who are still attending school focusing on how to prevent youth from dropping out of school, and for youth who have dropped out of school, and incorporate the participants' recommendations. All of these recommendations incorporate an Occupational Therapy perspective within schools, communities and policy making.

7.2 School going youth

7.2.1 Recommendations for Schools

- Life skills groups could be incorporated into the schooling system. This would be compulsory for all learners and could be presented by an Occupational Therapist who is a professional equipped with the relevant skills and knowledge. In these life skills groups, coping skills, decision making, confidence building, coping mechanisms and many more strategies could be discussed. By having an Occupational Therapist running the groups this would allow the youth to feel more comfortable with expressing their views, as it would be an external authority in the school.
- Youth could be encouraged to speak to educators or other authority members about their concerns, this would allow them to take responsibility of their own needs.
- Social workers could be more present in the schools to follow up with youth who come from unsupportive social environments and who may be experiencing difficulties at school and at home.

- By having more guidance counselors in the schools this would allow for referrals to be made to the appropriate channels to assist with emotional and health concerns.
- Occupational Therapists could run recreation groups, engaging youth in sporting and arts and crafts groups. This would allow for interests to be explored, for free time to be used in a healthy manner and to establish new friendships and a supportive caring environment at school.
- School resources and facilities should be maintained and monitored by authorities to ensure leisure activities are available at school.

7.2.2 Recommendations for the community

- Occupational Therapists could assist with creating community groups for the youth to attend after school hours and on the weekends. This could include either supportive groups continuing with life skills development or for meaningful engagement such as sporting competitions. By involving community members this would allow for the groups to be sustainable and be executed by the community members once the Occupational Therapist leaves.
- School fundraisers and events could be encouraged to promote school engagement in the communities providing a positive outlook on attending school and the advantages this has.
- Social Workers could be more present in the communities to follow up with young females who have had children and need assistance with their children, so they are able to return to school. Working together with Social Workers, Occupational Therapists could empower retired or unemployed community members to establish creche's or daycares which are not a financial burden for the young females.

- Supervision and presence of Police Authorities should be constant to ensure the monitoring of substance use and violence in the schools and the communities.

7.2.3 Recommendations for policy making

- Promoting tertiary education should be vital from Grade 9 onwards in the schools. By educating and making youth aware of their future opportunities, this would provide motivation for youth to remain in school and want to finish their school education. Having different professions coming into the schools and giving talks would assist with this process and allow youth to ask questions and view their options. This would therefore increase employment opportunities in the future.
- The Government should have constant communication with the schools to ensure the youth are receiving an optimal education and supportive environment. School authorities, along with Occupational Therapists, should advocate for the youth and assist with providing resources and opportunities for them in schools and in their communities.

7.3 Youth who have dropped out of school

7.3.1 Recommendations for community and extra schooling

- Youth should be encouraged to initiate routine and structure in their lives. This will allow for them to have a sense of time and reality. This can be done by themselves and they can further encourage each other.
- The youth can take initiative of cleaning up their environment, supporting their health and wellbeing. Groups can be formed, and the youth can be given different responsibilities.
- Community resources could be established, with the assistance of an Occupational Therapist, and new leisure resources can be built or supplied by the community themselves.

This can be done by empowering the community to make use of their already existing resources building them up and/or gathering funds to establish new resources. An Occupational Therapist could guide the process and then have leaders from the communities to carry on the projects to make it sustainable.

- The need for a caring, safe and supportive environment is vital for youth. Social Workers and Occupational Therapists could work together in the communities to educate youth on certain life skills and coping mechanisms and then empower the youth to form their own support groups to discuss their challenges and concerns.
- Community groups should be established by leaders of the communities to ensure the youth have support and know they can report any injustices in their communities to these leaders. An Occupational Therapist could assist with establishing and heading the groups and then community leaders would take over to ensure this is sustainable.
- Leisure groups could be established by an Occupational Therapist and then the community and youth themselves can take over the groups. This would allow a safe place for youth who have dropped out of school to spend their free time. They would engage in healthy leisure activities and form healthy relationships.
- Police Authorities should be more present in the communities assisting with the use and distribution of substances and prevention of violence. These police should be introduced to the youth and healthy relationships should be established so the youth feel they can trust and report situations to these authorities.

7.3.2 Recommendations for policy making

- An Occupational Therapist could raise the concerns and advocate for the communities on a Government level to assist with ensuring safety and resources be given and maintained in the communities.
- An Occupational Therapist could assist with advocating for funds to allow youth who have dropped out of school to attend night school, colleges and other educational opportunities.

7.3.3 Youths' Recommendations

- More scholarships need to be offered in schools, as well as funding for resources such as books and stationery.
- Assistance for girls who have fell pregnant to return to school and finish their schooling education.
- Provide funding for night school for youth to finish their schooling education, there are community members who are willing to give the classes but there is no funding to provide a salary or resources.
- Have more social gatherings and groups to promote inclusion and get youth who have dropped out of school together.
- Community members who are retired or unemployed should assist with families who have youth in school so that they do not have to drop out and can continue to get a school education. By looking after younger children or disabled family members, youth are able to attend school and will not need to drop out to help them.
- More support groups need to be provided in the community for youth who have dropped out of school. When they are feeling stressed or bored, they would like a place they can go to for support.

- An advocacy to confront community leaders about the concerns in the communities, for example gangs, substance use and safety issues.
- More community resources to allow for healthy occupational engagement.
- Government should go into schools and have programmes to prevent youth dropping out of school.
- Enforce the law that all children must attend school. A Social Worker should be present to follow up with youth who are not attending school.
- The Government should provide funding to the night schools so that youth who have dropped out of school can return to learning and completing an education. There is no funding for books and stationery, and this is vital for an education.

7.4 Conclusion

The study explored and described free time experience and substance use amongst youth who have dropped out of school in Cape Town. Overall, it was concluded that across all the participants there was mutual agreement that having dropped out of school and how the participants used and experienced their free time, was influenced by substance use. Importantly, the study focused on obtaining the experiences of the youth themselves. In this study, it was evident that youth who have dropped out of school require further attention and their opinions and views need to be heard. The importance and relevance of occupations in which the participants engage during their free time, including substance use, and how they experience the use of this free time, is highlighted in this study. This research therefore has not only contributed to the knowledge basis in Occupational Therapy, but has empowered the participants to be mindful of how they use and experience their free time in order to ultimately achieve possibilities of change.

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Appendices

APPENDIX 1



UNIVERSITY OF THE WESTERN CAPE

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Tel: +27 21-959 3151 E-mail: msoeker@uwc.ac.za

Revised: December 2015

YOUTH INFORMATION LETTER

Research Project Title: A mixed methods study to describe and explore the association between free time experience and substance use amongst drop out youth in Cape Town

What is this study about?

This is a research project is being conducted by Megan Lee Brink (Occupational Therapy Masters student) from the University of the Western Cape. We are inviting you to participate in this research project because you have met the requirements necessary to participate in the study. The purpose of this research project is to explore the association between how free time experience and substance use.

What will I be asked to do if I agree to participate?

You will be asked to participate in a focus group session whereby you will be asked questions on your experience of free time and substance use. The session will be 45 minutes to an hour long each and will be run in your community. This research project involves making *audiotapes* of you during the focus group. This will then later be transcribed by the researcher. This is done in order for the researchers to reflect on the data that was gathered. The audiotapes will be kept confidential

and only the researchers and their supervisor will have access to the audiotapes. For safe keeping the audiotapes will be locked up at the University of the Western Cape.

Would my participation in this study be kept confidential?

We will keep your personal information confidential. To protect your confidentiality, all recording of the focus group and interviews will be kept in a locked cabinet and only the researchers will have access to these documents for the purpose of our study. To protect your confidentiality, pseudonyms can be used when reporting the study results therefore, none of the participants' real names will be used in the study. Thus, a code will be placed on the interview sheet in order to protect confidentiality and through the use of an identification key, the researchers will be able to link the interview sheet to your identity. However, only the researchers will have access to this key. If we write a report or article about this research project, your identity will be protected to the maximum extent possible.

What are the risks of this research?

There may be some risks from participating in this research study, such as eliciting sensitive, emotional and/or personal experiences that you have encountered during your life. Within the focus group, you may feel emotionally uncomfortable and this will be managed by the researchers by means of one on one debriefing with participants.

What are the benefits of this research?

This research is not designed to help you personally, but the results may help the researchers to learn more about free time use and substance use amongst youth in Cape Town. By participating in this study it will give occupational therapists insight into the experience of youth use and experience their free time and how this is associated with substance use. We hope that, in the future, other people might benefit from this study through this improved understanding on this topic. Recommendations will be made to assist the Department of Occupational Therapy and other organisations when planning future research in this field.

Do I have to be in this research and may I stop participating at any time?

Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.

Is any assistance available if I am negatively affected by participating in this study?

Arrangements have been made with the psychologist at the HIV and AIDS programme at the University of the Western Cape to support you if required. The Supervisor of the research team can also be contacted.

What if I have questions?

This research is being conducted by Megan Lee Brink from the Occupational Therapy Department at the University of the Western Cape. If you have any questions about the research study itself, please feel free to contact myself or Prof. Lisa Wegner, who is the research supervisor.

Student: Megan Lee Brink

University of the Western Cape

Private Bag X17

Bellville 7535

Ph: 021-959 3153

Supervisor: Professor Lisa Wegner

University of the Western Cape

Private Bag X17

Bellville 7535

Ph: 021-959 3153

Head of Department: Professor MS Soeker

University of the Western Cape

Private Bag X17

Bellville 7535

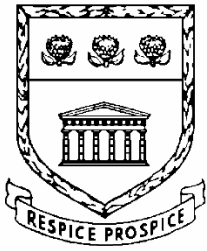
Ph: 021-959 3151

Prof Anthea Rhoda
Dean of the Faculty of Community and Health Sciences
University of the Western Cape
Private Bag X17
Bellville 7535
chs-deansoffice@uwc.ac.za

This research has been approved by the University of the Western Cape's Research Ethics Committee. (REFERENCE NUMBER: HS17/10/49)



APPENDIX 2



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa
Tel: +27 21-959 3151 E-mail: lwegner@uwc.ac.za

Revised: December 2015

YOUTH ASSENT/CONSENT FORM

Title of Research Project: A mixed methods study to describe and explore the association between free time experience and substance use amongst drop out youth in Cape Town

The study has been described to me in language that I understand. My questions about the study have been answered. I understand what my participation will involve and I agree to participate of my own choice and free will. I understand that my identity will not be disclosed to anyone. I understand that I may withdraw from the study at any time without giving a reason and without fear of negative consequences or loss of benefits.

___ I DO agree to be audiotaped.

___ I DO NOT agree to be audiotaped.

Participant's name.....
Participant's signature.....
Date.....

Should you have any questions regarding this study or wish to report any problems you have experienced related to the study, please contact the researchers or study coordinator:

Researcher: Megan Lee Brink
University of the Western Cape

Private Bag X17, Belville 7535

Telephone: (021) 959 -3151

Email: 3150719@uwc.ac.za

Study Coordinator's Name: Lisa Wegner

University of the Western Cape

Private Bag X17, Belville 7535

Telephone: (021)959-3151/2544

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APPENDIX 3



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msoeker@uwc.ac.za

Revised: December 2015

PARENT INFORMATION LETTER

Research Project Title: A mixed methods study to describe and explore the association between free time experience and substance use amongst drop out youth in Cape Town

What is this study about?

This is a research project is being conducted by Megan Lee Brink (Occupational Therapy Masters student) from the University of the Western Cape. We are inviting your child to participate in this research project because they have met the requirements necessary to participate in the study. The purpose of this research project is to explore the association between how free time experience and substance use.

What will my child be asked to do if I agree to participate?

Your child will be asked to participate in one focus group session whereby he/she will be asked questions on his/her experience of free time and substance use. The session will be 45 minutes to an hour long each. Group sessions will be run in your community. This research project involves making *audiotapes* of your child during the focus groups. This will then later be transcribed by the researcher. This is done in order for the researchers to reflect on the data that was gathered. The audiotapes will be kept confidential and only the researchers and their supervisor will have access to the audiotapes. For safe keeping the audiotapes will be locked up at the University of the Western Cape.

Would my child's participation in this study be kept confidential?

We will keep your child's personal information confidential. To protect his/her confidentiality, all recording of the focus group and interviews will be kept in a locked cabinet and only the researchers will have access to these documents for the purpose of our study. To protect his/her confidentiality, pseudonyms can be used when reporting the study results therefore, none of the participants' real names will be used in the study. Thus, a code will be placed on the interview sheet in order to protect confidentiality and through the use of an identification key, the researchers will be able to link the interview sheet to their identity. However, only the researchers will have access to this key. If we write a report or article about this research project, his/her identity will be protected to the maximum extent possible.

What are the risks of this research?

There may be some risks from participating in this research study, such as eliciting sensitive, emotional and/or personal experiences that your child may have encountered during his/her life. Within the focus groups, your child may feel emotionally uncomfortable and this will be managed by the researchers by means of one on one debriefing with participants.

What are the benefits of this research?

This research is not designed to help your child personally, but the results may help the researchers to learn more about free time use and substance use amongst youth in Cape Town. By participating in this study it will give occupational therapists insight into youths' use and experience of free time and how this is associated with substance use. We hope that, in the future, other people might benefit from this study through this improved understanding on this topic. Recommendations will be made to assist the Department of Occupational Therapy and other organisations when planning future research in this field.

Does my child have to be in this research and may he/she stop participating at any time?

Your child's participation in this research is completely voluntary. Your child may choose not to take part at all. If your child decides to participate in this research, he/she may stop participating at any time. If he/she decides not to participate in this study or if he/she stops participating at any time, your child will not be penalized or lose any benefits to which he/she otherwise qualifies.

Is any assistance available if my child is negatively affected by participating in this study?

Arrangements have been made with the psychologist at the HIV and AIDS programme at the University of the Western Cape to support your child if required. The Supervisor of the research team can also be contacted.

What if I have questions?

This research is being conducted by Megan Lee Brink from the Occupational Therapy Department at the University of the Western Cape. If you have any questions about the research study itself, please feel free to contact Prof. Shaheed Soeker, who is the Chairperson of the Department of Occupational Therapy at UWC.

Student: Megan Lee Brink

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Head of Department: Professor MS Soeker

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This research has been approved by the University of the Western Cape's Research Ethics Committee. (REFERENCE NUMBER: HS17/10/49)



APPENDIX 4



UNIVERSITY OF THE WESTERN CAPE

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Tel: +27 21-959 3151 E-mail: lwegner@uwc.ac.za

Revised: December 2015

PARENT CONSENT FORM

Title of Research Project: A mixed methods study to describe and explore the association between free time experience and substance use amongst drop out youth in Cape Town

The study has been described to me in language that I understand. My questions about the study have been answered. I understand what my child's participation will involve and I agree for my child to participate of his/her own choice and free will. I understand that my child's identity will not be disclosed to anyone. I understand that my child may withdraw from the study at any time without giving a reason and without fear of negative consequences or loss of benefits.

I DO agree for my child to be audiotaped.

I DO NOT agree for my child to be audiotaped.

Participant's name.....
Participant's signature.....
Child's name.....
Date.....

Should you have any questions regarding this study or wish to report any problems you have experienced related to the study, please contact the researchers or study coordinator:

Researcher: Megan Lee Brink

University of the Western Cape
Private Bag X17, Belville 7535
Telephone: (021)959-3151/2544
Email: 3150719@uwc.ac.za

Study Coordinator's Name: Lisa Wegner

University of the Western Cape
Private Bag X17, Belville 7535
Telephone: (021)959-3151/2544
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APPENDIX 5

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Revised: December 2015

FOCUS GROUP CONFIDENTIALITY BINDING FORM

Title of Research Project: A mixed methods study to describe and explore the association between free time experience and substance use amongst drop out youth in Cape Town

The study has been described to me in language that I understand and I freely and voluntarily agree to participate. My questions about the study have been answered. I understand that my identity will not be disclosed and that I may withdraw from the study without giving a reason at any time and this will not negatively affect me in any way. I agree to be audio-taped during my participation in the study. I also agree not to disclose any information that was discussed during the group discussion.

Participant's name.....

Participant's signature.....

Date.....

Should you have any questions regarding this study or wish to report any problems you have experienced related to the study, please contact the researchers or study coordinator:

Researcher: Megan Lee Brink

University of the Western Cape

Private Bag X17, Belville 7535

Telephone: (021)959-3153

Email: 3150719@uwc.ac.za

Coordinator Name: Prof Lisa Wegner

University of the Western Cape

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APPENDIX 6



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FACULTY OF COMMUNITY & HEALTH SCIENCES

DEPARTMENT OF OCCUPATIONAL THERAPY

PROFESSOR B FIELDING
CHAIRPERSON
HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE
UWC

29 November 2017

Dear Professor Fielding

PERMISSION FOR MEGAN-LEE BRINK (3150719) TO USE HEALTHWISE OUT-OF-SCHOOL YOUTH DATA

As Principal Investigator of the above-mentioned project, I hereby give permission for Ms Megan Brink to make use of part of the HealthWise Out-of-School Youth dataset for a study which she is conducting in fulfillment of her MSc. Occupational Therapy degree. The HealthWise team has agreed that Ms Brink can use the data on the following conditions:

1. Ms Brink must submit an application to use the data to the HealthWise team for approval, and this should contain a synopsis/overview of her proposal;
2. She will have access to a certain component of the data which she will use for the purpose of her Masters study only (unless otherwise agreed upon with the HealthWise team);
3. She will obtain permission from the HealthWise team to publish any work emanating from her study;
4. She will invite the HealthWise team to contribute to these publications as co-authors;
5. If she does not publish from her Masters study within six months of completion of the study, the HealthWise team has the right to publish articles from her study with her as co-author.

The HealthWise team wishes Ms Brink all the best with her studies!

Sincerely,

PROF. LISA WIEGNER (PHD)



UNIVERSITY of the
WESTERN CAPE

APPENDIX 7

Components of HealthWise Risk Behaviour Survey used for the present study

Items	Responses
-------	-----------

Part A Demographic

1	What month and year were you born?	
2	What is the name of your old school?	
3	What grade were you in before you left school?	Grade 8 Grade 9 Grade 10 Grade 11 Grade 12
4	What class were you in before you left school? (e.g. A, B or C)	A B C D E F G H I
5	Are you a boy or girl?	Boy Girl
6	What is your religion?	Christian – Catholic Christian other denominations Traditional African Christian Hindu Islam Jewish Other None
7	Do you speak English at home?	Yes No
8	How do you identify yourself in terms of race?	Black White Coloured or multiracial Indian Other
9	During the last 6 months, has your mother lived with you?	No, my mother is dead No, none of the time Yes, some of the time Yes, always or almost always
10	During the last 6 months, has your father lived with you?	No, my father is dead No, none of the time Yes, some of the time Yes, always or almost always
11	Do you have tap water in your home?	Yes No
12	Does your family own a motor car?	Yes No

Part B Free time use

1	How often do you usually spend time hanging out with your friends during the week and over the weekend?	Never 6-10 hours per week	Less than 1 hour per week More than 10 hours per week	1-5 hours per week
2	How often do you usually spend time doing sports or physical activity during the week and over the weekends?	Never 6-10 hours per week	Less than 1 hour per week More than 10 hours per week	1-5 hours per week
3	How often do you usually play a musical instrument, sing, or be in a drama or dance group during the week and over the weekend?	Never 6-10 hours per week	Less than 1 hour per week More than 10 hours per week	1-5 hours per week
4	How often do you usually do hobbies or creative activities during the week and over the weekends?	Never 6-10 hours per week	Less than 1 hour per week More than 10 hours per week	1-5 hours per week
5	How often do you go to parks or community/ sports centres?	Never 6-10 hours per week	Less than 1 hour per week More than 10 hours per week	1-5 hours per week
6	How often do you watch TV or movies?	Never 6-10 hours per week	Less than 1 hour per week More than 10 hours per week	1-5 hours per week
7	How often do you play video games?	Never 6-10 hours per week	Less than 1 hour per week More than 10 hours per week	1-5 hours per week
8	How much time do you spend whatsapping/texting friends and using Facebook?	Never 6-10 hours per week	Less than 1 hour per week More than 10 hours per week	1-5 hours per week

Part C Free time experience

1	When you are spending time with your friends, how often do you feel bored?	All of the time, or nearly all the time Never or almost never	Quite often	Some of the time
2		All of the time, or nearly all the time	Quite often	Some of the time

3	When you are spending time with your friends, how often do you feel good about yourself?	Never or almost never	All of the time, or nearly all the time	Quite often	Some of the time
4	When you are spending time with your friends, how often does it give you a feeling of accomplishment?	Never or almost never	All of the time, or nearly all the time	Quite often	Some of the time
5	When you are spending time with your friends, how often do you feel pressure to do something?	Never or almost never	All of the time, or nearly all the time	Quite often	Some of the time
6	When you are spending time with your friends, how often do you feel in control of the situation?	Never or almost never	All of the time, or nearly all the time	Quite often	Some of the time
7	When you are spending time with your friends, how often do you feel there is nothing else to do?	Never or almost never	All of the time, or nearly all the time	Quite often	Some of the time
8	When you are spending time with your friends, how often are you feeling stressed or anxious?	Never or almost never	All of the time, or nearly all the time	Quite often	Some of the time
9	When you are spending time with your friends, how often does time pass quickly?	Never or almost never	All of the time, or nearly all the time	Quite often	Some of the time
10	How often is your free time boring?	Never or almost never	All of the time, or nearly all the time	Quite often	Some of the time
	How often do you feel your free time drags on and on?	Never or almost never	All of the time, or nearly all the time	Quite often	Some of the time

Part D Substance use

1	How many drinks of alcohol (including beer and wine) have you had in your entire life?	None. I have never had even one sip of alcohol.	Part or all of 1 drink	2 to 4
		5 to 11 12 to 25 26 to 50 51 to 100	More than 100	

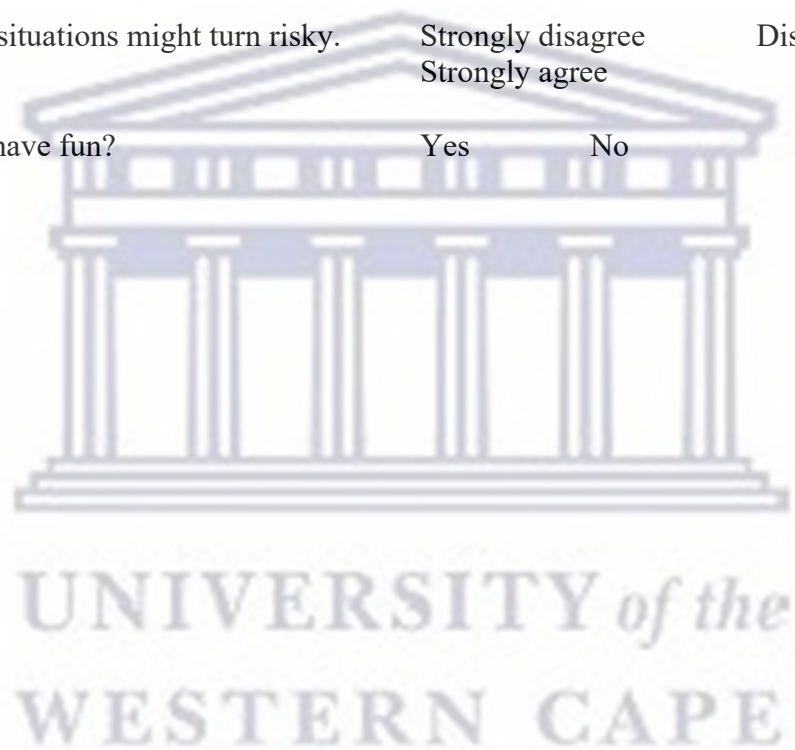
2	How many drinks of alcohol have you had in the past 30 days (month)?	None 16 to 30	Part or all of 1 drink	2 to 3	4 to 7	8 to 15
3	How many cigarettes have you smoked in your entire life?	None. I have never even had one puff. cigarette 11 to 20 cigarettes (20 cigarettes =1pack) More than 20 packs	2 or 3 cigarettes	4 or 5 cigarettes	1 to 5 packs	Part or all of one 6 to 10 cigarettes 6 to 20 packs
4	During the past month, how many cigarettes have you smoked?	None 4 to 10 cigarettes 21 to 40 cigarettes (40 cigarettes=2 packs)	Only one puff 11 to 20 cigarettes (20 cigarettes = 1 pack)	Part or all of one cigarette	2 or 3 cigarettes More than 2 packs	
5	How many days in the past month have you smoked cigarettes?	None	1 day	2 or 3 days	4 to 7 days	8 to 15 days 16 to 30 days
6	How many times have you used tik in your entire life?	None	Once	Twice	3 times	4 or more times
7	How many times in the past year did you use tik?	None Once a week or more	Only once or twice	Every few weeks Almost every day	About once a month	
8	How many times in the past month did you use tik?	None	Once	Twice	3 times	4 or more times
9	How many times in the past week did you use tik?	None 3 times	Only once in past week 4 or more times	Once a day	2-3 times every day	
10	How many times have you used dagga in your entire life?	Never. I have never used dagga even once. 4 to 7 times	Once 16 to 30 times	2 or 3 times More than 30 times		
11	How many times in the past month did you use (smoke) dagga?	Never. I have never used dagga even once in the past month. times More than 30 times	4 to 7 times	8 to 15 times	16 to 30 times	Once 2 or 3

- | | | | | | | |
|----|--|--------------------------|-------------------|-----------------|-----------------|--------------|
| 12 | How many days in the past month have you used (smoked) dagga? | None
16 to 30 days | 1 day | 2 or 3 days | 4 to 7 days | 8 to 15 days |
| 13 | During the last month, about how many dagga cigarettes (joints, reefers) did you smoke a day on average? | None
11 or more a day | Less than 1 a day | 2-3 a day | 4-6 a day | 7-10 a day |
| 14 | How many times in your entire life have you sniffed glue, or paint, or petrol on purpose to get high? | Never | Once | 2 or more times | | |
| 15 | How many times in the past month did you sniff glue, or paint, or petrol on purpose to get high? | Never | Once | 2-3 times | 4 or more times | |

Part E Decision making and handling skills

- | | | | | | |
|---|--|--|-----------------------|---------------------------|-------|
| 1 | How much do you like to do frightening or scary things? | Like it a whole lot
Do not like it at all | Like it pretty much | Like it only a little | |
| 2 | How much do you like new and exciting experiences, things, or events, even if you have to break rules? | Like it a whole lot
Do not like it at all | Like it pretty much | Like it only a little | |
| 3 | How much do you prefer friends who are exciting and unpredictable? | Prefer it a whole lot
Do not prefer it at all | Prefer it pretty much | Prefer it only a little | |
| 4 | How often do you do dangerous things for fun? | All of the time, or nearly all the time
Never or almost never | Quite often | Some of the time | |
| 5 | How often do you make good decisions about what to do in your free time? | All of the time, or nearly all the time
Never or almost never | Quite often | Some of the time | |
| 6 | I am confident I can make good decisions. | Strongly disagree
Strongly agree | Disagree | Neither agree or disagree | Agree |

- | | | | | | |
|----|---|-------------------------------------|----------|---------------------------|-------|
| 7 | I am confident I can avoid risky situations. | Strongly disagree
Strongly agree | Disagree | Neither agree or disagree | Agree |
| 8 | I am confident I can participate in healthy leisure activities. | Strongly disagree
Strongly agree | Disagree | Neither agree or disagree | Agree |
| 9 | I am confident I can identify when situations might turn risky. | Strongly disagree
Strongly agree | Disagree | Neither agree or disagree | Agree |
| 10 | Do you know a safe place to go to have fun? | Yes | No | | |



APPENDIX 8

Questions for focus groups

1. What were the reasons for dropping out of school? (**Demographics**)
2. Some young people are not confident about making good decisions, why is this? (**Decision making**)
3. What do you view as a healthy leisure activity? (**Decision making**)
4. Many young people say they cannot take part in healthy leisure activities, why is this? (**Decision making**)
 - What would you recommend for young people to be able to engage in healthy leisure activities? (**Recommendations**)
5. Why do so many young people not have hobbies? (**Free time use**)
6. Why do young people get bored? (**Free time use**)
7. If you could make your free time more meaningful, what would you suggest? (**Recommendations**)
8. Lots of young people like breaking rules, why do you think this is? (**Decision making and sensation seeking**)
9. Why do you think young people like doing scary and exciting things? (**Decision making and sensation seeking**)
10. How can using social media be risky for young people? (**Free time use**)
11. Most young people watch television, why? (**Free time use**)
12. How are parks and community centers risky/healthy for young people? (**Free time use**)
13. Many young people say they feel bored when they are with their friends, why is this? (**Free time experience**)
14. Why would you rather be with your friends doing nothing than by yourself? (**Free time experience**)
15. How do your friends make you feel about yourself? (**Free time experience**)
16. Sometimes friends make you feel uncomfortable, unsafe and anxious, why is this? (**Free time experience**)
17. How do friends influence you? (**Free time experience**)
18. Why do so many young people enjoy drinking alcohol? (**Substance use**)
19. How does drinking alcohol impact young people's decision making? (**Substance use and decision making**)
20. Why do you think they call cigarettes the 'gateway drug', meaning that it leads to other drug use? (**Substance use**)
21. Tik is very popular amongst young people, why is this? (**Free time use and Substance use**)
22. Dagga is very popular amongst young people, why is this? (**Free time use and Substance use**)
23. Sometimes when young people are bored they use drugs, why is this? (**Substance use and free time experience**)

APPENDIX 9



OFFICE OF THE DIRECTOR: RESEARCH RESEARCH AND INNOVATION DIVISION

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07 December 2017

Ms M Brink
Occupational Therapy
Faculty of Community and Health Science

Ethics Reference Number: HS17/10/49

Project Title: A mixed methods study to describe and explore the association between free time experience and substance use amongst drop out youth in Cape Town.

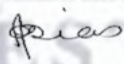
Approval Period: 07 December 2017 – 07 December 2018

I hereby certify that the Humanities and Social Science Research Ethics Committee of the University of the Western Cape approved the methodology and ethics of the above mentioned research project.

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.

Please remember to submit a progress report in good time for annual renewal.

The Committee must be informed of any serious adverse event and/or termination of the study.


Ms Patricia Josias
Research Ethics Committee Officer
University of the Western Cape

PROVISIONAL REC NUMBER - 130416-049

APPENDIX 10



OFFICE OF THE DIRECTOR: RESEARCH RESEARCH AND INNOVATION DIVISION

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09 January 2018

Prof L Wegner
Occupational Therapy
Faculty of Community and Health Sciences

Ethics Reference Number: HS16/5/61

Project Title: Health-wise Out-of-School Youth: Free time use.

Approval Period: 01 November 2017 – 30 October 2018

I hereby certify that the Humanities and Social Science Research Ethics Committee of the University of the Western Cape approved the methodology and ethics of the above mentioned research project.

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.

Please remember to submit a progress report in good time for annual renewal.

The Committee must be informed of any serious adverse event and/or termination of the study.

A handwritten signature in black ink, appearing to read 'Patricia Josias', written over the faint background text of the university name.

*Ms Patricia Josias
Research Ethics Committee Officer
University of the Western Cape*