

**MIDLANDS STATE UNIVERSITY
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY**



**PSYCHOLOGICAL EMPOWERMENT OF THE YOUTH'S AT TSUNGIRIRAI
WELFARE ORGANIZATION IN NORTON**

BY

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DEPARTMENT OF PSYCHOLOGY**

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DEDICATION

This research project is dedicated to all my brothers and sisters for they make my dream come true by sending me to school.

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ABSTRACT

The study of psychological empowerment have been neglected locally,regionally and internationally. Different empowerment programs that have been introduced worldwide have failed to address the matter from a psychological standpoint. Negligence of psychological empowerment programmes globally has therefore contributed to high rate of unemployment amongst the youth's.The fact that the youth's are the most disadvantaged group drive the researcher to carry out a study that targeted the youth's.The purpose of the study is to assess the psychological empowerment characteristics amongst the youth's and as well as to examine whether psychological empowerment differs by age,gender,socio-economic status and religion. In order to unpack the concept of psychological empowerment quantitative research approach was employed.Descriptive survey method was adopted by the researcher as the research design.Data was collected using convenience sampling technique targeting 120 youths, 78 being females and 42 being males. The condensed version questionnaire of psychological empowerment by Zimmerman et al (1991) was used by the researcher to obtain information from the participants. Data was analysed using the statistical package for social sciences version 16.0. The study established that psychological empowerment differs by gender,age,religion and socio-economic status. Conclusively the research discovered that psychological empowerment aspects such as self efficacy, assertiveness, interpersonal confidence and perceived socio-political control are influenced by innate and inherent factors. The researcher recommend empowerment policy makers and implementers to also include psychological empowerment programmes locally and regionally so as to uplift the status of the youth's. Psychological empowerment should have clear policies that govern the appropriate implementation of these programmes.

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List of Acronyms

AIDS	Acquired Immune Deficiency Syndrome
ESAP	Economic Structural Adjustment Programme
ETP	Employment and Training Programme
HIV	Human Immune Virus
ISOP	Intergrated Skills Outreach Programme
MSU	Midlands State University
MYEE	Ministry of Youth Indigenisation and Economic Empowerment
YES	Youth Empowerment Scheme
ZIM-ASSET	Zimbabwe Agenda for Sustainable Socio-Economic Transformation
ZIYEN	Zimbabwe Youth Employment Network
ZNEPF	Zimbabwe National Employment Policy Framework

CHAPTER 1

INTRODUCTION TO THE PROJECT

1.1 Introduction

This chapter focuses on the background of the study, statement of the problem, purpose of the study, research questions, and the objectives of the study, significance of the study, delimitations of the study, limitations of the study and as well as the assumptions of the study. In this chapter definitions of key terms used in this research project are also given.

1.2 Background of the study

According to Becker (2002) the notion of psychological empowerment of the youth's is a very significant aspect which plays an essential part in the success of very society in relation to the general wellbeing of the youth's. When the youth's are psychologically empowered they are better off in the sense that they have better self-efficacy since they will believe more in themselves and in their abilities. According to Crankshaw (2004) psychological empowerment is very important to the youth's since it will enhances improved self-esteem amongst the youth's. While there are an increasing number of youth psychological empowerment development programs that aim to empower the young people psychologically, there is a scarcity of psychometrically sound measures that can be used to assess the level of psychological empowerment of the youths in a bid to tackle a wide range of social, economic, political and community problems being faced by most of the youth's in Zimbabwe.

According to Kabonga (2016) youths are ought to be seen as the fulcrum of society and therefore by psychologically empowering them foster self-efficacy, self-strength, self-reliance, self confident, self awareness, self determined, life of dignity, a sense of belonging and purpose amongst the youths (Brennan, Barnett, and McGrath, 2009). Inherently the youths are the key cog of the development matrix in the community (Ajani, 2015). This therefore entails that psychological empowerment of the masses particularly of the youths is of paramount importance in enhancing national development and increasing the civic engagement of the youths in community development. Overallly psychological empowerment

of the youths boost up their psychological wellbeing and enables the youths to stay away from behaviours that carry a possibility of HIV infection (UNESCO 2009).

According to Mandaza (2002) psychological empowerment of the youths has turned out to be a crucial aspect in Zimbabwe and can be traced back to as early as 1980 during the attainment of Zimbabwean independence. The regime of Zimbabwe since the attainment of independence has tried to enhance the psychological welfare of the youths through diverse empowerment strategies. Some of the strategies used to empower the youths psychologically included the formation of vocational education centres to accommodate the provision of life skills education to the ex-combatant youths that have missed the chances to attain education as a result of the war of liberation struggle.

According to Gaidzanwa (2000) since the attainment of sovereignty by the regime of Zimbabwe there has been rising concern by the government of Zimbabwe to lift up the psychological wellbeing of young people in Zimbabwe and the need of creating additional livelihood opportunities for them through various empowerment programmes. This therefore entails that after the attainment of independence there has been concern by the government of Zimbabwe and by different non-governmental organizations including Tsungirirai Welfare Organization to empower the youths politically, economically, socially and psychologically such that they may develop skills, knowledge and attitudes which will enable them to become good problem solvers, being in a position to determine or decide their own destiny, having the ability to make the right choices and decisions, resulting in them having an improved mental health condition and thus enabling them to play a crucial part in the development and maintenance of their societies.

According to Mulenga (2000) at some point in the early years of attainment of independence in the 1980s, young people in the new independent state of Zimbabwe did not pose a serious societal problem and the need of psychological empowerment of youths was present but was not as pressing as compared to the era between the year 2000 to date.

Gaidzanwa (2000) acknowledged that since the beginning of the era of high joblessness and different tribulations faced by the youths, concerns began to rise over the psychological wellbeing situation of young people in Zimbabwe and the prospects of creating additional livelihood opportunities for them by psychologically empowering them. In Norton youths

also experience high unemployment rates due to lack of opportunities, physical and psychological challenges resulting in poverty. Some of the youths in Norton respond to these challenges by engaging in criminal or violent behavior while others suffer from despair or depression. High rate of unemployment in Norton creates a wide range of social and psychological problems and youths are more prone to its damaging effects and some of the effects include low self esteem, marginalization and impoverishments.

According to Marongedza (2011) these societal problems associated with unemployment can thus be solved by psychologically empowering the youths through programmes which enable them to have opportunities for self employment, vision of the future and innovative inventions. This therefore entails that Zimbabwe is currently grappling with one of the highest rates of unemployment and many families are struggling to generate income, a situation that is driving the youths to fend for themselves sometimes through criminal activities and hence this calls for psychological empowerment of the masses particularly psychological empowerment of the youths.

It was basically as a result of these problems being faced by the youths that led the government of Zimbabwe in collaboration with various non-governmental organizations to implement a wide range of strategies so as to psychologically empower the youths in Zimbabwe. Murinda (2014) noted that the government of Zimbabwe in partnership with various non-governmental organization in the year 2009, 2011 and 2013 introduce projects aiming at empowering the youths psychologically and this comprise the establishment of the Grand Entrepreneurship and Employment Programme (GREEP), the National Youth Service (NYS), Integrated Skills Outreach Programme (ISOP) and Technical and Vocational Skills Development Programme amongst others. Each and every one of these programmes were introduced by the government of Zimbabwe in a bid to empower the youths psychologically.

Additional policy measures that have been developed by the government of Zimbabwe to endorse psychological empowerment principally for the youths include among others such as the development of the Zimbabwe Youth Employment Network (ZIYEN), the formulation of the National Employment Policy Framework (ZNEPF), establishment of the Youth Development Fund, establishment of Youth Economic Zones, the Indigenization and

Economic Empowerment programme and the formulation of the Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZIM-ASSET).

Tsungirirai youth psychological empowerment programme came into being so as to alleviate Zimbabwean youths facing financial crisis and unemployment by psychologically empowering them for they were and are still the most marginalized and defenseless citizens in Zimbabwe though the most efficiently active age group. The programme intended to offer a holistic package to the youths as opposed to offering interventions in silos. Youths in Norton come across a wide range of challenges that incorporate unemployment, diseases disenfranchisement and poverty.

The Nigerian youth policy and strategic plan of action (2014) clearly capture the challenges that face the youths across the African continent as inadequate parental care, non-availability of sports and recreational facilities, moral decadence in society, lack of appropriate role models, political manipulation of youths, poor education and indiscipline. Mukuhlani (2014) concur that poverty, being without a job and vulnerability to sexual abuses are some of the humiliation affecting the youths in Zimbabwe. Most of the challenges that are facing the youths are not inimitable in Norton only but are also suggestive of the challenges being faced by the youths throughout the country.

Segregation from resource possession and politicization of the concept of youth recapitulate also some of the challenges facing youths in Norton (Umeh,2002). This research project in discussing the notion of psychological empowerment of the youths is aware of the fact that the youths are a diverse group and each group has specific developmental challenges and developmental needs. Differential youth groups like young women, youths with disabilities, unemployed youths, out-of-school youths and youths living with HIV have diverse development desires (Felner,2005). More outstandingly, difficulties' facing each group of the youths is usually exceptional to that group.

Largely Tsungirirai Welfare Organization psychological empowerment programme of the youth's is anchored on strategic focus areas that are rooted in the National Youth Policy (Henderson,2015). Skills development, sexual reproductive education, gender based violence education, self efficacy training, advocacy training ,behaviour change campaigns, informational sessions on HIV/AIDS and critical awareness form the basis of youth

psychological empowerment programme at Tsungirirai Welfare Organization (Mwendera,2014). This is in recognition that skills development is a lifetime process that is relevant to the holistic and integrated development of the youths. Skills development entail the strengthening of skills,knowledge and negotiating power of the youths so as to enhance effective decision making by the youths,positive peer interactions,self confidence,self awareness, self esteem, self acceptance and strategic community advocacy by the youths (Mulleinburg, 2001).

Tsungirirai Organization recognized that youths have comprehensive challenges and needs which cannot be addressed by offering a single service in silo hence the need for psychological empowerment of the youths through creating platforms which results in community change by the youths, the capacity to solve problems and being creative by the youths (Moos,2005). Thus problems facing the youths have provoked the author of this research project to interrogate the concept of youth's psychological empowerment.

1.3 Statement of the problem

Statistics indicated that 90% of the youth's are unemployed (National Association of Youth Organization, 2010).Demographically the youth's are the most populace group and they constitute of the majority of the population . According to Healy (2009) most of the youth's are jobless and unskilled.Therefore such a scenario calls for psychological empowerment of the youth's so as to make sure that the youth's are impacted with the necessary life skills.

More so most of the empowerment programmes that have been introduced worldwide by the UNDP and UNICEF such as gender equality and women empowerment strategy (2011-2015) and UNDP youth strategy (2014-2017) have ignored the psychological aspect of empowerment and hence this study is determined to address the psychological aspect of empowerment. Globally empowerment programs have been put in place but these empowerment programs ignore the psychological aspect of empowerment (Riger,2007). Thus worldwide empowerment is seen as either economic empowerment or political empowerment (Price,2008). The psychological aspect of empowerment have been neglected and this study strive to address this problem. This research is therefore motivated by the fact that there has been limited research on the notion of psychological empowerment of the youths.

Even though empowerment continues to be celebrated worldwide for protecting the rights of the youths, scholars set in motion to question the sensibleness and viability of psychological empowerment of the youths (Mashongera, 2015, Darlington, 2009). There have been different economic and social empowerment programs that have failed to yield the expected results, most probably because the psychological makeup of the people who are being empowered has not been put into consideration. Youths are psychological entities and must be considered as such in the formulation of policies that are directly or indirectly related to them. Failure to do this may possibly led to a negative result. Without psychological empowerment, wrong attitudes and behaviours may be exhibited by the youths which may sooner or later hamper high-quality psychological empowerment programmes (Ryan, 2007). Psychological empowerment of youths is thus a captivating plan for guiding mental and psychological wellbeing improvement amongst the youth's (Crutchfield, 2010).

The research project therefore aspire at establishing the fact that because there is an experience of dissatisfaction aggression amongst the youths and there is a change in value orientation which has led to serious psychological disequilibrium which must be attended to through psychological empowerment of the youths in order to enhance improved psychological wellbeing amongst the youth's (Cahill, 2003).

1.4 Purpose of the study

The broad aim of this research is to investigate the clinical characteristics of the youth's in order to find whether they are empowered psychologically or they are not. Grealish (2013) in his study of psychological empowerment measures the clinical characteristics such as psycho-social distress amongst the youth's in order to ascertain whether they were empowered psychologically or not. The general assumption here is that when the youth's report less on psycho-social distress they are empowered psychologically. The other purpose of the study is to investigate whether psychological empowerment of the youth's is characterized by a sense of perceived control, perceptions of competence, self efficacy and assertiveness.

The other purpose of the study is to show that a psychological empowered individual may have no real power in the political sense but may have an understanding of what choices can be made in different situations. Glidewell (2010) described the difficulties youths faces when

working and living with other people and choices the youths must make ,whether to fight or give in, whether to be dependent or to be dependable and whether to seek help or to provide assistance. The purpose is thus to show that psychologically empowered youths may not always make the best or correct choices but they may know whether to fight or retreat ,to be dependent or to be independent and to organize or to wait (Larson,2006). Thus a psychologically empowered youth communicates his or her intentions instead of shouting out, he or she is a group member and have high self esteem and have the ability to make the right choice at the right time (Comrey,2008).

1.5 Objectives of the study

The specific objectives of the study are:

- i. To find out the youth's level of understanding of psychological empowerment.
- ii. To examine the influence of psycho-social distress and physical health over psychological empowerment.
- iii. To find out whether age, sex,socio-economic status and religion have relationship with psychological empowerment.

1.6 Research Questions

In order to accomplish the objectives of the study and simplify the focus of the study, the following research questions were designed by the researcher:

- i. What is the level of psychological empowerment amongst the youth's.
- ii. What are the difference of psychological empowerment in terms of age,sex,religion and socio-economic status.
- iii. What are the clinical characteristics of the youth's in terms of psycho-social distress and physical functioning.

1.7 Significance of the study

This research project is significant to the researcher, to future researchers, to Tsungirirai Welfare Organization, to Midlands State University, to ministry of youth, indigenization and economic empowerment, to the Norton community and to all stakeholders involved in youth empowerment policy formulation and planning.

1.7.1 To the researcher

This research project is significant to the researcher since it will equip the researcher with a broad understanding of both pragmatic and hypothetical aspects of youth psychological empowerment programmes. The research is also vital to the researcher since it boosted the researcher knowledge on issues concerning psychological empowerment of the youths. The research is also noteworthy in view of the fact that it boosted the researching skills of the researcher.

1.7.2 To Ministry of youth, indigenization and economic empowerment

This research is also significant to the ministry of youths, indigenization and economic empowerment since it is meant to influence this ministry to put in place measures that would lead to self employment of the youths so as to curb various societal problems such as drug abuse and other crimes that are being perpetrated by the youths. Thus this research is significant to the ministry of youth, indigenization and economic empowerment since it might assist in the creation of psychological empowerment programs that may be beneficial to the youths.

1.7.3 To the academia

This research is also important as it identified some gaps that some researchers had paid little or no attention of which must be looked so as to psychologically empower the youths successfully. This research will thus form the baseline for future evaluations of the youth's psychological empowerment programmes in Zimbabwe and beyond.

This study will provide the Midlands State University with reference material for use by other students. Besides the Midlands State University, other educational sectors will also benefit from this research as it shades a clear picture of the efforts of Tsungirirai Welfare Organization in ensuring youth psychological empowerment programmes.

1.7.4 To Tsungirirai Welfare Organization

This research project aspires to benefit Tsungirirai Welfare Organization by providing it with reference information that can be accessed by the public people. This research will help Tsungirirai Welfare Organization by giving them an opportunity to select whether to

continue funding the youth's psychological empowerment programmes or to look for other youth empowerment strategies.

The community particularly the Norton residents can also benefit from this research as they get to know the significance of youth psychological empowerment in transforming the lives and improving the psychological wellbeing of the youths in the community. This research will thus bring awareness and insight to the Norton community concerning the importance of psychological empowerment of youths in enhancing improved mental wellbeing amongst the youth's.

1.7.5 To stakeholders involved in youth empowerment policy formulation

Furthermore, the study will be advantageous to all stakeholders involved in the formulation and implementation of the youth psychological empowerment programmes. It is hoped that the findings of this research project and the outcomes of this research project will go a long way in informing youth development and psychological empowerment policy planning and programming stakeholders about the importance of youth psychological empowerment programmes. The research will contribute to good empowerment policy formulation and implementation.

1.8 Delimitations and limitations of the study

This subsection will look at the delimitations of the study and as well as the limitations of the study correspondingly

1.8.1 Delimitation of the study

The research project will be conducted in the urban area of Norton where Tsungirirai Welfare Organization operate. The research project will also be conducted in the neighbouring rural farm centres adjacent to Norton where Tsungirirai also operates. This research will largely focus on psychological empowerment of youths and not any other type of empowerment. The researcher will use a sample size of 120 youths using convenience sampling which will include female youths and male youths.

Youths psychological empowerment programmes are a national programme and therefore are supposed to cover the length and breadth of the country. This study was however delimited to

an evaluation of youth psychological empowerment programmes in Norton only. The study will be performed in one single city and its findings might be relevant only to this particular city. This therefore entails that this research project is purely delimited because the study is going to be carried out in the urban and peri urban areas of Norton. Consequently this study must be replicated in other cities and towns before firm conclusions can be drawn.

1.8.2 Limitations of the study

Social desirability bias is one of the major limitation that will threaten the success of this research project. Social desirability bias is the tendency by the participants to present themselves in a favourable way rather than providing the accurate answers.

Sampling bias is also one of the major limitation that will threaten the success of this research project. Sampling bias entails that the selected sample may not be a true representation of the whole population of the youth's in Norton. Therefore sampling bias will limit the generalisability of the study.

Some of the participants are not always willing to disclose relevant information critical for the research to protect their identities. This means that data which is relevant to the study may not be made available to the researcher. In addition some of the information is sensitive which makes it difficult to access it and some of the youths are shy to contribute. This therefore entails that the study is sensitive making it difficult for the researcher to attain high quality information as he generally expected.

Language barrier is also one of the limitations of the study as research methods will be requiring the participants to respond in English of which it will be difficult for some of the participants who may not be well versed in understanding the English language. The researcher will therefore use easy and simple English language to shun participant's humiliation.

1.9 Assumptions of the study

The study is based on the assumption that the unsteady economic conditions prevailing in the country would not change if youths are not psychologically empowered.

The other assumption of the study is that the responses given by the participants are truthful, truthful information will be provided by the participants and information gathering methods to be used are correct and that the sample selected by the researcher represents the whole resident's characteristics of the youths in Norton.

The study is also based on the assumption that the youths in Zimbabwe are a rational group that only lacks access to information to enable them to participate in their own development.

The other assumption of the study is that the participants taking part in the study will cooperate to the research by giving the necessary information that is required by the researcher. The other assumption of the study is that the atmosphere will be favorable to permit easy gathering of information.

The other assumption of the study is that psychological empowerment of the youths has implications for poverty eradication in the Norton community and psychological empowerment instills high self esteem and self efficacy amongst the youths. Psychological empowerment of the youths reduces the rate of unemployment amongst the youths and also the degree of vulnerability amongst the youths will be very low and thus resulting in improved mental wellbeing amongst the youth's.

The other assumption of this study is that the results of the study are transferability. Transferability entails that the results of the study can be applied from one context to another context. For instance the results can be transferable to other cities and towns in Zimbabwe.

1.10 Definition of key terms

Youths- Youths are defined by the Zimbabwean Countrywide Youth Policy as individuals who are between 15 years to 35 years. The explanation is in equivalence with the one enshrined in the African Youth Charter of 15 to 35 years.

Empowerment-Accordingly, in its broadest sense, empowerment is the extension of self-determination of choice and action, it involves increasing one's ability and rule over the resources and decisions that affect one's life. Empowerment can also be defined as the act of enabling people to act on their own in order to reach their self-defined goals (Zimmerman, 1995).

Psychological empowerment-The Swiss agency for Development and Cooperation (2006) defined psychological empowerment as a process of emancipation in which the disadvantaged are empowered to exercise their rights, to obtain access to resources and to participate actively in the process of shaping society and making decisions.

Psychological empowerment has been operationalised as an individual's cognitive situation categorized by a sense of perceived control, competency, and goal internalization. (Zimmerman,1992).Psychological empowerment is therefore well thought-out as a comprehensive construct reflecting the different dimensions of being psychologically enabled, and is conceived of as a positive integrate of perceptions of personal control, a proactive approach to life, and a critical understanding of the socio-political environment, which is rooted firmly in a social action framework that includes community change and capacity building.

Intrapersonal empowerment-According to Messias (2010) intrapersonal empowerment refers to how individuals think about themselves.An individual may think positive or negative about himself (Medina, 2010).

Interactional empowerment-According to Mcloughlin (2012) interactional empowerment refers to an individual level of understanding of the general operations of the community.

Interpersonal empowerment- According to Jennings (2000) interpersonal empowerment refers to the actions taken by an individual in order to achieve positive outcomes in his or her life.

1.11 Chapter summary

This chapter was the introductory chapter which looked at the background of the study, the problem statement, purpose of the study, objectives of the study, research questions and the significance of the research. This chapter has also looked at the delimitations of the study, limitations of the study and assumptions of the research project. Definitions of key terms used in the research project are also provided in this section. This chapter has therefore paved the way for the whole research project as it tries to explain the research topic so as to give direction to the research project. This chapter in essence is the highlight to the whole research project

CHAPTER 2

CRITICAL LITERATURE REVIEW

2.1 Introduction

According to Nicholas (2008) literature review can be defined as an interpretation of anything that has been currently researched and circulated on a study subject. One of the dominant underlying principle of literature assessment is to carefully describe research problem and hypothetically elucidate research topic so as to assess the research study. This chapter will thus analyze literature from numerous sources which will comprise of textbooks, periodicals, bulletins, magazines and publications. In this chapter the researcher will direct most of his attention to the several types of psychological empowerment models, theories related to psychological empowerment will also be outlined in this chapter. Last but not least the summary of the chapter will mark the completion of the literature review chapter. Accordingly a detailed explanation on the above stated concept is to be unraveled as the chapter progresses. The objective of the chapter will be adding on and enlightening the work that had been previous done regarding the concept of youth psychological empowerment.

2.2 Psychological empowerment models

This subsection will look at the psychological empowerment models that have been intellectualized by different intellectuals.

2.2.1 Nomological network for psychological empowerment

The most prominent model that is constantly used for the study of the psychological empowerment has been Zimmerman (1995) nomological network for psychological empowerment. The nomological network for psychological empowerment consist of three main components that is to say the intrapersonal component, interactional component and the interpersonal component. This theoretical model of psychological empowerment by Zimmerman is basically regarded as one of the most prominent model that has incredible guidance on studies related to psychological empowerment. The intrapersonal component is one of the component which is found in Zimmerman (1995) model of psychological empowerment and it refers to how individuals particularly the youths think about themselves

and it comprises of perceived self control, perceived self usefulness and perceived self competency. Perceived self control refers to the attitudes about one's capability to exercise influence in diverse life domains such as family and or socio-political contexts (Zimmerman,1995).

The interactional component is also one of the component under the nomological network for psychological empowerment. The interactional component of psychological empowerment refers to the understanding youths have about the general operations of their communities and how they are interconnected to the socio-political matters of their communities (Zimmerman,1995). This facet of psychological empowerment put forward the fact that youths must be psychological empowered in their respective communities in order for them to be able to exert control in their lives and in their communities. This therefore suggests that in order for the youths to exert control in their lives the youths need to comprehend the customs, ethics, standards, rules, principles and morals of their particular context. The relevant norms, ethics, standards, rules, principles and values might also consist of cooperative decision making, obligation to communal wellbeing and or mutual assistance (Zimmerman,2000).

The interactional component of psychological empowerment also stated that the youths must be psychologically empowered so that they may develop a critical awareness of their surroundings. Critical awareness of their surroundings refers to the understanding of the resources that are required to accomplish a desired goal, awareness of exactly how to obtain those resources and expertise for management of resources as soon as they are acquired (Norsan,2001). The interactional component of psychological empowerment furthermore includes decision making, problem solving and leadership abilities. The interactional component of psychological empowerment stated that these abilities may possibly develop in surroundings where youths are given chances to become involved in decision making processes. The interactional component of psychological empowerment is of the view that it is this skills that help the youths to become self-determined (Brown,2002).

The interpersonal component is also one of the constituent that is under Zimmerman (1995) model of psychological empowerment. The interpersonal component of psychological empowerment refers to actions taken to directly impact positive outcomes

(Peters,2003).Psychological empowerment behaviors for youth just released from a rehabilitation institution for example might include getting involved with a communal support group, search for employment and living self-sufficiently (Rosenstone,1998). The interpersonal component of psychological empowerment of the youths may possibly also consist of behaviors to cope with life pressures and the ability to adjust to changing environments (Elden,2007).

2.2.2 Related models

The psychological empowerment education model

The psychological empowerment education model is also one of the most prominent model that is used in the study of psychological empowerment of the youths. In Brazil, Freire (1970) developed the psychological empowerment education model and applied his model to the study of psychological empowerment of the youths. The premise of his work is that in order to liberate the youths and empower the youths psychologically education is essential and that education curriculum involves attending to the needs of the youths and critical consideration of the needs of the youths.

This model of psychological empowerment of the youths precisely put much emphasis on the expansion of youths skills such as self efficacy,inteperonal confidence,socio-political control and advocacy skills that may support youth's efforts toward social action and transformation.Freire (1970) anticipated that the definitive products of psychological empowerment education processes is improved self efficacy amongst the youths, collective self efficacy amongst the youths and political efficacy amongst the youths. According to Wheeler (1972) psychological empowerment education results in self protective individual behaviours amongst the youths as well as other protective socially responsible behaviours amongst the youths.

Adolescent psychological empowerment model

The adolescent psychological empowerment model is used in this research study since some of the youths are still in the adolescence stage and hence the need to take into account this model.The adolescent psychological empowerment model is a model of youth psychological empowerment developed by Chinman et al (1998). The adolescent psychological

empowerment model is based on psychological theories of adolescence development. This model of psychological empowerment describes psychological empowerment as process aimed at preventing a sense of rolelessness amongst the youths. Chinman et al (1998) associated adolescent psychological empowerment model to the developmental process of social bonding between the youths and their communities, leading youths to bond to helpful institutions through skills development and reinforcement (Zeldin,1998). The adolescent psychological empowerment model is of the view that positive societal attachment can inhibit the youth's commitment to desirable communal activities (Eldin,1999).

The adolescent psychological empowerment model centers its scope on the idea that youth involvement in meaningful activities such as provision of community services will enable the youths to develop positive attitudes towards themselves and their communities (Kemmis,1999). The proponents of this model argued that for adolescents undergoing a period of identity crisis, involvement in meaningful community activities may contribute to role stability. The authors of this model demonstrated that the involvement of youths in communal and societal activities can provide an opportunity for youths with meaningful roles such as advocating roles and communication skills that will be useful in later life. This model stipulated that positive acknowledgement of youths has valuable implications for youths maturing self esteem and role identity (Timmel,1998).

Youth development psychological empowerment model

Youth development psychological empowerment model is also one of the model that is frequently used in the study of psychological empowerment. According to the youth development psychological empowerment model the concept of psychological empowerment of the youths control initiatives of youth engagement in substance abuse activities (Kim, 1998). Therefore the youth development psychological empowerment model goes beyond the prevention of risky behaviours amongst the youths and it is generally based on the idea that meaningful participation of youths in community service projects will prevent the youths to engage in substance abuse activities.

The central premise of the youth development psychological empowerment model is that the enhancement of positive social bonding and preparation of participation and involvement of the youths in the socio-economic and public affairs of the community has positive influence

in the psychological wellbeing of the youths. This model is therefore grounded on social control theory and social learning theory (Camino,1999). This model of psychological empowerment also explicitly incorporates dimensions of both individual empowerment of the youths and community engagement of the youths and or community partnership of the youths and the adults. Thus the central tenet of youth development and psychological empowerment model is that psychological empowerment programmes of the youths should recognize the youths as assets and resources and hence the youths should be called upon to participate in community and social affairs so as to divert their attention from idleness and rolelessness and this enhances the psychological wellbeing of the youths (Calvert, 1999).

2.3 Youth psychological empowerment

This subsection will focus on some of the previous studies of psychological empowerment. Most of the previous studies of psychological empowerment were conducted abroad. It is therefore the duty of this subsection to bring about the previous studies of psychological empowerment that were conducted globally.

2.3.1 Psychological empowerment characteristics

There are many studies of psychological empowerment that aim to describe the psychological empowerment characteristics of the youth's (Rissel, 1997). Zimmerman (1995) study is the most prominent study that examine the psychological empowerment characteristics of the youth's. Zimmerman conducted a study on psychological empowerment characteristic amongst the youth's involved in tobacco use. The rational of assessing the psychological empowerment characteristics was that psychological empowerment characteristics are central to better mental health, wellbeing and recovery. Psychological empowerment characteristics has frequently been linked to improving the effectiveness and quality of care by enabling the individual to take greater control, expand their capabilities, make informed choices and decisions about their lives (Zimmermann, 1995).

In order to assess the psychological empowerment characteristics amongst the youth's involved in tobacco use Zimmerman (1995) devised a scale to assess the psychological empowerment characteristic aamongst the youth's. The scale that was used to assess the psychological empowerment characteristics amongst the youth's involved in tobacco use was

based on domains such as intrapersonal domain, interactional domain, and behavioural domain.

Zimmerman (1995) in his study discovered that there were sex differences in psychological empowerment characteristics. The study showed that individuals from different sexes seem to be dominant in some of the aspects of psychological empowerment. For instance, Zimmerman's study reflected that male participants were more dominant in aspects such as perceived socio-political control, knowledge of resources and as well in interpersonal confidence (Zimmerman, 1995). On the other hand, Zimmerman's study also found out that female participants were dominant in aspects such as self-efficacy, assertiveness and advocacy.

In addition, Zimmerman (1995) study on psychological empowerment characteristics demonstrates that there is a positive impact between involvement in youth's psychological empowerment programmes on one's self-efficacy, confidence, self-esteem, motivation, personal control, critical awareness, ability to problem solve and skills development. Zimmerman (1995) thus argued that psychological empowerment characteristics can enable young people to take action to achieve influence over themselves and to work with others leading to behaviour change. Overall, Zimmerman (1995) study concluded that there were statistical differences in psychological empowerment characteristics, and female and male participants possess different aspects of psychological empowerment characteristics.

A more recent study on psychological empowerment characteristics was conducted by Wallerstein (2006). The rationale of the study was to qualitatively conceptualise psychological empowerment characteristics from the perspective of young people aged 14-18 experiencing psychosis. Evidence from his study suggests that psychological empowerment characteristics were central in improving the effectiveness and quality of mental health care amongst the youth's. Wallerstein (2006) study also found out that youth's who have high psychological empowerment characteristics may better understand their health needs and accordingly improve their prognoses. Like Zimmerman, Wallerstein's study also discovered that there was a gender difference in psychological empowerment characteristics. Wallerstein (2006) discovered that male participants were more dominant in knowledge of resources, perceived socio-political control and as well as in interpersonal confidence. Female participants on the

other hand were more dominant in self efficacy, assertiveness and advocacy (Wallerstein, 2006). This therefore implies that the results that were obtained by Wallerstein are in concurrence with the results that were found out by Zimmerman.

2.3.2 Age differences

Studies on age differences in psychological empowerment is mainly based on the study of Beddington (2008). Beddington (2008) carried out a study targeting different youth's of different age groups in order to find out whether there was differences in psychological empowerment amongst the youth's of different age groups. The results of the study showed that in terms of age, more males (41.2%) than females (32.8%) aged 18 to 25 scored higher in knowledge of resources and as well as in interpersonal confidence. Similarly females (36.3%) than males (23.7%) aged 25-30 scored higher in self efficacy, assertiveness (Fagan et al., 2004). Therefore Beddington (2008) concluded that there was age difference in psychological empowerment. This entails that the older the individual the higher the levels of psychological empowerment (Beddington, 2008). Thus in terms of psychological empowerment literature review showed that there is age difference in psychological empowerment.

2.3.3 Sex differences

Checkoway (1990) studied relatively large samples of both college students and young community residents participating in a wide variety of different kinds of community organizations, ranging along a spectrum from self-help for former mental patients, to community betterment organizations, to political action of both a liberal and a conservative bent in order to find out whether there was sex differences in psychological empowerment. The objective of Checkoway (1990) study was to compare gender differences in psychological empowerment amongst the youth's. This cross-sectional study of differences in psychological empowerment was carried out among 232 youths aged between 15 and 25 years from selected urban areas in Malaysia. Checkoway (1990) found, for both the college student population and the young community residents, consistently significant differences in their sense of empowerment assessed by a wide variety of cognitive, motivational, and personality measures, as a function of both level and extent of involvement and participation.

According to Checkoway (1990) sex differences in psychological empowerment are important in validating the expected relationship between participation in voluntary organizations and empowerment, Checkoway found in both samples a single consistent dominant dimension of psychological empowerment. In females the consistent dominant dimensions were self efficacy, assertiveness and advocacy whilst in males the consistent dominant dimensions of psychological empowerment were perceived socio-political control, knowledge of resources and as well as interpersonal confidence (Checkoway, 1990). The results of the study therefore showed that there were differences in psychological empowerment amongst members of different sexes.

2.3.4 Religious differences

Studies related to religious differences in psychological empowerment are based on the work of Cowley (2003). Cowley (2003) was of the view that many religious groups endorse and strive to build efficacy, sociopolitical control, and participatory competence. This entails that religious affiliation fosters a sense of power and control over one's life, thus affiliates experience intrapersonal empowerment (Holt, 2008). Thus the main reason behind carrying out the study was that identification with a religious group offers systems of support and coping strategies to better endure stress and hardships, beliefs that God gives individuals the power to take care of themselves and that God controls each individual's health are signs and symptoms of psychological empowerment (Cowley 2003). Thus the results of Cowley (2003) study showed that individuals from different religious groups possess different aspects of psychological empowerment. In Cowley (2003) study individuals from Christian family background seem to outweigh other participants who have other religious backgrounds such as Islamic family background. Cowley (2003) therefore concluded his study by arguing that there was a difference in psychological empowerment in terms of the religion of the individual.

Other studies on differences of psychological empowerment in terms of religion suggest that religiosity is associated with religious affiliation and involvement in religious activities promote psychological empowerment amongst the youth's (McNeely & Blum, 2003). Thus according to the results of the study conducted Wallace (2002) on differences of psychological empowerment African Americans Christians who identify with a religious

group and experience the support associated with religious involvement may potentially perceive greater intrapersonal empowerment than African American Islamic religious (Laveist, 2003) .Based on this finding, religion accouts for the differences in psychological empowerment.This implies that there is difference in psychological empowerment amongst the youth's.

2.3.5 Socio-economic differences

Studies on difference in socio-economic differences in terms of psychological empowerment is based on the writtings of Neil (2009) and as well as on the works of Beck (2009). Neil (2009) study was designed to assess the level of psychological empowerment among youth's from six provinces in America, to determine if differences exist in the level of psychological empowerment based on socio-economic background. Neil (2009) study was based on the idea that socio-economic status may provide alternative explanations for the relationship found between participation and empowerment. The study found out that youth's from different socio-economic background have different aspects of psychological empowerment. This therefore implies that there is differences in psychological empowerment in terms of the socio-economic status.

Beck (2009) also carried out a study on differences in socio-economic status in terms of psychological empowerment. Beck (2009) targeted participants from different socio-economic status. Beck (2009) study was mainly premised on the idea that the socio-economic status of the individual determined the level of psychological empowerment. The results of his study showed that different individuals from different socio-economic background have different aspects of psychological empowerment. Beck (2009) results were in concurrence with the results of Neil (2009) who also find out that members from different socio-economic status seem to possess different aspects of psychological empowerment.Thus according to the studies of Beck (2009) and Neil (2009) there is differences in psychological empowerment in terms of socio-econoic status.

2.3.6 Clinical characteristics in psychological empowerment

One of the most prominent study on clinical characteristic in psychological empowerment is based on the works of Grealish (2013). Grealish (2013) works on clinical characteristics in

psychological empowerment is regarded as a seminal research into empowerment and can only be hypothesised as relevant to young people with psychosis (Kieffer,1984). The basic assumption of Grealish study was that control was crucial amongst the youth's and that control was associated with the feelings of empowerment, enabling them to exert influence over their care, decision making and other difficulties. Through asking young people about perceived control, Grealish (2013) study highlighted the importance of control relative to empowerment for all young people, young people who have the capacity to act in response to distress appear to be able to exert more control over their experiences compared to those individuals with what Rotter (1966) describes as external locus of control. Thus according to the results of the study Grealish concluded that youth's who have the capacity to take control over the psycho-social distress are likely to experience psychological empowerment while those unable to do so will not experience psychological empowerment resulting in reduced self esteem,self efficacy and reduced interpersonal confidence. Therefore Grealish (2013) study is based on the idea that youth's who report less on aspects such as psycho-social distress are more empowered psychologically compared to those who report higher on psycho-social distress.

Therefore in accordance with previous findings, there is an important association between empowerment and age, sex, socio-economic status and as well as in religion (Leksell et al 2007). This implies that the level of psychological empowerment is basically affected by various complex factors. Previous research has demonstrated that individuals cannot achieve their greatest health potential unless they perceive they have control of the things that determine their health.As reflected by the previous studies psychological empowerment differs in terms of age,sex,religion and as well as in terms of socio-economic status.

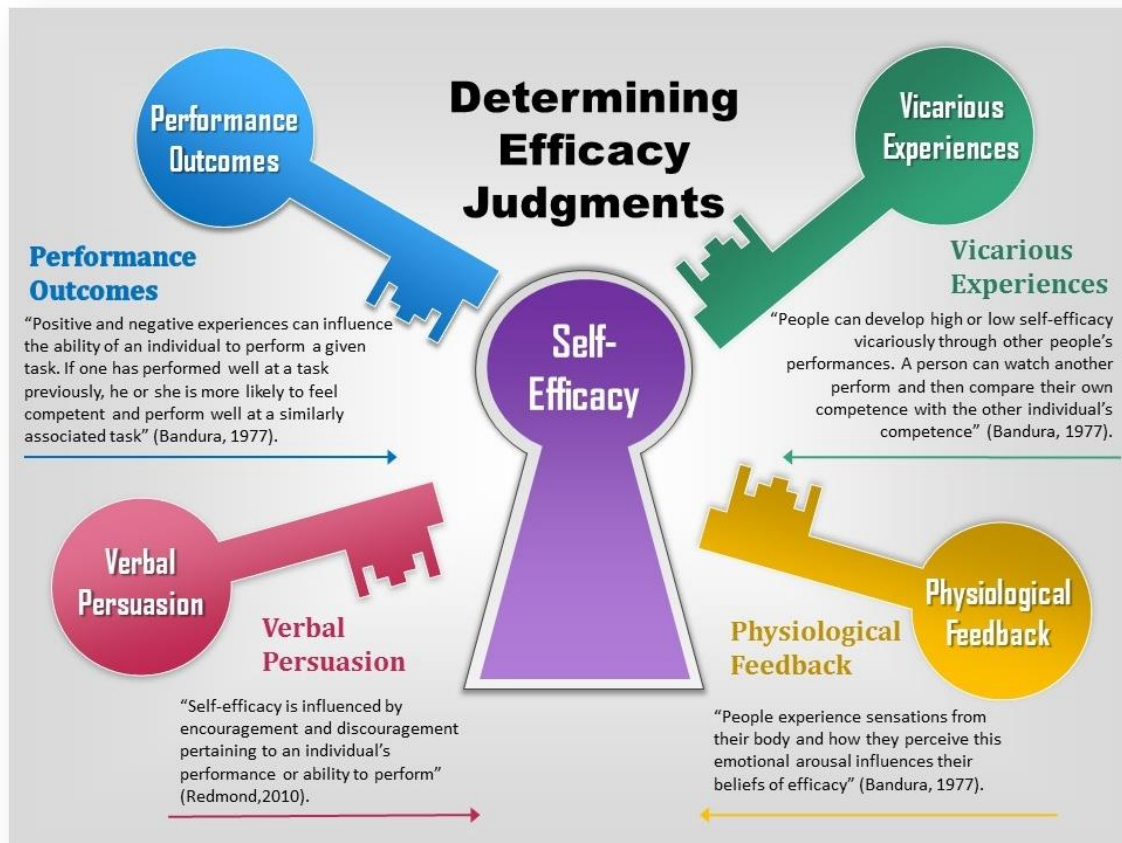
2.4 Theoretical framework

Several theories have been propounded by different scholars to describe the concept of psychological empowerment.Self efficacy theory, youth development theory and learned hopefulness theory will in this subsection provide further explanation on the concept of psychological empowerment.Therefore this subsection will thus focus on bringing out the existing theories of psychological empowerment.

2.4.1 Self efficacy theory

According to Ashford (2010) self efficacy theory was pro-pounded by Bandura in 1989. The general assumption of the theory is that individuals play a crucial role in determining their life circumstances (Schunk, 2001). This therefore entails that people are proactive, they are self organizing and they are self regulating. Therefore from a self efficacy theory perspective people contribute to their life outcomes and therefore people are not passive products of their life outcomes but rather they play an active role in shaping their life outcomes.

Self efficacy theorists such as Parker (2003) is of the view that people self efficacy is determined by the decisions made by an individual concerning their capabilities to complete a particular task. According to Barling (2002) the more capabilities an individual possess the more persistent and effort toward accomplishing challenging tasks. In addition according to Bandura (1989) self efficacy is all about a person capabilities to accomplish a certain task by making use of the available skills and resources. According to Lunenburg (2011) human beings oftenly partake in activities and tasks when they feel that they have higher self efficacy and they are less likely to take part in a task or activity when they feel that they do not have higher self efficacy. Therefore from this it is clear that self efficacy play an influential role in motivation of human beings and as well as in driving the performance of human beings.



According to Gecas (2004) prevalence of self efficacy is measured using self efficacy subscale such as self efficacy strength scale and self efficacy magnitude scale. Therefore self efficacy theory is premised on the idea that individual motivation and individual performance is determined by an individual belief concerning how effective they are on a particular task.

2.4.2 Learned hopefulness theory

According to the learned hopefulness theory psychological empowerment should be anticipated to be a product of learned hopefulness. The proponents of this theory stipulated that psychological empowerment is a process whereby the youths gain control and mastery over their lives (Rappoport, 1981, 1985). This theory is of the view that psychological empowerment is a process by which the youths learn skills and these skills can be learned through direct involvement, observing others or modelling behaviours (Bandura, 1982). Youths may possibly acquire skills of how to manage their time, organize themselves, identify resource suppliers, work with others toward a shared objective or begin to

comprehend the aspects that affect decision making processes by partaking in communal organizational activities (Zane,1981). Participation and involvement in communal organizational activities may possibly increase youth's ability to handle stressful life situations well and other consequences of a life of misery.

Alternatively the learned hopefulness theory stated that youths can learn skills from their fellow colleague's partaking in the societal activities such as joint help groups (Rappoport, 1987) and other forms of youth voluntary citizen contribution. Participation in the societal activities remains a central tenet to the learned hopefulness theory since they are associated to positive communal life. Therefore the proponents of this theory are of the view that youth's participation in charitable organizations boosts their perceived control of life and lessen the emotional state of idleness (Sherod,1988).

2.4.3 Youth development theory

The youth development theory was propounded by Brenman et al (2007). Youth development theory is based on the idea that psychological empowerment of the youths is all about building resilient communities where the youths are surrounded by adult support. According to Jones (2007) adult support directed towards the youth's may lead to self efficacy, assertiveness and interpersonal confidence amongst the youth's. The impression here is that resilient communities will have the capability to support youth in times of their need resulting in youth's who have high self esteem and self confidence. In addition as stated by Brenman et al (2007) psychological empowerment of the youths allows the youth to embrace to and overcome hard times effortlessly since the youth's will have higher levels of self esteem and self confidence. Therefore the youth development theory by Brenman et al (2007) is of the view that youth psychological empowerment is all about the youths developing positive bond with adults in the community and that bond will enable the youths to value their communities, leading youth's to have high esteem and interpersonal confidence (Jones,2008).

2.5 Knowledge gap

The concept of psychological empowerment has been extensively carried out abroad (Dhururu,2006). Studies conducted with abroad cannot be generalized to the Zimbabwean

context since there is difference in terms of culture and socioeconomic status (Nyarota,2004). This therefore shows that there is a huge information gap since studies of psychological empowerment are mainly conducted abroad.

More so in spite of several research having been carried out on the concept of empowerment fewer research have been done that tackles the matter from a psychological perspective (Brunstein,2016). To make matters worse the majority of the studies accessible cannot be generalized to the Zimbabwean context thus there was a need to carry out such a study in the Zimbabwean context.

The writer therefore found it essential to carry out a deep exploration on the concept of youth's psychological empowerment. Previous researches in this line of the study have been extremely conducted in other countries such as Brazil, Columbia, Canada and America (Riger,2007).This therefore entails that extensive research has been done internationally on the issues related to the current research. Furthermore in Zimbabwe most of studies of empowerment were carried out leaving out the psychological empowerment element as a result the researcher carry out this research in order to fill up in this gap left by the former researchers in Zimbabwe.This therefore entails that the preceding studies in Zimbabwe did not focus much on the concept of psychological empowerment,they focused on the whole overall empowerment concept and generalized the results (Blacks,2015).Therefore this study seeks to shade more light on the concept of psychological empowerment.

Currently therefore there is a huge information gap pertaining to the concept of psychological empowerment of the youths in the African literature to the researchers knowledge. The researcher has therefore discovered that literature from Europe and Asia has documented information pertaining to the concept of psychological empowerment of youths. However there is little records published in Zimbabwe, more so the available published literature in the Zimbabwean context is not current. Research findings that have been documented in Europe and Asia are hugely affected by Eurocentric and Asian bias and hence cannot be generalized to the Zimbabwean context (Majecha,2008).

A review of the literature indicated that few researchers had operationalized youth psychological empowerment and developed standardized measures to assess it.Thus there is a need to do a study that is Zimbabwean based which will also encourage other Zimbabwean

scholars to further the study on the concept of psychological empowerment. More so researchers on the concept of psychological empowerment were conducted in countries where the economy is performing well (Headley,2004). Therefore studies on psychological empowerment were conducted in economically steady countries different from Zimbabwe where there is high rate of joblessness of the youths and hence this study is aiming to fill in these gaps.

2.6 Chapter summary

This chapter has clearly shade more light on the concept of psychological empowerment of the youths through critical analysis of the literature that is available pertaining to psychological empowerment. Various theories that explain the concept of psychological empowerment have been outlined in this chapter and this theories that have been outlined in this chapter enhances the understanding of the concept of youth psychological empowerment. Previous studies on psychological empowerment of the youths in Zimbabwe and abroad are also outlined and these studies helped the researcher to identify the knowledge gap which is mainly the underlying principle behind carrying out this study.A critical review on the models surrounding the phenomenon of psychological empowerment was unearthed from various perspectives.This chapter has therefore concentrated on accumulating information that is learned from what has been previously published.Information in this chapter is catogorised into different subsections which were then presented as subtopics. Each and every subtopic in this chapter was addressing a unique issue which is related to psychological empowerment of the youth's.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter will mainly be centered on the research methodology that will be used by the researcher in this study. Saunders (2007) defines research methodology as a compilation of procedures, practices, methods and regulations guiding the researcher in a study. This chapter has basically looked at the research approach, research design, target population, sample and sampling strategy, the research instrument used, data collection procedure, data analysis and the ethical considerations that would be put into consideration by the researcher in this study. Consequently this chapter is generally determined to unleash how the researcher has undertaken his study. Last but not least summary of the chapter will mark the completion of the research methodology chapter.

3.2 Research approach

The researcher will adopt the quantitative research paradigm in this research study. According to Creswell (2008) quantitative research is a kind of research approach that describes a particular phenomenon by means of mathematically based techniques. According to Goodyear (2008) quantitative research approach is a kind of scientific investigation of a particular social phenomena. Quantitative research paradigm quantifies the phenomena of youth's psychological empowerment in a manner that will generate arithmetical data capable of being changed into functional information.

The researcher in this study choose quantitative research paradigm because quantitative research approach will guarantee high internal and external reliability of gathered information. Moreover quantitative research approach is also chosen by the researcher since it will lessen the influence of the researcher in this study while maximizing objectivity during the data collection process (Matveew, 2002).

Reid et al (2003) stated that quantitative research approach is made up of the following characteristics

- The researcher`s responsibility is that of being the objective eyewitness.
- Quantitative research studies pay particular attention on moderately precise research questions and these research questions remain stable throughout the study
- Data collection procedures in quantitative research are constructed before the study and are employed in a manner that is standardized.
- Statistical techniques are employed to find out relations or difference between or among variables.

According to Anderson (2009) one of the most important strength of quantitative research design is that it generate quantifiable, dependable information that is typically generalizable to a larger group of population. According to Crosby (2005) quantitative research approach also enables the researcher to test particular proposition, in comparison to qualitative research approach which is more exploratory in nature.

Therefore the researcher in this study opted to make use of the quantitative research design method bearing in mind the yearning to obtain reliable information from the participants so as to devise coherent and sound conclusions of the study as well as devise solid recommendations of the study. The researcher also chooses to use quantitative research paradigm because the study is highly objective in nature and it is less subjective in nature (Thornhil,2009). Therefore the researcher in this study choose to use quantitative research since the research is strongly based on a philosophy of objective pragmatism and experimentation that have concepts and principles governing the steps that the research takes. The researcher has also chosen to use quantitative research paradigm because it will minimize subjective judgement (Kealey, 1996).Minimization of subjective judgement will enable the research to achieve a high degree of precision (Denzin,1984).

3.3 Research design

According to Saunders et al (2009) research design is basically a plan of how the researcher intends to respond to the research questions. According to Hakim (2003) a research design enables the researcher to ascertain the strengths associated with the methodology used in a study as well as the weakness of the methodology used in a particular study. According to Vikramsingh (2012) research design enables the researcher to establish the methods that can be employed so as to lessen the weaknesses associated with the methodology chosen by the

researcher. According to Schindler (2003) the term research design constitutes the blue print for data compilation, presentation and analysis. Moreover research design creates a broad-spectrum representation of circumstances as well as devises precise questions that are meant for future study to be answered.

3.3.1 Descriptive survey

The researcher in this study will bring into play the descriptive survey method as the research design so as to explore the concept of youth psychological empowerment. According to Gordon (2005) descriptive survey is an objective, methodological and formal procedure for attaining quantifiable information about a particular phenomenon which will be presented in statistical manner and will be analyzed from side to side with the use of statistical methods. In other words descriptive survey is mainly concerned with the use of figures and the use of numbers to describe and explain a particular phenomenon (Manion,1980). Therefore the researcher in this study will adopt the descriptive survey method as the research design.

3.4 Target population

Coolican (2006) describes a target population as a set of people to which a specified study is directed and to whom the results of the study will thus be generalized to them. In short target population refers to the individuals the researcher intended to make use of in his study. The researcher therefore targets 42 male youth's and 78 female youths. The researcher purposely makes use of both male and female youths so that he may possibly be able to identify the extent to which Tsungirirai Welfare Organization is gender sensitive in implementing its programs that are related to youth psychological empowerment.

3.5 Sampling technique and sample size

Sampling is a kind of a procedure that is used in choosing participants with the intention of involving them in a research study (Coolican, 2006). In selecting his sample the researcher make use of the convenience sampling method which is a kind of purposive sampling. Patton (2003) describes convenience sampling as a method that save resources plus time since it allows the researcher to make use of any participant who meet the requirements that is needed by the researcher and who is eager to provide the researcher with necessary information that is useful in the research study.

Furthermore the researcher makes use of the data saturation technique in selecting his sample size. The data saturation technique is a kind of technique whereby the researcher is not inevitably limited on the quantity of participants to make use of in collecting his data but rather collect information from as numerous participants as reasonably as possible until a point when the compilation of fresh information do not add something new on the subject under investigation. The research consisted of 120 participants, 78 being female youths and 42 being male youths.

Yamane (2017) put emphasis on the significance of determining a representative sample size of the population in order to stay away from inappropriate, extreme or insufficient sample sizes as this will have a great impact on the validity and reliability of the results. The survey sample size calculator software package by Yamane (2017) was used by the researcher to determine the sample size. The survey sample size calculator uses the following formula

Sample size: Theoretical aspects, formulas GfK

Simplified formula for proportions*
(Taro Yamane)

$$n = \frac{N}{1 + N * (e)^2}$$

n - the sample size
N - the population size
e - the acceptable sampling error

* 95% confidence level and p = 0.5 are assumed

Adopted from survey sample size calculator by Yamane (2017)

3.6 Research instrument

Coolican (2006) define a research instrument as any tool that is used as mechanism for measuring a particular phenomenon. The researcher in this study makes use of the condensed

version questionnaire developed by Zimmerman et al (1991). The researcher makes use of this questionnaire in order to ensure high internal and external validity of the study.

3.6.1 Questionnaire as a research instrument

According to Ching (2001) a questionnaire is a sequence of research questions capable of gaining constructive statistical information concerning a certain subject matter. According to Boyce et al (2006) questionnaires allowed the participants to express their point of view using paper and pencil and this has an advantage of making the participants to feel more comfortable in expressing their views. Thus questionnaires allowed an opportunity to those who are not good at expressing their point of view through talking but rather provide them with an opportunity to express their point of view through the use of paper and pencil.

Conducting a quantitative study with the use of a questionnaire offers great advantages in terms of direction of the study. Questionnaire offers direction to the study in the sense that they are easy to administer and they also save time. Questionnaires also are advantageous to the study because they offer privacy since they may be administered anonymously.

The researcher have make use of the condensed version questionnaire of Zimmerman's and Zachniser's (1991) adopted from a social skills rating system (SSRS) subscale (Greshan & Elliot 1990). The condensed version questionnaire of psychological empowerment was chosen by the researcher to assess the level of psychological empowerment amongst the youth's because it has a proven track record of validity and reliability (Cunningham, 2003). The Alpha and Cronbach method have shown that condensed version questionnaire of psychological empowerment have .63 validity and .89 reliability. This therefore implies that the questionnaire have high validity and reliability. The condensed version questionnaire of psychological empowerment was thus selected by the researcher because of its good validity and reliability.

More so the condensed version questionnaire of psychological empowerment was selected by the researcher because it measures overall psychological empowerment aspects unlike other available questionnaires which measure economic and political empowerment hence the condensed version questionnaire of psychological empowerment is in concurrence with the objectives of the study. The condensed version questionnaire of psychological empowerment

was also adopted by the researcher due to the fact that the items in the questionnaire are user-friendly, in simple English which is easy for the youth's to understand. Therefore the condensed version questionnaire of psychological empowerment is age appropriate and context appropriate (Babie,1990).

3.6.2 Advantages of questionnaire

According to Fuller (2003) questionnaires are exceptionally time effective mainly in terms of the time that will be spend in collecting the data. Moreover questionnaires can be administered to a large sample concurrently. Therefore with the use of questionnaires it is relatively cheap to cover up a large geographic region. Minimization of bias is also another advantage of using questionnaires according to Peterson (2010).The absence of visual cues to influence the participants response will help to minimize bias in this study.

3.6.3 Disadvantages of Questionnaire

Lack of clarity when the participants have failed to deduce the meaning of a particular question is basically one the disadvantage of using questionnaire as a research instrument. Unlike in interviews when the researcher can offer clarity to his participants the level of clarity when using questionnaire as a research instrument is very limited. The use of questionnaires can be susceptible to bias such as response bias basing on the fact that participants can answer the questionnaires in a socially appealing manner and thus affecting the validity and reliability of the study (Coolican, 2006).

3.6.4 Pretesting of the instrument

According to the international survey sampling (2010) pretest refers to the administration of a test such as a questionnaire on a statistically small sample of participants ahead of the full scale study.Pretest was important to this particular study since it helps the researcher to identify gaps that exists in wording of the questionnaire and it also helps to identify difficult questions. The pretest was also important since it helps in estimating the required length of time needed to complete the process of data collection (Kumar,2005). The researcher makes use of ten youth's from Senga area 2 during the pre-test exercise of the questionnaire. The youths who partake in the pre-test exercise of the questionnaire were randomly selected by the researcher. The pre-test exercise gives the researcher the opportunity to familiarize with

the questionnaire and it also helps the researcher to remove some of the items that were too difficult for the participants to understand (Hunter et al 1981). Therefore the pretest was important to this particular study since it helps the researcher to identify some of the shortcomings of the questionnaire. Identification of the shortcomings that exists in the questionnaire helped to nullify the shortcomings untimely (Schmidt,1986).

3.7 Data collection procedure

This segment gives an insight on the various processes that was followed by the researcher just before gathering the needed information during the research exercise. This subsection is therefore concerned with outlining the procedures that was used by the researcher in gathering the appropriate information needed to fulfill the requirements of the study. The researcher first sought permission to collect data from the department of psychology. After being given a data collection letter by the Midlands State University psychology department the researcher went to Tsungirirai Welfare Organization and hand over the letter from the institution to the responsible authority. The researcher seeks for consent from the appropriate senior personnel to carry out her study.

After obtaining authorization from the relevant authority the researcher then administer the questionnaires to those youth's whom he had asked to partake in his research project. The researcher administered the questionnaires bearing in mind or taking into consideration the psychological research ethics. The researcher explained to the youth's that the research was confidential in nature. The researcher also reminded the youth's to give truthful answers. The researcher also explained and discussed with the youth's the choice for the psychological empowerment scale items (definitely not true, not true, maybe, true and definitely true) and (strongly disagree, disagree, maybe, agree and strongly agree).

The researcher also give the participants an opportunity to seek for clarity were they do not understand. The research instructed the participants to answer the questionnaire basing on their level understanding of the concept of psychological empowerment. Administering the questionnaires approximately took four days, it took four days since different groups of the youth's meet at different days. However despite the fact that the questionnaires were administered at different days it was a norm of the researcher to elucidate to the participants the benefits of the research to them and to the organization. The process of explaining the

benefits of the study to the participants was used by the researcher to decrease the psychological side effects triggered by involvement in a research study.

The researcher also administered the questionnaires complying with the *modus operandi* of the research instrument basing mainly on the condensed version of psychological empowerment scale standardized administration process. The researcher also administered the questionnaires in an atmosphere that was favorable, closed and silent in a bid to ensure that privacy is taken into consideration. Data was therefore gathered in an environment that was closed so as to minimize disturbances.

3.8 Data analysis and presentation

Gray (2005) defines data analysis as the process of exploring, tabulating, categorizing or reorganization of the facts in order to deal with the requirements of the study. Gwimbi et al (2003) stipulated that data presentation and analysis is a process of making common sense in the midst of bulky amounts of unrefined information. According to Simpson (2000) the process of data analysis and presentation is basically one of the most vital segments of the research process since it will allow the researcher to arrive at firm conclusions concerning the original aim of the study. Hudson (2004) concur that the process of data analysis and data presentation is extremely central in interpreting and presenting the research findings. To analyze the strengths of the information gathered, graphs, pie charts and tables were used by the researcher to present the results of the study. It is important to note that once the information is analyzed and presented in the form of tables, graphs and charts, information collected begin to communicate some sense or meaning to the readers.

The researcher will therefore make use of the quantitative analysis approach. The researcher will thus make use of the SPSS method and the Microsoft excel method to present and analyze the information gathered in the course of the research. This therefore implies that information gathered will be structured, analyzed and as well as presented in a bid to provide meaning to the research findings in the form of tables, pie charts and histograms. Brief explanations of the findings of the study will be integrated below the tables, pie charts and the graphs so as to provide a clearer depiction of the outcomes of the study and also providing a comprehensive meaning to the findings of the study.

Therefore in this research project the chosen participants will complete the questionnaires and after the participants complete the questionnaires, data will be captured so as to obtain arithmetical data meant for elucidation and scrutiny. Thus information obtained from the questionnaires will be quantitatively presented and analyzed through the Statistical Package of the Social Sciences (SPSS) version 16.0.

3.9 Ethical considerations

Ethics can be defined as the proper guiding principles of what is correct or immoral in a study (Lahey, 2004). This research study has taken into consideration the fact that participants must not be exposed to situations that humiliate them or that make them feel discomfort. Every bit of information collected in this study was handled in the best interest of the participants since confidentiality along with privacy are the main priority of this study. Therefore in conducting his research project the researcher was guided by the following ethical principles

3.9.1 Respect to privacy/confidentiality

In carry out this research the researcher guaranteed the participants that all the information they offer was only intended for the rationale of the study and under no condition were their names or information they provide would lead to the recognition of any of them, therefore all the participants in this study were kept as unidentified (Kothari,2009). Thus in this research confidentiality of the information provided by the participants and anonymity of the participants was maintained at all times. In terms of data presentation all the respondents were referred to as participants and they were allocated numbers. This therefore entails that the researcher has participant 1, 2 up to participant 120.

3.9.2 Informed consent

Informed consent of the participants was also one of the ethical principles that were observed by the researcher in this study. This entail that before the study commence each and every participant was given full information concerning the objective of the study and they therefore freely approved to partake in the study (Salgado,1999).

3.9.3 Debriefing

Debriefing is also another ethical principle that has been observed in this research. Debriefing entails that the researcher continually reiterates to the participants the rationale of the study and frequently guaranteed the participants that the information they provide was only for the purpose of the study (Humphreys,1986). Debriefing was used by the researcher in this study with the intention of getting rid of the participants fear that the information they provide can be abused.

3.9.4 Professionalism and integrity

Professionalism and integrity entails that the researcher should not expose his participants to situations that may perhaps cause psychological, physical, emotional embarrassment and mistreatment (Gross, 2005). Lahey (2004) is of the view that professionalism and integrity is all about the ability of the researcher to discuss with his participants any risk they might identify or any concern they might have concerning the study. In this research the participants were therefore granted the chance to enquire to the researcher for any elucidation where they think it is essential.

3.9.5 Right to withdraw

Participants in this study were informed by the researcher that they were free to withdraw from participating and that every bit of information they might have contributed in this study will be destroyed in their presence if they ever feel that they are no longer comfortable in contributing their information (Owen,1996). This therefore entails that participants in this study were informed by the researcher that they have the right to leave from the study if they ever fell like to in the course of the study.

3.9.6 Voluntary participation

Gall et al (2006) stipulated that involvement in a study must be voluntary and there ought to be no force or trickery to participate in a study. Voluntary participation therefore entails that participants in a study must not be pressured to partake in a study but rather they should do that out of their own personal freewill. In this study the researcher gave the participants the chance to make choices on whether to play a part in this research study or not to play a part

in this research study. Therefore voluntary participation is also one of the ethical principles that have been taken into consideration by the researcher.

3.10 Chapter summary

This chapter has clearly shade more light on the research methodology the researcher will make use of in the course of presenting and analysing information for this research study. This chapter have also managed to describe the research approach that have been adopted by the researcher in this study, the research design, target population as well as the sample and the sampling technique used in this study. This chapter has also addressed the issue of research instrument, data collection procedure, data analysis and ethical principles that will be put into consideration during the course of this study. Therefore this chapter has managed to cover the methodology of this study and this has helped the researcher in the formation of the basis of data analysis and presentation which is going to be covered in the next chapter.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter will basically focus on presenting the findings of the study as well as analyse the findings of the study. The researcher will make use of descriptive survey to analyse the findings of the study. The findings that will be presented in this chapter will be driven from the research questions that were outlined in chapter two. This therefore implies that each and every subject matter that will be used to present information in this chapter will mainly stems from the questionnaires that were administered by the researcher. Despite the fact that the findings will be presented in the form of descriptive survey the researcher will also make use of the brief explanatory method so as to aid better understanding of the findings of the study.

4.2 Review of the research questions

Presentation and analysis of the results in this chapter will be guided by the following research questions

- What is the psychological empowerment characteristics of the participants
- What is the difference of psychological empowerment in terms of age, sex, religion and socio-economic status of the participant
- What is the clinical characteristic of the participants

These research questions will help to unpack the concept of youth psychological empowerment. Presentation and analysis of the results in this chapter will therefore be guided by these research questions and this entails that the research questions will act as a guideline in the presentation and analysis of the results of the study.

4.3 Participants response rate to the questionnaires

Of all the 122 questionnaires that were distributed by the researcher, 120 questionnaires were answered and handed back to the researcher, and this shows that the response rate was 99%. This therefore indicated that the participants were very co-operative to the study and hence the information they provide is reliable and valid.

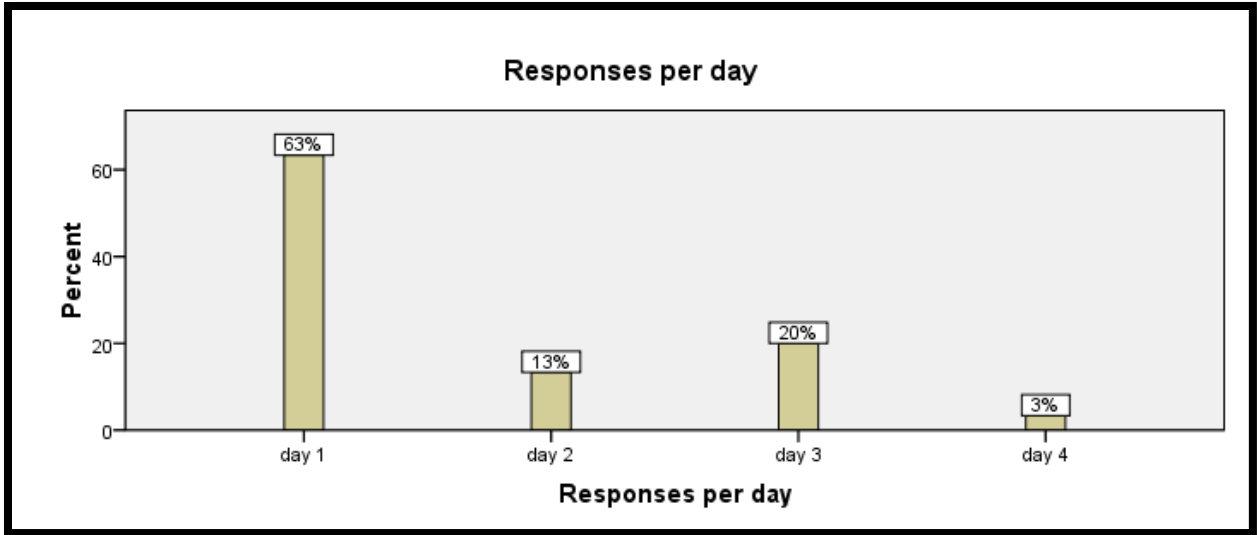


Figure 4.3: Participants response rate to questionnaires

4.4 Demographic characteristics of participants

This subsection will concentrate on outlining the demographic characteristics of the participants in terms of their gender, age, education level, employment status, marital status and religious status. The characteristics of the participants is of paramount importance since it will shade more light on the kind of people the researcher deal with in the process of data collection that was useful for the completion of this research project.

4.4.1 Characteristic of participant's in terms of their gender

The characteristics of the participants in terms of their gender is presented below

Table 4.4.1: Gender of the participants

Variable	Frequency	Cumulative frequency
Male	42	35
Female	78	65
Total	120	100

Female participants as shown in the above table constitute of large numbers as compared to male participants. This is so since it is generally believed that female comprise of the majority of the population as compared to males who are regard as fewer than the females.

4.4.2 Characteristic of participant's age range

The age range of the participants who partake in this study is presented below

Table 4.4.2: Age range of participants

Age range of youth's participation in the study		
Age range	Frequency	Cumulative frequency
15	10	8.3
16-20	30	25
21-25	44	36.7
26-30	22	18.3
31-34	8	6.7
35	6	5
Total	120	100

80 % of the participants in this study are in between the age range of 20 to 30 respectively and by that one can therefore infer that most of the youth's who partake or who are beneficiaries of Tsungirirai psychological empowerment programmes are predominantly in that age range or age group.

4.4.3 Characteristic of participants education and professional qualification

The education and professional qualification of the participants that partake in this research project are presented below

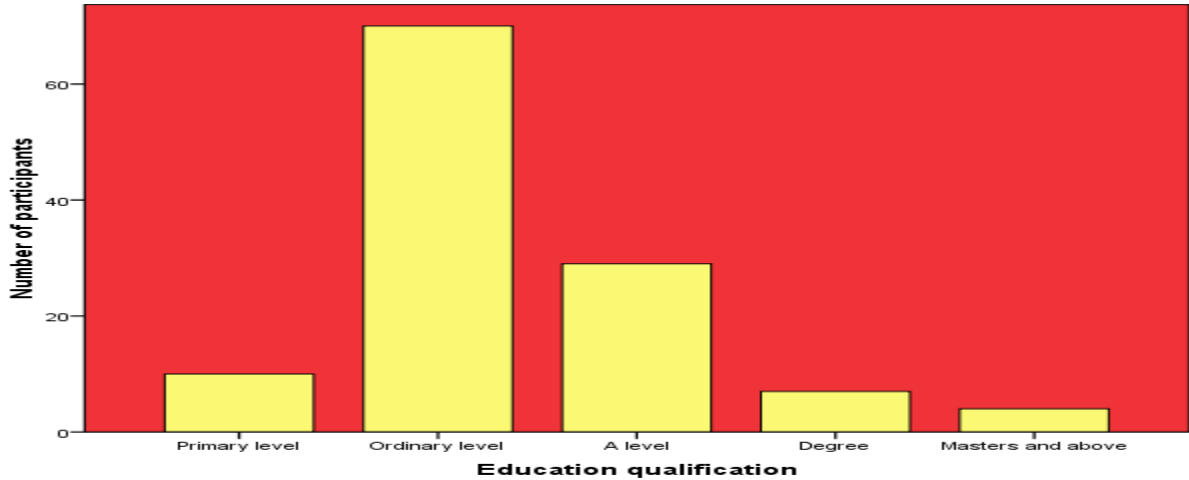


Figure 4.3.3: Level of education qualification of participants

As shown the majority of the participants have managed to attain ordinary level. Those youth's with A level are fewer as well as those with a degree and as well as those who have a masters degree and above. In addition youth's who have primary level are also fewer. Therefore in terms of education level, Tsungirirai Organization deals with youth's of diverse educational background. Analysis of the participant's education level is important since it helps the researcher to know and understand the reliability and validity of the information provided by the participants.

4.4.4 Characteristic of participants marital status

The marital status of the participants who partake in this research project are presented below

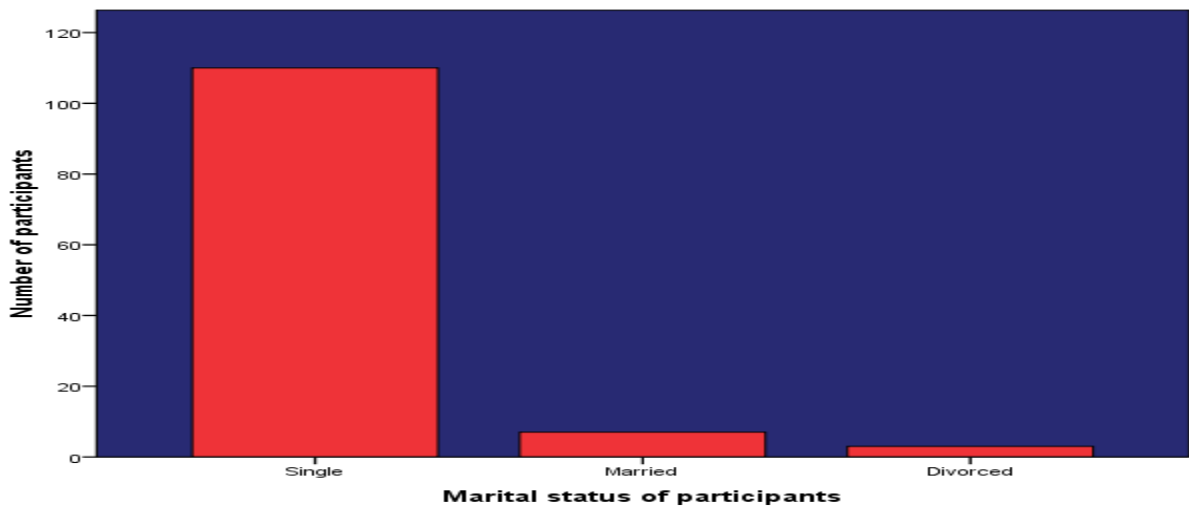


Figure 4.4.4: Characteristic of participant's marital status

As shown above the majority of the youths who responded to the questionnaires are single and only a small percentage was married and divorced. The majority of the participants are single because they are youth's who are still reliant on parents and caregivers for their daily basic needs.

4.4.5 Employment status of the participants

The employment status of the participants who partake in this study is presented below

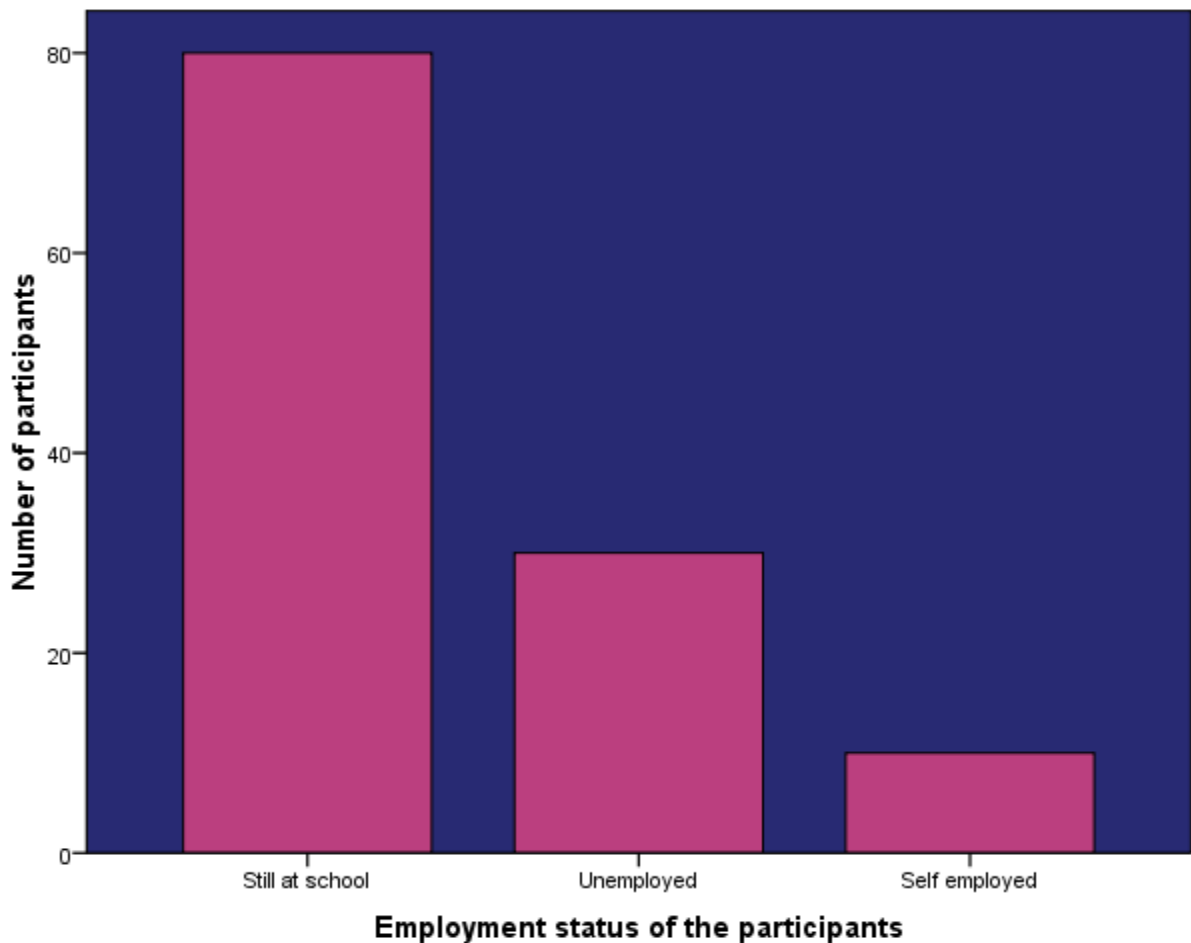


Figure 4.4.5: Employment status of the participants

The majority of the participants who partake in this study are still at school, only a small percentage of the participants are self employed. Unemployed participants constitute of a smaller percentage.

4.4.6 Religious status of the participants

The religious status of the participants who partake in this study is presented below

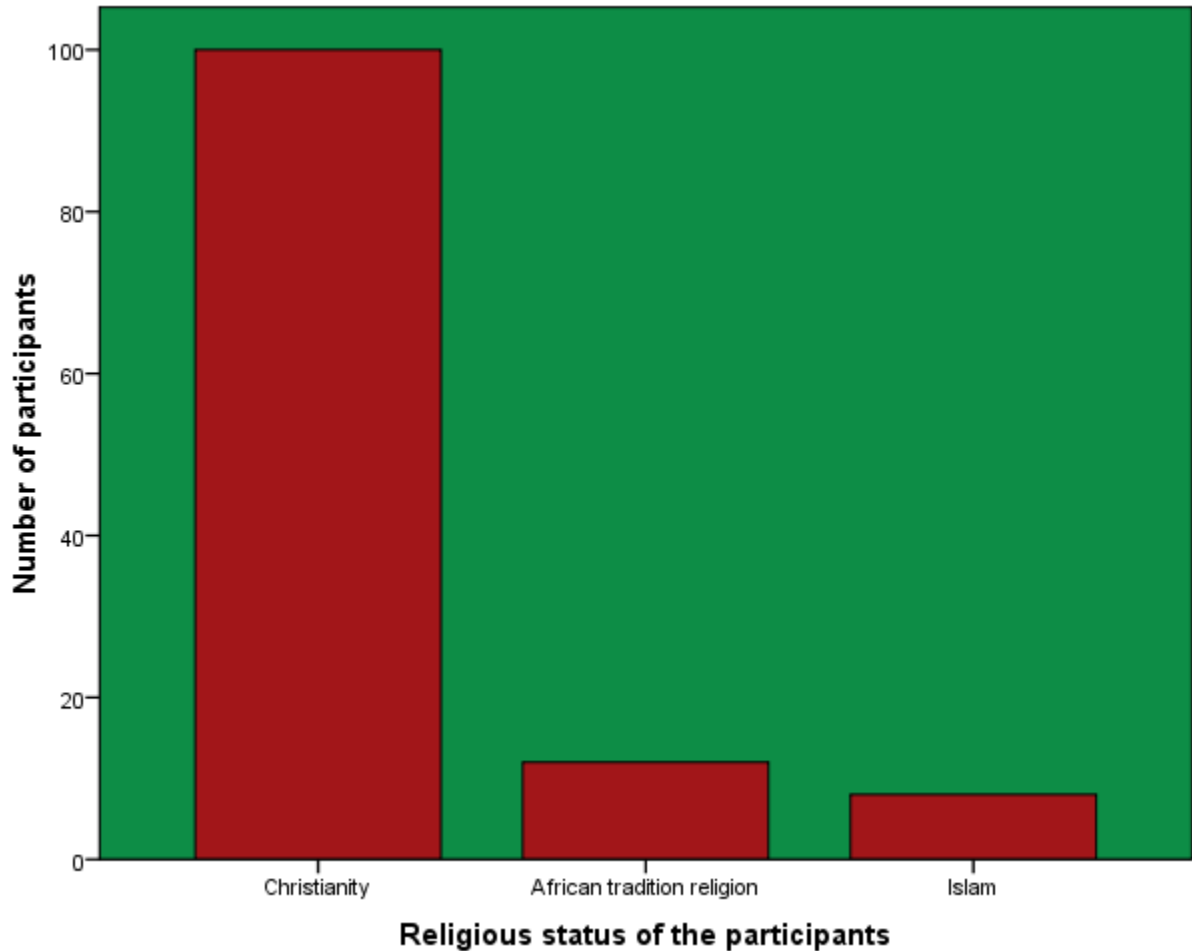


Figure 4.4.6 Religious status of the participants

As shown above the majority of the participants are christians and only a small percentage belong to african tradition religion and as well as islamic. Religious status of the participants will therefore used by the researcher to determine whether the level of psychological empowerment is affected by religion of the participant.

4.5 Psychological empowerment characteristics

This subsection will focus on addressing the research question number one. Psychological empowerment characteristics of the participants will be analysed in terms of self efficacy, assertiveness, interpersonal confidence, perceived socio-political control, advocacy and knowledge of resources. Psychological empowerment characteristics of the participants will

help to determine the level at which the participants who partake in this study are empowered psychologically. Psychological empowerment characteristics of the participants are presented below

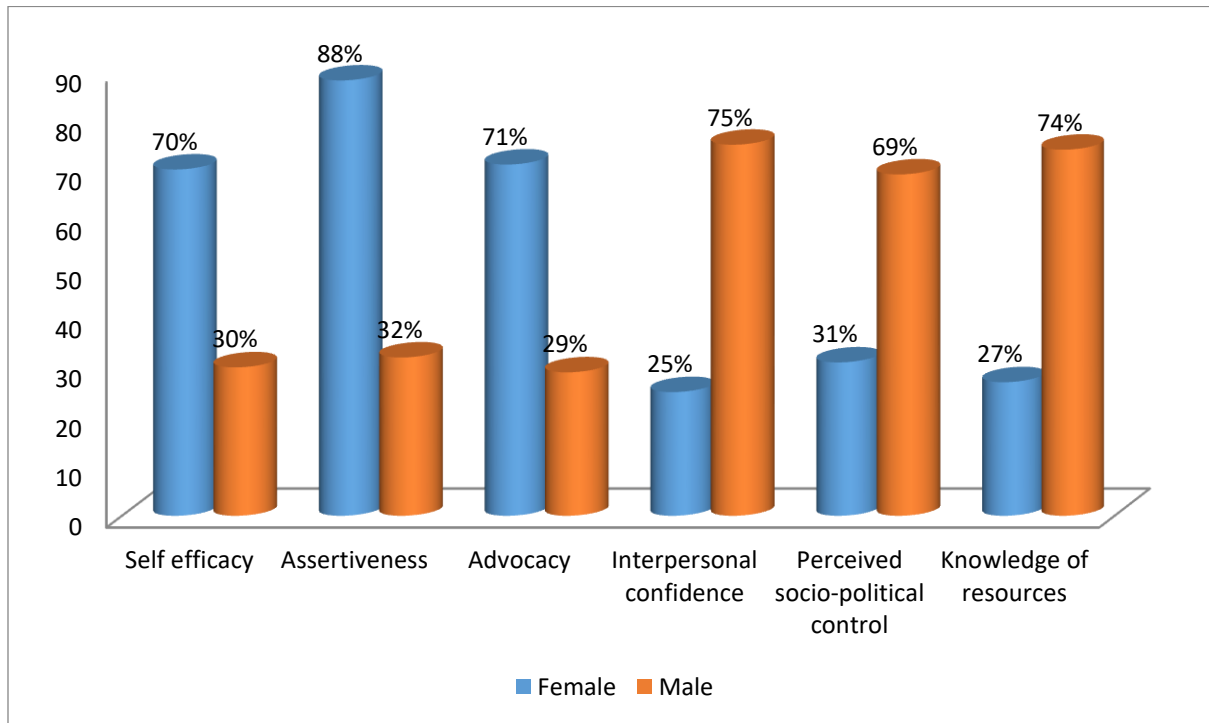


Figure 4.5 Psychological empowerment characteristic of the participants

Participants scores on the psychological empowerment scale were reduced to 100 marks as shown above. Both male and female participants were rated at 100 % level as shown above. Female participants scored high on self efficacy item questions compared to male participants. This therefore entails that in terms of self efficacy female participant's possess more skills compared to male participants. Female participants also scored higher on assertiveness compared to male participants. This therefore implies that female participants are good at expressing their feelings whilst male participants are less likely to express their feelings. Female participants also scored higher on advocacy compared to male participants. This therefore implies that female participants are more willing to be advocates compared to male participants.

Male participants scored higher on knowledge of resources compared to female participants. This implies that male participants are more knowledgeable of the resources that are available in their community compared to female participants. Male participants also scored higher on interpersonal confidence compared to female participants. This therefore implies that male participants have more interpersonal confidence when it comes to issues of mental health and other life related events compared to female participants. Male participants also scored higher on perceived socio-political control compared to female participants. This therefore implies that male participants are more likely to take part in societal activities that affects their daily lives compared to female participants.

4.6 Difference of psychological empowerment

In order to find whether there was a difference of psychological empowerment in terms of age, sex and religion of the participant, psychological empowerment measurement scales were used by the researcher and these comprise of self efficacy, advocacy, assertiveness, perceived socio-political control, knowledge of resources and as well as interpersonal confidence.

4.6.1 Sex difference in psychological empowerment

Results of sex differences in psychological empowerment are presented below

Table 4.6.1: Sex difference in psychological empowerment

Group Statistics					Independent Samples Test t-test for Equality of Means				
		N	Mean	Std. Deviation	Std. Error	t	Sig. (2-tailed)	95% Confidence Interval for Mean	
								Lower Bound	Upper Bound
Selfefficacy	Female	78	4.41	.746	.084	3.036	.003	4.24	4.58
	Male	42	3.98	.749	.116			3.74	4.21
	Total	120	4.26	.772	.071			4.12	4.40

Perceived socio political control	Female	78	3.74	.932	.106			3.53	3.95
	Male	42	4.12	.993	.153			3.81	4.43
	Total	120	3.88	.966	.088	-2.057	.042	3.70	4.05
Interpersonal confidence	Female	78	3.71	.913	.103			3.50	3.91
	Male	42	4.00	.733	.113			3.77	4.23
	Total	120	3.81	.863	.079	-1.802	.074	3.65	3.96
Advocacy	Female	78	4.19	.807	.091			4.01	4.37
	Male	42	3.88	.739	.114			3.65	4.11
	Total	120	4.08	.795	.073	2.075	.040	3.94	4.23
Assertiveness	Female	78	4.27	.767	.087			4.10	4.44
	Male	42	3.74	1.037	.160			3.41	4.06
	Total	120	4.08	.904	.082	3.187	.002	3.92	4.25
Knowlegde of resources	Female	78	3.68	.781	.088			3.50	3.86
	Male	42	4.12	1.131	.174			3.77	4.47
	Total	120	3.83	.938	.086	-2.502	.014	3.66	4.00

The results from the above table show that the level of psychological empowerment differs slightly by gender of the individual as reflected by the t value. Male participants are more psychologically empowered in terms of knowing the resources that are available in their community. Male participants are therefore more knowledgeable of the resources that exist in their community compared to female participants. Perceived socio-political control is prevailing mostly among male participants. It is also noted from the above table that male participants seem to possess more interpersonal confidence than female participants.

Female participants seem to possess more self efficacy more than male participants. The results also as shown above reveal that female participants possess assertiveness skills than their male counterparts. Female participants seem to have higher advocacy skills compared their male counterparts.

4.6.2 Age difference in psychological empowerment

Results of age difference in psychological empowerment are presented below

Table 4.6.2 Age difference in psychological empowerment

One-Sample Test						
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Age	27.341	119	.001	3.050	2.83	3.27

In terms of age difference in psychological empowerment results showed that there is indeed statistical difference of psychological empowerment in terms of age of the individual ($p < .001$). This entails that psychological empowerment differs by the age of the individual. A study conducted by Grealish (2011) discovered that individual of different age groups differs in terms of the level of psychological empowerment. Beddington (2008) in his study of psychological empowerment find out that older participants seem to outweigh the younger participants in the level of psychological empowerment. Walker (2011) in his study also discovered that individuals of different age groups differs in their level of psychological empowerment with older participants scoring higher on the psychological empowerment questionnaire than younger participants. Therefore from this it is clear that there is age difference in psychological empowerment.

4.6.3 Difference of psychological empowerment in terms of religion

Results that were obtained under this category are presented below

Table 4.6.3 Difference of psychological empowerment in terms of religion of the participant

Group Statistics						Independent Samples Test t-test for Equality of Means			
		N	Mean	Std. Deviation	Std. Error	t	Sig. (2-tailed)	95% Confidence Interval for Mean	
								Lower Bound	Upper Bound
Self efficacy	Christianity	97	3.64	.991	.101	-1.147	.254	3.44	3.84
	Islamic	10	3.40	.966	.306			2.71	4.09
	African tradition religion	13	3.69	.855	.237			3.18	4.21
	Total	120	3.62	.971	.089			3.45	3.80
Perceived socio-political control	Christianity	97	3.61	.896	.091	.117	.907	3.43	3.79
	Islamic	10	3.70	.949	.300			3.02	4.38
	African tradition religion	13	3.62	.961	.266			3.03	4.20
	Total	120	3.62	.900	.082			3.45	3.78
Interpersonal confidence	Christianity	97	3.98	.750	.076	.493	.623	3.83	4.13
	Islamic	10	4.10	.876	.277			3.47	4.73
	African tradition religion	13	4.00	.707	.196			3.57	4.43
	Total	120	3.99	.750	.068			3.86	4.13
Advocacy	Christianity	97	4.20	.874	.089	-.834	.406	4.02	4.37
	Islamic	10	3.90	.568	.180			3.49	4.31
	African tradition religion	13	4.23	.725	.201			3.79	4.67
	Total	120	4.18	.837	.076			4.02	4.33
Assertiveness	Christianity	97	4.26	.768	.078			4.10	4.41
	Islamic	10	4.10	.568	.180			3.69	4.51

	African tradition religion	13	4.23	.599	.166			3.87	4.59
	Total	120	4.24	.733	.067	-1.207	.230	4.11	4.37
Knowlegde of resources	Christianity	97	3.69	.972	.099			3.49	3.89
	Islamic	10	4.00	1.054	.333			3.25	4.75
	African tradition religion	13	3.69	1.032	.286			3.07	4.32
	Total	120	3.72	.980	.089	.262	.793	3.54	3.89

As shown above the mean of both christians, islams and african tradition religion participants is within the same range and this is an indication that shows participants from different religious backgrounds are empowered psychology. Participants from african tradition religion seems to have scored higher on self efficacy and advocacy. Islam participants scored higher on perceived socio-political control, knowledge of resources and as well as on interpersonal confidence. Christians on the otherhand scored higher on assertiveness. Therefore from this it is clear that participants from different religious status are empowered psychologically. Even though all the participants from different religious status are empowered psychologically it seems that Islamic participants are more empowered compared to christians and african tradition religion.

4.6.4 Difference of psychological empowerment in terms of socio-economic status

Results that were obtained under this category are presented below

Table 4.6.4 Difference of psychological empowerment in terms of socio-economic status

Group Statistics					Independent Sample Test t-test for Equality of Means						
		N	Mean	Std. Deviation	Std. Error	t	Sig. (2-tailed)	95% Confidence Interval for Mean			
								Lower Bound	Upper Bound		
Self efficacy	High socio-economic status	107	4.21	.810	.078	-.767	.445	4.05	4.36		
	Low socio-economic status	13	4.38	.650	.180					3.99	4.78
	Total	120	4.22	.793	.072					4.08	4.37
Perceived socio-political control	High socio-economic status	107	3.71	.952	.092	.064	.949	3.53	3.89		
	Low socio-economic status	13	3.69	.947	.263					3.12	4.26
	Total	120	3.71	.947	.086					3.54	3.88
Interpersonal confidence	High socio-economic status	107	3.64	1.004	.097	.855	.394	3.44	3.83		
	Low socio-economic status	13	3.38	.961	.266					2.80	3.97
	Total	120	3.61	.998	.091					3.43	3.79
Advocacy	High socio-economic status	107	4.21	.789	.076	-.397	.692	4.06	4.37		
	Low socio-economic status	13	4.31	.855	.237					3.79	4.82
	Total	120	4.22	.793	.072					4.08	4.37
Assertiveness	High socio-economic status	107	3.95	1.004	.097	-.933	.353	3.76	4.15		
	Low socio-economic status	13	4.23	1.092	.303					3.57	4.89
	Total	120	3.98	1.012	.092					3.80	4.17

Knowledge of resources	High socio-economic status	107	3.76	1.045	.101			3.56	3.96
	Low socio-economic status	13	3.62	1.261	.350			2.85	4.38
	Total	120	3.74	1.065	.097	.451	.653	3.55	3.93

As shown above participants who belong to low socio-economic background seem to possess high self efficacy, advocacy and assertiveness than participants who came from high socio-economic background. Participants who came from high socio-economic background seem to have more interpersonal confidence, perceived socio-political control and knowledge of resources than participants who came from a low socio-economic background.

Neil (2009) in his study of psychological empowerment discovered that individuals from different socio-economic status differs in terms of psychological empowerment. Beck (2009) is of the view that psychological empowerment differs by socio-economic status of the individual and this is so since individuals from different socio-economic status are socialized differently and their perspective of their daily experiences is different. Therefore from this it is clear that psychological empowerment differs by socio-economic status, individuals from different socio-economic backgrounds seem to have different aspects of psychological empowerment.

4.7 Clinical characteristic of the participants

Clinical characteristic of the participants are analysed in this subsection since they help to ascertain the level at which the youth's are empowered psychologically (Donaldson,2012). The generally assumption here is that when there is low or when there is absence of clinical diseases or disorders amongst the youth's, the youth's can be said to be psychologically empowered. Therefore this subsection intends to analyse and present the clinical characteristics of the participants in a bid to find out whether youth's who participate in Tsungirirai psychological empowerment programmes are empowered psychologically or they are not. The results that were obtained under this category are presented below.

Table 4.7 Clinical characteristic of the participants

Group Statistics		Independent Samples t-test for Equality of Means									
		N	Mean	Std. Deviation	Std. Error	t	Sig. (2-tailed)	95% Confidence Interval for Mean			
								Lower Bound	Upper Bound		
Psycho-social distress	Female	78	1.63	.486	.055			1.52	1.74		
	Male	42	1.38	.492	.076					1.23	1.53
	Total	120	1.54	.500	.046					.847	.009
Physical functioning	Female	78	1.23	.424	.048			1.14	1.33		
	Male	42	1.52	.505	.078					1.37	1.68
	Total	120	1.33	.473	.043					-3.372	.001

As shown above male participants seem to indicate that they do not experience problems in terms of physical functioning. Walker (2011) is of the view that an individual who report higher on physical functioning is empowered since psychological empowerment is all about strength of the mind and the body. Beck (2009) in his study showed that most of the projects failed to yield the expected results because of individuals who continuously report low on physical functioning. Therefore physical functioning is crucial in psychological empowerment since it drives individuals to take actions on matters that directly affects them (Pitt et al 2007). Therefore as shown above male participants report higher on physical functioning than female participants.

Psycho-social distress is mostly prevalent amongst the female participants than amongst the male participants. Female participants showed that they experience more psycho-social distress problems such as stress, anxiety, respiratory problems and cardiovascular problems. Brosnan (2012) in his study also find that female participants scored higher in terms of psycho-social distress than male participants. Grealish (2011) is of the view that an individual who is psychologically empowered report less on psycho-social distress.

Therefore the basic proposition here is that the lower an individual report less on psychosocial distress the higher the level of psychological empowerment (Tabachnik,2001).

4.8 Chapter summary

This chapter have managed to present and scrutinize the findings of the study. The major areas that are of great importance to the study are in essence outlined in this chapter. The findings of the study presented in this chapter are basically answers that are derived from the research questions that were crafted by the researcher. More so findings of the study presented in this chapter has been derived from the questionnaires that were administered to the 120 participants. The responses of the participants are presented in this chapter using the statistical package for social sciences version 16.0 method and this was at the same time accompanied by a brief explanation. Brief explanation method helped to illustrate the findings of the study more easily. The findings of the study indicated that Tsungirirai psychological empowerment programme is indeed beneficial to the youths and has managed to uplift the psychological status of the youths. Therefore the findings of the study without unquestionable doubt have managed to reflect that Tsungirirai psychological empowerment programmes have played a crucial role in uplifting the psychological wellbeing of the youths in Norton.

CHAPTER 5

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter will focus on discussing the results of the study. The results of the study that will be discussed in this chapter are basically derived from the respondents of the participants who responded to the questionnaires. Conclusions and recommendations will also be discussed in this chapter.

5.2 Review of methodology

Statistical package version 16.0 was used to analyse the data. The researcher have managed to make use of the descriptive survey in the analysis of the information that was gathered. The condensed version of Zimmerman psychological empowerment questionnaire was used to gather the information. The condensed version questionnaire was used by the researcher to gather data in order to ensure high internal and external validity of the study.

5.3. Discussion of results

5.3.1 Psychological empowerment characteristic of the participants

Equally male and female participants possess psychological empowerment characteristics even though there exists some differences and this differences are accounted by the sex of the participant. Self efficacy, advocacy and assertiveness seem to be higher in female participants than in male participants. Psychological empowerment characteristics such as assertiveness and self efficacy are higher in females than in males due to the gender differences, it is generally agreed amongst the intellectual circles that females are more assertive than males (Jennings,2008). In addition some of the psychological empowerment characteristics are believed to innate and inherent to particular sexes (Moyers,2014).

Knowledge of resources,perceived socio-political control and interpersonal confidence are higher in males that in female participants and this again is accounted by gender differences.Therefore the differences in psychological empowerment characteristic may be due to the fact that male participants were socialized in such a manner that makes them more vocal in the public affairs as compared to female participants (Zimmerman,1995).Therefore

difference in some scales of psychological empowerment characteristic is due to gender difference, male and female have been socialized differently and therefore the process of socialization accounts for the differences that exists between males and females in psychological empowerment characteristics (Grealish,2013).

The results that were obtained under this category are in concurrence with the results of other people such as Zimmerman (1995) and Wallerstien (2006) who conducted psychological empowerment studies targeting the youth's. According to Doyle (2009) differences in psychological empowerment characteristic may be accounted by feminine and masculine factors. This entails that there are some characteristics of psychological empowerment that are masculine specific (interpersonal confidence, knowledge of resources and perceived socio-political control) and there are some that feminine specific (self efficacy, assertiveness and advocacy). Therefore results that were obtained under this category are therefore in concurrence with the results that were obtained by other studies that were conducted locally and abroad.

5.3.2 Sex differences in psychological empowerment

Psychological empowerment is a complex phenomena and hence in order to examine the difference that exist between male and female participants the researcher make use of the prominent condensed version questionnaire of psychological empowerment devised by Zimmerman et al (1991). The condensed version questionnaire of psychological empowerment comprised of six aspects namely assertiveness, self efficacy, perceived socio-political control, knowledge of resources, interpersonal confidence and advocacy. With the use of these aspects the researcher found that different sexes seem to possess different aspects of psychological empowerment and hence there is sex difference in psychological empowerment (Shen,2003).

Therefore different sexes have different aspects of psychological empowerment. This generally entails that in terms of psychological empowerment different sexes possess different aspects of psychological empowerment (Cornwell,2004). Thus the study found out that the level of being psychological empowered differ by gender of the individual with female participants being more dominant in psychological empowerment aspects such as assertiveness, self efficacy and advocacy. According to Taylor (2010) females are more

assertive than males and this basically stems from the biological differences between males and females. In a study conducted by Zimmerman (1992) female participants were more willing to encourage and influence others to give up smoking compared to male participants. This again showed that the results of the study are in concurrence with other studies that were conducted in other countries. Female participants also showed that they have the abilities to exert control over other people behaviour and social environment compared to male participants and this implies that they have more self efficacy than male participants (Katz, 1994) and this also is in concurrence with other studies that were conducted locally and regionally.

Male participants on the otherhand scored higher on interpersonal confidence, perceived socio-political control and knowledge of resources. In other related studies conducted abroad male participants scored higher on interpersonal confidence compared to female participants (Sanchez, 2001). For instance a study conducted by Cargo et al (2003) in Canada showed that male participants seems to have more interpersonal confidence when it comes to issue of control over life difficulties and concerning the issue of making the decision over treatment when not feeling well. Other studies on psychological empowerment conducted in Brazil by Freire (1970) find out that males were more knowledgeable of the resources that exists within their society. Knowledge of resource by males can be attributed to the fact that they are more involved in outside play compared to females and hence socialization and societal expectations between males and female participants plays a crucial role in accounting for the differences that exists between males and females in psychological empowerment (Oladipo, 2009) and this again shows that results are in concurrence with the results that were obtained abroad.

According to Donning (2010) males are more inclined to locate services providers since they confirm to outside play unlike females who confirm to inside play. Perceived socio-political control is also higher in male participants compared to female participants. Male participants are therefore more likely to be involved in the political affairs of their communities compared to their female counterparts. According to Meyers (1991) patriarchy restricted the involvement of females in the public affairs and restricted the duty of the female to the home

only. This therefore implies that the lack of perceived socio-political control amongst the females can be attributed to the issue of the patriarchy and socialization.

Results that were obtained under this category are also in concurrence with previous studies of psychological empowerment that were done abroad. Checkoway (1990) in his study of psychological empowerment amongst the youth's find out that there is sex difference in psychological empowerment. The implication here is that there are some psychological empowerment characteristics that are unique to particular sexes. Self efficacy, assertiveness and advocacy seem to be unique to female participants whilst interpersonal confidence, perceived socio-political control and knowledge of resources seem to be unique to male participants. Therefore from this it is crystal clear that there is sex difference in psychological empowerment and this is in concurrence with results of other studies that were conducted locally and abroad.

5.3.3 Age differences in psychological empowerment

This study also showed that the age of individual accounts for the differences in psychologically empowerment. The results of the study showed that the older the individual the more psychologically empowered the individual is likely to be. This therefore implies that the older the individual the more likely the individual is likely to have self efficacy, assertiveness, interpersonal confidence and as well as perceived socio-political control (Morsillo, 2003). Therefore maturity is one factor that accounts for the differences in psychological empowerment. The implications here is that the older the individual the higher the levels of psychological empowerment (Zeldin, 2003).

Therefore there is age differences in psychological empowerment and the implication here is that the older the participant the more likely the individual is psychologically empowered and also the younger the individual the less likely the individual is psychologically empowered (Zenz, 2007). Therefore psychological empowerment is a complex phenomenon which requires maturity in order to fully comprehend it (Scrutton, 2007).

Other studies conducted by prominent individuals such as Beddington (2008) also find out that individuals of different age groups possess different aspects of psychological empowerment, older participants scored higher than younger participants. This therefore

shows that the results of the study are in concurrence with the results of other studies that were conducted locally and regionally.

5.3.4 Difference of psychological empowerment in terms of religion

Religion of the participants also accounts for the differences in psychological empowerment amongst the youth's. Participants from african tradition religion seems to have scored higher on self efficacy and advocacy. Islam participants scored higher on perceived socio-political control, knowledge of resources and as well as on interpersonal confidence. Christians on the otherhand scored higher on assertiveness. Therefore from this it is clear that participants from different religious backgrounds possess different aspect of psychological empowerment (Holden,2004). Despite the fact that all the participants from different religious background possess different aspects of psychological empowerment it seems that Islamic participants possess more aspects of psychological empowerment than christians and african tradition religion participants. Other studies indicated that individuals who have a Christian background possess more aspects of psychological empowerment than other participants from other religious backgrounds (Evans, 2001).

Cowley (2003) in his study of psychological empowerment find out that Christians participants outweighed other participants from other religious dominations. This however is different from this study since in this study Islamic participants outweigh both Christians and African religion tradition participants. This therefore entails that under this category there is discrepancy in terms of the results of the study, results of this study are different from what was discovered by other studies conducted abroad. Therefore there is differences of psychological empowerment in terms of religion.

5.3.5 Difference of psychological empowerment in terms of socio-economic status

Participants from different socio-economic background possess different psychological empowerment aspects and this implies that there is differences in psychological empowerment in terms of socio-economic status (Lansdown,2001). Grealish (2013) in his study found that participants from different socio-economic background possess different psychological empowerment aspects. This is so since the socio-economic status determine the life style of the individual and as well as determine her point of view concerning the daily

experiences. The implications here is that youth's from different socio-economic status face different struggles and what may be important for the youth's in low socio-economic status is different from the youth's who came from a high socio-economic status (Watts,2003). Therefore psychological empowerment aspects possessed by youth's from low socio-economic status differs from those possessed by the youth's from high socio-economic status (Prilleltensky,2003).

Other studies also showed that members of different socio-economic status possess different psychological empowerment characteristics (Neil,2009). Beck (2009) in his study of psychological empowerment find out members of different socio-economic status have different aspects of psychological empowerment. This also is evidence that shows that the results of the study are in concurrence with other studies that were conducted locally and globally. Therefore there is differences of empowerment in terms of socio-economic status.

5.3.6 Clinical characteristic of the participants

Psycho-social distress is mostly prevalent amongst the female participants. This is so since some of the problems associated with psychosocial distress such as stress are feminine (Tyler,2000). Male participants report high on physical functioning compared to female participants. This also may be explained by gender, males are regarded as more masculine than the females (O'Donoghue,2002). Assessment of the clinical characteristic of the participants have helped to ascertain the level of psychological empowerment amongst the youth's. A close look at the clinical characteristic of the participants showed that the youth's who partake in this study are empowered psychologically. According to Cruz (2002) low prevalence of clinical diseases amongst the youth's is an indication that shows that an individual is empowered psychologically.

The results of the study under this category are in consensus with the results of other studies. For instance Grealish (2013) find out that females report high in psycho-social distress than male participants.

5.3.7 Successful youth initiatives

In assessing the viability of Tsungirirai youth psychological empowerment programme in Norton the researcher find out that Tsungirirai psychological empowerment programmes

have managed to uplift the psychological wellbeing of the youths in Norton. The psychological empowerment programme have managed to bring about positive economic, social, political and psychological change amongst the youth's. The indicators of the impact of Tsungirirai psychological empowerment programme are ever-increasing in youth initiatives. Some of the successful youth initiatives implemented by the youth's in Norton include vending ventures such as selling commodities like fruits, vegetables, zap nax ,maputi, sweets and airtime. Therefore psychological empowerment programmes have facilitated the onset of self-employment ventures amongst the youth's.

5.4. Conclusions

The most prevalence aspect of psychological empowerment characteristics amongst female participants is self efficacy, assertiveness and as well as advocacy. Moreover male participants in terms of the psychological empowerment characteristic they are mostly dominant in knowledge of resources, interpersonal confidence and as well as perceived socio-political control. Therefore there is a slight difference between males and females in terms of psychological empowerment characteristic. Thus the conclusion that can be reached here is that both male and female participants are empowered psychologically although there is a slight difference in some aspects of psychological empowerment. This is so since some of the aspects used to assess the level of psychological empowerment are widely regarded as either feminine or masculine (Cornwell, 2004) . Therefore differences that exist between males and females may be due to innate and inherent factors (Sanchez, 2007).

Participants from different socio-economic backgrounds possess different aspects of psychological empowerment. This is due to different environment and socialization processes between members of different socio-economic background (Becker, 2002). Therefore the conclusion that can be reached is that socio-economic background of the participant plays a crucial role in accounting for the difference of psychological empowerment amongst the youth's.

Based on the findings of the study male participants can be regarded as dominant in knowledge of resources, interpersonal confidence and as well as in perceived socio-political control compared to female participants who are dominant in self efficacy, assertiveness and as well as in advocacy.

This study have managed to discover that youth's who are involved in psychological empowerment programmes are indeed empowered psychologically as reflected by reporting high in self efficacy, perceived socio-political, knowledge of resources and as well as reporting high in interpersonal confidence. Psychological empowerment schemes by Tsungirirai Organization are thus beneficial to the young people of Norton and success stories outweigh the downsides of the programme.

In assessing the viability of Tsungirirai youth psychological empowerment programme in Norton the researcher discover that Tsungirirai have managed to uplift the psychological wellbeing of the youth's in Norton. The psychological empowerment programme have managed to bring about positive economic,social,political and psychological change amongst the youth's. In addition psychological empowerment programmes have enabled the involvement of youth's in decision making bodies.

The new findings however cannot be generalized to other cities and towns.The new findings of the study cannot be generalized to other cities and towns due to the fact that the Organization does not offer its psychological empowerment programmes to all the cities and towns in Zimbabwe and this threatens the generalizability of the study. More so the new findings of the study cannot be generalized to other countries due to differences in economic status and as well due to differences in culture.Economic, political, technological and cultural factors threatens the generalizability of the study to other countries.

5.5. Recommendations

- The researcher strongly recommends Tsungirirai Organization to decentralise its psychological empowerment programmes to wards that are furthest away. Decentralisation of the programmes is important since it will enhance ease of access of psychological empowerment services to those youth's who live in extremely remote wards. Moreover decentralisation is also important since it will help Tsungirirai Organization to keep regular connections with the youth's.
- Tsungirirai Organization is recommended to make use of outreach programme in delivering psychological empowerment programmes to the youths. Outreach programmes entails that psychological empowerment programmes can be delivered in the society by means of taking the services to where the youths reside. Possible

locations for outreach programmes that the organization can take into account consist of schools, street malls, homes and storefronts.

- It is important for Tsungirirai Organization to come up with ways that influence the participation of more males in the psychological empowerment programme. As reflected above male representation is very low in the youth psychological empowerment programmes.
- In order to successfully continue with the psychological empowerment programmes Tsungirirai Organization need to create awareness and collaborations with community elders and leaders. Awareness is vital since it ensures that parents and guardians inside the society will be aware of the psychological empowerment programmes and hence they will offer assistance in the implementation and in improvement of youth psychological empowerment programmes. This therefore entails that youth psychological empowerment programmes requires timely and constant support of grown-up stakeholders, like societal elders, church leaders and traditional leaders in terms of preparation of the programmes and carrying out of the programmes.
- Tsungirirai Welfare Organization is recommended to offer health related programmes in schools since it is essential to offer psychological empowerment programmes so as to cater for the in school youth's and this ensures that the in school youth's are also empowered psychologically. Considerably the provision of assertiveness training and self efficacy and advocacy skills training to the in school youth's is vital in terms of empowering them psychologically.
- The researcher commend empowerment policy makers and implementers to also take into account psychological empowerment programmes locally and regionally so as to boost up the mental and psychological status of the youth's. Psychological empowerment is supposed to have comprehensible policies that govern the appropriate implementation of these programmes.
- For further research I recommend other researchers to look deep at the concept of psychological empowerment. Other researchers can also investigate on the concept of psychological empowerment by making use of the qualitative research method and also the concept of psychological empowerment can be done by other researchers in

other different geographical areas or they can cover the whole country for a larger sample.

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APPENDIX A-RESEARCH INSTRUMENT

Dear valued participant. Tsungirirai Organization has been chosen as the basis of research project being undertaken by a Midlands State University student and the topic being **psychological empowerment of the youth's at Tsungirirai Welfare Organization in Norton**. This is an academic research which is part of the learning processes of a four year degree programme, so for the research to be considered valid your consent to take part in this study is greatly appreciated. The entire information you provide will be confidentially handled.

RESEARCHER'S DETAILS

Name **Hillary Chazuka**
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Section 1: Participants demographic details

1) What is your gender? *(Please tick were applicable)*

Male Female

2) In which age range are you likely to fall in? *(Please tick were applicable)*

15-20 21-25 26-30 31-35

3) What is the highest level of education you have completed ?*(Please tick were applicable)*

“O” level “A” level Diploma Degree and above

4) What is your marital status? *(Please tick were applicable)*

Married Single Divorced

5) What is your current employment status *(Please tick were applicable)*

Employed Unemployed Still at school

6) Where do you live ?*(Please tick were applicable)*

High density suburb Medium density suburb Low density suburb

7) Which religion do you belong to

Christianity Islamic African tradition religion

Section 2

In this section there are no right or wrong answers. Please read each statement and then circle the number that corresponds to how much you believe this.

Domain-Interactional					
Assertiveness					
	Strongly disagree	Disagree	Maybe	Agree	Strongly agree
1. I believe I have the ability to express my feelings, opinions, beliefs and needs directly, openly and while not violating the personal rights of others	1	2	3	4	5
2. I could organize a group to work on tobacco prevention, drug abuse prevention, stress prevention and prostitution prevention.	1	2	3	4	5
3. I can start discussions with others about tobacco prevention, stress prevention, drug abuse prevention, crime prevention and prostitution prevention.	1	2	3	4	5
4. I am comfortable asking strangers to follow non-smoking policies in buildings and other locations	1	2	3	4	5
7. I can sort out my own difficulties in my own way	1	2	3	4	5

Domain-Intrapersonal					
Perceived socio-political control					
	Definitely not true	Not true	Maybe	True	Definitely true
1. So many youth's are active in local issues that it doesn't matter whether I participate or not.					
2. I like to wait and see if someone else is going to solve a problem in the community and at school so that I don't have to be bothered.	1	2	3	4	5
3. I enjoy participation in group and societal decision process because I want to have as much say concerning problems my community or school is facing.	1	2	3	4	5
4. I find it very hard to talk in front of group of youth's.	1	2	3	4	5

Domain-Interactional					
Knowledge of resources					
	Definitely Not True	Not True	Maybe	True	Definitely True
1. If someone close to me wanted to quit smoking, drug abuse and prostitution I know where available resources (e.g., pamphlets, hotlines, etc) are located to assist them in quitting.	1	2	3	4	5
2. If I wanted to participate in an anti-smoking campaign, anti drug abuse campaign and anti prostitution campaign I know of organizations in the community where I can volunteer and lend a helping hand.	1	2	3	4	5

Domain-Interactional					
Past Advocacy					
	Never	Once	2-3 times	4-5 times	6 or more times
1. In the past year, how many times have you tried to convince other students, your family, or friends to be more concerned about the effects of tobacco use, drug use and prostitution and other psychological issues such as stress, depression?	1	2	3	4	5
2. In the past year, how many times have you tried to convince school officials, local businesses, community agencies, or governmental officials to be more concerned about the effects of tobacco use, drug abuse, alcohol abuse and other psychological related disease?	1	2	3	4	5

Domain-Interactional					
Advocacy Willingness					
	Definitely Not Willing	Not Willing	Maybe	Willing	Definitely Willing
1. How willing would you be to make an effort to persuade students, your family, or friends to quit smoking, drug abuse, alcohol abuse and other unhealthy related behaviours?	1	2	3	4	5
2. How willing would you be to try and convince school officials or governmental officials to be more concerned about tobacco use?	1	2	3	4	5

Domain-Intrapersonal					
Self efficacy					
	Strongly disagree	Disagree	Maybe	Agree	Strongly agree
1.I believe I have the capabilities to organize and execute the courses of action required to produce specific changes related to my psychological wellbeing and emotional development	1	2	3	4	5
2.I believe I have the capabilities and the efficacy in mental, psychological, social and political systems	1	2	3	4	5
3. When I am unwell I feel able to make my own decisions about which treatments that I receive	1	2	3	4	5
4. I feel I have choices about my treatment options when I am unwell	1	2	3	4	5

Domain-Intrapersonal					
Interpersonal confidence					
	I definitely cannot do it	I cannot do it	Maybe	I can do it	I definitely can do it
1.How confident are you that you can work effectively against the use of drugs,prostitution,smoking and alcohol drinking	1	2	3	4	5
2. I feel I have control over my difficulties	1	2	3	4	5

3. How confident are you that you can convince family members, friends and relatives not to smoke, abuse drugs, abuse alcohol	1	2	3	4	5
4. I feel I can make my own decisions about what I do to help me feel better about my difficulties	1	2	3	4	5
5. When I have problems I feel I am in charge	1	2	3	4	5

Section 3 : Physical functioning and psychosocial distress

1) Do you experience any psychosocial distress problem such as stress, depression and anxiety (Please tick where applicable)

Yes No

2) In the past 6 months, have there been times when you feel like experiencing a psycho-social problem such cardiovascular problem and respiratory problem (Please tick where applicable)

Yes No

3) Do you experience any problems in terms of physical functioning (Please tick where applicable)

Yes No

➤ Condensed version of Zimmerman's & Zachner's psychological empowerment scale (1991)

➤ Adopted from a social skills rating system (SSRS) subscale (Gresham & Elliot 1990)

APPENDIX B- LETTER FROM MIDLANDS STATE UNIVERSITY

**Midlands State
University**



Established 2000

P BAG 9055
GWERU

Telephone: (263) 54 260404 ext 2156
Fax: (263) 54 260233/260311

**FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY**

Date: 24/08/2017

To whom it may concern

Dear Sir/Madam

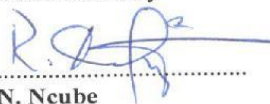
RE: REQUEST FOR ASSISTANCE WITH DISSERTATION INFORMATION
FOR HILLARY CHAZUKA - R134277H
BACHELOR OF PSYCHOLOGY HONOURS DEGREE

This letter serves to introduce to you the above-named student, who is studying for a Psychology Honours Degree and is in his/her 4th year. All Midlands State University students are required to do research in their 4th year of study. We therefore, kindly request your organisation to assist him/her with any information that she/he requires.

Topic: PSYCHOLOGICAL EMPOWERMENT OF YOUTH'S AT
TSUNSIKIRAI WELFARE ORGANIZATION IN NORTON ZIMBABWE

For more information regarding the above, feel free to contact the undersigned.

Yours faithfully



N. Neube
A/Chairperson



APPENDIX C- LETTER FROM TSUNGIRIRAI ORGANIZATION



TSUNGIRIRAI ORPHAN CENTRE
PO Box 107
Norton
Zimbabwe
Tel: 062-2996/2080
e-mail: tsungi.ts@gmail.com
Website: www.tsungirirai.org

Dear Sir/Madam

RE: PERMISSION TO CONDUCT RESEARCH AT TSUNGIRIRAI WELFARE ORGANIZATION IN NORTON

Reference is made to your application to carry out research at the above mentioned organization on the research title:

PSYCHOLOGICAL EMPOWERMENT OF THE YOUTH'S AT TSUNGIRIRAI WELFARE ORGANIZATION IN NORTON

Permission is hereby granted to conduct the above mentioned research. However you should ensure that your research does not disrupt the normal operations of the organization.

You are also required to provide a copy of your final research paper at the end of your study

Director
Tsungirirai Welfare Organization



APPENDIX D-AUDIT SHEET

SUPERVISOR-STUDENT AUDIT SHEET

DATE	TOPIC DISCUSSED	COMMENT	SUPERVISORS'S SIGNATURE	STUDENT 'S SIGNATURE
06/03/2017	Proposal	Rework		
20/03/2017	Proposal	Proceed		
27/03/2017	Chapter 1	Rework		
26/06/2017	Chapter 1	Proceed		
07/07/2017	Chapter 2	Rework		
28/07/2017	Chapter 2	Rework		
21/08/2017	Chapter 2	Proceed		
15/08/2017	Chapter 3	Rework		
18/08/2017	Chapter 3	Proceed		
22/08/2017	Chapter 3	Data collection		
01/09/2017	Chapter 4	Rework		
06/09/2017	Chapter 4	Rework		
14/09/2017	Chapter 4	Proceed		
20/09/2017	Chapter 5	Rework		
29/09/2017	First Draft	Proceed		
13/10/2017	Second Draft	Proceed		
20/10/2017	Final Draft	Submit		

STUDENTS SIGNATURE.....

SUPERVISORS' SIGNATURE.....

APPENDIX E: TURNIT IN ORIGINALITY REPORT

APPENDIX F-MARKING GUIDE

A GUIDE FOR WEIGHTING A DISSERTATION

NAME OF STUDENT: HILLARY CHAZUKA

REG NUMBER R134277H

	ITEM	POSSIBLE SCORE	ACTUAL SCORE	COMMENTS
A	RESEARCH TOPIC AND ABSTRACT Clear and concise	5		
B	PRELIMINARY PAGES Title page, approval form, release from, dedications, acknowledgement, appendices, table of contents	5		
C	AUDIT SHEET/PROGRESSION Clearly shown on the audit sheet	5		
D	CHAPTER 1 Background, statement of the problem, significance of the study, research questions, objectives, hypothesis, assumptions, purpose of the study, delimitations, limitations, definition of terms	10		
E	CHAPTER 2 Addresses major issues and concepts of the study, findings from previous work, relevance of literature to the study, identifies knowledge gap and subtopics	15		
F	CHAPTER 3 Appropriateness of design, target population, population sample, research tools, data collection procedures, presentation and analysis	15		
G	CHAPTER 4 Findings presented in a logical manner, tabular data properly summarised and not repeated in the text	15		
H	CHAPTER 5 Discussion (10) Must be a presentation of generalizations shown by results; how results and interpretations agree with existing and published literature, relates theory to practical implications. Conclusions (5) Ability to use findings to draw conclusions Recommendations (5)	20		
F	Overall presentation of dissertation	5		
G	References	5		
	Total	100		

MARKER:.....SIGNATURE:.....DATE:.....

MODERATOR:.....SIGNATURE:.....DATE:.....