

The page features a decorative border with a repeating pattern of blue and pink flowers and green foliage. In the center, there is a large, white rounded rectangle with a blue border. The word "ANNEXURES" is written in a bold, blue, serif font within this rectangle.

ANNEXURES

ANNEXURE 1: ETHICAL APPLICATION



NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
POTCHEFSTROOMKAMPUS

Private Bag X6001, Potchefstroom
South-Africa, 2520

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Faculty of Health Sciences

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13 May 2011

Dear Marietjie

ETHICS APPLICATION: NWU-00036-11-S1 (M.P. KOEN & E. DU PLESSIS)

The applicants responded in a satisfactory way to the comments made by the panel members.

Ethical approval is recommended.

Yours sincerely

Este (H.H.) Vorster

Prof. H.H. Vorster

Private Bag X6001, Potchefstroom
South Africa 2520

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School of Nursing Science

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Email: emmerentia.duplessis@nwu.ac.za

To whom it may concern

Dear Sir/Madam

Confirmation of ethical clearance

Regarding the research: *Exploring the basic elements required for an effective educator-student relationship in nursing education*

(Candidate: Kathleen Froneman, 23049847, Supervisor: Dr E Du Plessis, Co-Supervisor: Prof MP Koen)

This research will focus on an effective educator-student relationship in nursing education. The overall aim of this study is to explore and describe the basic elements required for an effective educator-student relationship in a private nursing education institution in Potchefstroom, North-West Province. This enabled the researcher to recommend guidelines that need to be followed in order to improve the educator-student relationship. To reach this aim the following objectives have been identified:

- ✚ To explore and describe what nursing students perceive as basic elements required for an effective educator- student relationship

- ✚ To explore and describe how the resilience of nursing students can be strengthened within the educator-student relationship

- ✚ To recommend guidelines to improve the educator- student relationship

This research is a sub-study in an overarching research project, entitled: *Strengthening the resilience of health caregivers and risk groups*, with ethical clearance from the Ethics Committee of the North-West Province University (Ref no NWU-00036-11-S1). The co-investigators are Prof MP Koen and Dr E du Plessis.

Background information and link with sub-study:

The co-investigators identified the problem that the resilience of health caregivers as well as risk groups should be strengthened by means of a comprehensive, multi-faceted approach and that research should be conducted on how resilience of health caregivers and risk groups can be strengthened by means of such an approach. The purpose of the overarching research is thus to develop a comprehensive, multi-faceted approach to strengthen the resilience of health caregivers as well as risk groups. We intend to reach this purpose through the following objectives:

- ✚ To explore and describe the resilience of health caregivers and risk groups

- ✚ To implement and validate strategies developed by Koen, Van Eeden and Wissing (2010c) to strengthen resilience of professional nurses and other health caregivers and risk groups

- ✚ To explore and describe faith community nursing as intervention to strengthen the resilience of health caregivers and risk groups

- ✚ To explore and describe sensory stimulation as intervention to strengthen the resilience of health caregivers and risk groups

To achieve these objectives, it is necessary to explore and describe various health caregivers and risk groups. Within this overarching research project, Kathleen Froneman (23049847) intends to focus on exploring the basic elements required for an effective educator-student relationship.

The results of this sub-study will contribute to reaching the objectives of the overarching project, because it will contribute to the development of guidelines to improve the educator-student relationship which will help strengthen nursing students' resilience. Ultimately it will inform the development of a multi-faceted approach to strengthen resilience. The methodology and ethical aspects of this sub-study is congruent with the methodology and ethical aspects of the approved overall study on resilience. We therefore confirm that the sub-study of exploring the basic elements required for an effective educator-student relationship in nursing education is covered by the above-mentioned ethical clearance.

Yours sincerely

Prof MP Koen
Co-investigator

Dr E du Plessis
Co-investigator

ANNEXURE 2: LETTER OF AUTHORISATION FROM NEI



YOUR REFERENCE

OUR REFERENCE A M CLAASSEN

19 March 2013

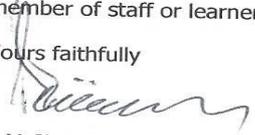
The Dean
Department of Nursing Science
Northwest University
POTCHEFSTROOM

Dear Madam

LETTER OF AUTHORISATION

We hereby consent to Ms KATHLEEN FRONEMAN accessing, researching, collating and using all training; educational and learner related information and resources of this institution in her master's thesis with your university on condition that such consent shall not extend to the financial affairs of this institution nor to any information of a personal nature relating to any member of staff or learner, in respect of which she is required to maintain full confidentiality at all times.

Yours faithfully


A M CLAASSEN

CEO: UKWAZI SCHOOL OF NURSING PTY LTD

1ST FLOOR, STANDARD BANK BUILDING, C/O WALTER SISULU & RETIEF ST, POTCHEFSTROOM
- P O BOX 343 POTCHEFSTROOM 2531
TELEPHONE (018) 297-6532 / 297-6529 FAX (018) 297-7764

UKWAZI SCHOOL OF NURSING (PTY) LTD
2006/005683/23

Provisionally registered until 31 December 2015 as a Private Further Education and Training College by the Department of Higher Education and Training
(Registration Number 2009/FE07/014)

DIRECTORS: A M CLAASSEN (CEO) K E CLAASSEN M C J VAN DER MERWE B A VAN WYK

ANNEXURE 3: INFORMED CONSENT FORM

INFORMED CONSENT FORM TO PARTICIPATE IN RESEARCH

This informed consent form is for Enrolled Nursing Auxiliary students of Ukwazi School of Nursing in Potchefstroom, North-West Province. You are invited to participate in a research study titled: *Exploring the basic elements required for an effective educator-student relationship in nursing education.*

This Informed consent form has two parts:

- ✚ Information sheet (to share information about the study with you)
- ✚ Certificate of consent (for signatures if you choose to participate)

You will be given a copy of the full informed consent form

Part I: Information Sheet

Introduction

This research will be conducted by Kathleen Froneman, who is a master's degree student at the School of Nursing of the North-West University. I am going to give you information and invite you to participate in this research. Before you decide to participate, you may discuss the research with anyone with whom you feel comfortable. This consent form may contain words that you don't understand. If this is the case, please ask me to stop as we go through the information and I will take time to explain the words to you. Read through the information below attentively and

ask questions about anything you do not understand, before deciding whether or not you want to participate.

Purpose of the research

The overall aim of this study is to explore and describe the basic elements required for an effective educator-student relationship in a private nursing education institution in Potchefstroom, North-West Province. This would enable the researcher to recommend guidelines that need to be followed in order to improve the educator-student relationship. To reach this aim the following objectives have been identified:

- ✚ To explore and describe what nursing students perceive as basic elements required for an effective educator-student relationship
- ✚ To explore and describe how the resilience of nursing students can be strengthened within the educator-student relationship
- ✚ To recommend guidelines to improve the educator-student relationship

Type of Research Intervention

This research will involve your participation in a group discussion that will take about an hour.

Participant Selection

Your participation in this study is entirely voluntary. You are invited to participate in this study for the following reasons:

- ✚ You are enrolled as an auxiliary nursing student at Ukwazi School of Nursing
- ✚ You have been in the course for more than three months
- ✚ Your input can lead to the improvement of the educator-student relationship

Voluntary Participation

Your participation in this research study is entirely voluntary. It is your choice whether or not to participate. If you volunteer to participate in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions that you do not want to answer. There is no penalty if you withdraw from the study and you will not lose any benefits that you are otherwise entitled to.

Procedures

You are invited to participate in this research study. If you accept, you will be asked to take part in a “World Café” session. The “World Café” data collection method is seen as a brainstorming tool that will generate ideas and comments about a specific topic. The “World Café” process will entail that:

- ✚ The classroom environment will be arranged according to the setup of a café
- ✚ There will be five tables with eight chairs
- ✚ On each of the tables will be one poster, coloured markers and refreshments
- ✚ Participants will sit eight to a table and have a series of conversational rounds lasting from 10 to 15 minutes about a specific discussion question

You will not be asked any questions concerning your personal beliefs, practices or stories and you will not be expected to share any information that you may not feel comfortable sharing. Keep in mind that the discussion questions will appear on the poster at each table and that you have to brainstorm about each question. You will be asked the following questions:

- ✚ What is needed in the teaching/learning environment to improve the relationship with your educator?

- ✚ What type of interaction will improve your relationship with your educator?
- ✚ What qualities must the educator display to improve the relationship between the educator and the student?
- ✚ How do you manage to stay resilient?
- ✚ What suggestions can be implemented in the educator-student relationship to strengthen your resilience as students?

At the end of each round, one person remains at each table as the host, while each of the other seven move to the next table. Table hosts welcome the next group of participants to their tables and share the information of that table's discussion so far. The group then relates to any of the ideas already written down and continues to add new ones. This process continues until each group has been at all five questions presented at each table, and then it ends. A feedback session of 30 minutes takes place where each group discusses what they wrote at each question in order to clarify and verify the information. Information will be audio recorded as well.

Duration

The data will be collected at Ukwazi School of Nursing, Potchefstroom. The information will be collected in one day and the entire data collection process will last for about three-to-four hours.

Risks

The researcher expects that any risks, discomforts, or inconveniences will be minor and believes that they are unlikely to occur. If discomfort becomes a problem, you may discontinue your participation. You do not have to answer any question if you

do not wish to do so. You also do not have to provide reasons for not responding to any of the questions.

Benefits

It is not likely that you will benefit directly from participation in this study, but the research should help the researcher gain insight into how the educator-student relationship can be improved and how to implement strategies to strengthen the resilience of nursing students. This study does not include actions that will improve your mental and physical abilities or general health.

Reimbursements

You will not be provided any incentive to take part in the research study or receive any payment or other compensation for participation in this study. There is also no cost to be incurred by you if you choose to participate.

Confidentiality

Any information that is obtained in connection with this study and that can be linked to you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of a code number to let the researcher know who you are. We will not use your name in any of the information we get from this study or in any of the research reports. When the study is finished, we will destroy the list that shows which code number goes with your name. Information that can identify you individually will not be released to anyone outside the study.

Sharing the results

The researcher will, however, use the information collected in her dissertation and in other publications. We also may use any information that we get from this study in any way we think is best for publication or education. Any information we use for publication will not identify you individually.

Right to Refuse or Withdraw

You do not have to take part in this research if you do not wish to do so, and choosing not to participate will not affect you in any way. No participant will be manipulated or forced to participate in the study and can withdraw or abstain at any time without discrimination or prejudice.

Whom to Contact

If you have any questions or concerns about the research, please feel free to contact me:

Mrs. Kathleen Froneman

Ukwazi School of Nursing

Potchefstroom

2531

Kathleen@ukwazi.co.za

This research study has been reviewed and approved. Ethical clearance was granted by the Ethics Committee of the North-West Province University (Ref no NWU-00036-11-S1), who ensures that participants are protected from harm. The co-investigators are Prof MP Koen and Dr E du Plessis.

Part II: Certificate of Consent

I have been invited to participate in research about exploring the basic elements required for an effective educator-student relationship in nursing education. I have read the preceding information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have asked, have been answered to my satisfaction. I consent voluntary to be a participant in this study.

Print Name of Participant _____

Signature of Participant _____

Date _____

Day/month/year

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness _____

Signature of witness _____

Date _____

Day/month/year

Statement by the researcher/person taking consent

I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the participant understands that the following will be done:

- 1.
- 2.
- 3.

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this ICF has been provided to the participant.

Print Name of Researcher/person taking the consent_____

Signature of Researcher /person taking the consent_____

Date _____

Day/month/year

INFORMED CONSENT

STUDY TITLE: *“Exploring the basic elements required for an effective educator-student relationship in nursing education”.*

This Informed consent form has two parts:

- Information sheet (to share information about the study with you)
- Certificate of consent (for signatures if you choose to participate)

Part I: Information Sheet

- 1) Introduction
- 2) Purpose of the research
- 3) Type of research intervention
- 4) Participant selection
- 5) Voluntary participation
- 6) Procedures

Part I: Information Sheet

- 7) Duration
- 8) Risks
- 9) Benefits
- 10) Reimbursements
- 11) Confidentiality
- 12) Sharing of results
- 13) Right to refuse or withdraw

PURPOSE OF RESEARCH

- To explore and describe the basic elements required for an effective educator-student relationship in a private nursing education institution in North- West Province to be able to implement strategies to strengthen the resilience of nursing students which will also contribute to the development of guidelines to improve the educator-student relationship.

RESEARCH QUESTIONS

- What do nursing students perceive as basic elements required for an effective educator- student relationship?
- How can the resilience of nursing students be strengthened within the educator-student relationship?
- How can the educator- student relationship be improved?

REASONS FOR SELECTION

- You are enrolled as an auxiliary nursing student at Ukwazi School of Nursing
- You have been in the course for more than three months
- Your input can lead to the improvement of the educator-student relationship

VOLUNTARY PARTICIPATION

- Entirely voluntary participation
- Can withdraw at any time
- May refuse to answer questions
- No penalty for withdraw



SETTING

- Create a "special" environment, most often modelled after a café, i.e. eight small tables covered with a tablecloth, paper, and colour pens and some refreshments. There will be five chairs at each table.

WELCOME AND INTRODUCTION

- The host begins with a warm welcome and an introduction to the World Café process, setting the context, sharing the Cafe Etiquette, and putting participants at ease.

SMALL GROUP ROUNDS

- The process begins with the first of five 15 minute rounds of conversation for the small group seated around a table. At the end of the 15 minutes, each member of the group moves to a different new table. They may choose to leave one person as the "table host" for the next round, who welcomes the next group and briefly fills them in on what happened in the previous round.

QUESTIONS:

You will be asked the following questions, bearing in mind that the question will appear on the poster at each group, and you have to brainstorm each question:

- 1) What is needed in the teaching/ learning environment to improve the relationship with your educator?

QUESTIONS:

- 2) What type of interaction will improve your relationship with your educator?
- 3) What qualities must your educator display to improve the relationship between the educator and student?
- 4) How do you manage to stay resilient?
- 5) What suggestions can be implemented in the educator-student relationship to strengthen your resilience as students?

HARVEST:

- After the small groups individuals are invited to share insights or other results from their conversations with the rest of the large group. These results are reflected visually in a variety of ways, most often using graphic recorders in the front of the room. This discussion will be audio recorded

RISKS **BENEFITS**
REIMBURSEMENT



ETHICAL PRINCIPLES

- Principle of autonomy
 - Right to informed consent
 - Right to confidentiality
- Principle of beneficence
 - Right to be protected from harm or discomfort
- Principle of justice
 - Right to fair selection and treatment
 - Right to privacy

PART II: CERTIFICATE OF CONSENT



QUESTIONS



ANNEXURE 5: THE “WORLD CAFÉ” COPYRIGHT



"Give, give, give - What is the point of having experience, knowledge or talent if I don't give it away? Of having stories if I don't tell them to others? Of having wealth if I don't share it? I don't intend to be cremated with any of it! It is in giving that I connect with others, with the world and with the divine."

~ Isabel Allende

Copyright and Use Policies for the “World Café” Name, Logo, Method, and Materials

Thank you for your responsible and ethical use of the “World Café” name, logo, and materials. The free resources, materials, and information on the website are all made available under a Creative Commons Attribution3 license, unless they are individually copyrighted by the author (which will be clear in context).

The Creative Commons Attribution license means you are free to copy, distribute, and transmit information if you formally acknowledge and attribute all such use with a link to our website: <http://www.theworldcafe.com>.

If material is individually copyrighted, please respect the author's rights. The “World Café” name and logo are protected under international copyright law. Please do not use the name “World Café” as part of a formal organizational name, product, or service. You are welcome to use the term “World Café” to describe an event you are convening (e.g., “A Main Street USA World Café”). If you do this, you must acknowledge the “World Café” Community Foundation as the source of the name and method by including a link to our website: <http://www.theworldcafe.com>.

We do not allow the public use of our logo under any circumstances. It can only be used in conjunction with programs sponsored (or co-sponsored) by The “World Café” Community Foundation. If you make commercial use of the “World Café” principles, methodology, or materials, we ask that you make an appropriate donation to the “World Café” Community Foundation (see links to your left) in recognition of the value provided. As noted above, keep in mind that you cannot profit on the work of an individual author through sale or use of his/her copyrighted material without permission.

If you have derived value from the use of the World Café, whether commercially or not, we invite you to make a tax-deductible contribution to the “World Café” Community Foundation so we can continue to develop and freely disseminate “World Café” materials to the public.

Thank you.

ANNEXURE 6: “WORLD CAFÉ” METHOD

”WORLD CAFÉ” METHOD

“Instead of pouring knowledge into people's heads, we need to help them grind a new set of glasses, so they can see the world in a new way. That involves challenging the implicit assumptions that have shaped the way people have historically looked at things.”



~ John Seeley Brown

<http://www.theworldcafe.com>.

The “World Café” methodology is a simple, effective, and flexible format for hosting large group dialogue. “World Café” can be modified to meet a wide variety of needs. “World Café” Conversations are an intentional way to create a living network of conversation around questions that matter. A Café Conversation is a creative process for leading collaborative dialogue, sharing knowledge and creating possibilities for action in groups of all sizes.

The seven design principles of “World Café” are:

1. Set the context
2. Create hospitable space
3. Explore questions that matter
4. Encourage everyone's contribution

5. Cross-pollinate and connect diverse perspectives
6. Listen together for patterns, insights, and deeper questions
7. Harvest and share collective discoveries

Specifics of context, numbers, purpose, location, and other circumstances are factored into each event's unique invitation, design, and question choice, but the following five components comprise the basic model:

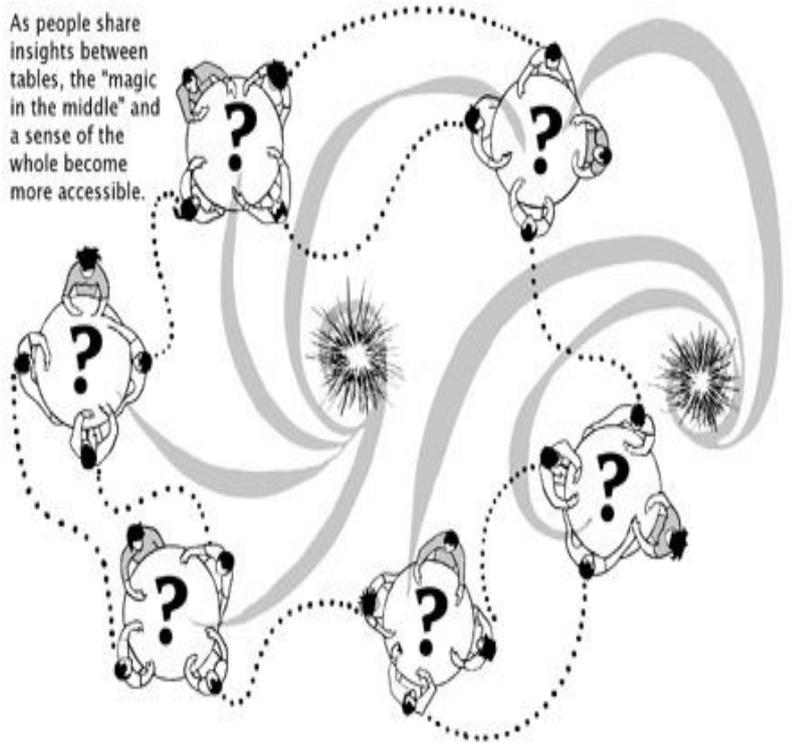
1) **Setting:** Create a "special" environment, most often modelled after a café, i.e. eight small tables covered with a tablecloth, paper, and colour pens and some refreshments. There will be five chairs at each table.

2) **Welcome and Introduction:** The host begins with a warm welcome and an introduction to the "World Café" process, setting the context, sharing the Cafe Etiquette, and putting participants at ease.



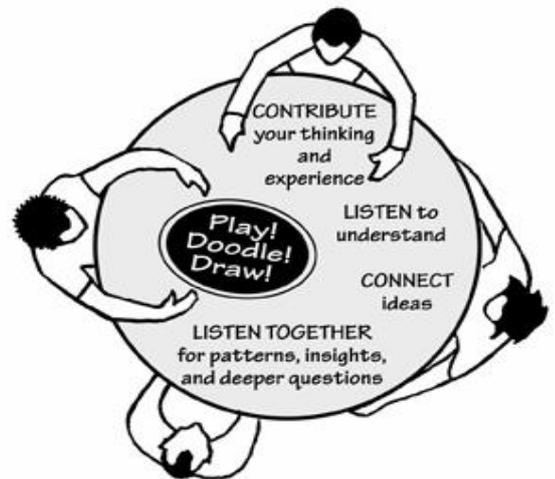
3) **Small Group Rounds:** The process begins with the first of five 15 minute rounds of conversation for the small group seated around a table. At the end of the 15 minutes, each member of the group moves to a different new table. They may choose to leave one person as the "table host" for the next round, who welcomes the next group and briefly fills them in on what happened in the previous round.

As people share insights between tables, the "magic in the middle" and a sense of the whole become more accessible.



4) **Questions:** each round is prefaced with a question designed for the specific context and desired purpose of the session. The same questions can be used for more than one round, or they can be built upon each other to focus the conversation or guide its direction.

CAFÉ ETIQUETTE
FOCUS
 on what matters!



5) **Harvest:** After the small groups (and/or in between rounds, as desired) individuals are invited to share insights or other results from their conversations with the rest of the large group. These results are reflected visually in a variety of ways, most often using graphic recorders in the front of the room.

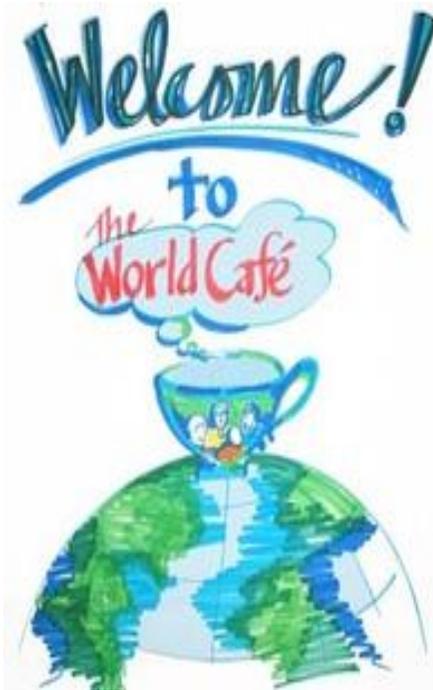
ANNEXURE 7: "WORLD CAFÉ" GUIDELINES

World Café Guidelines



ANNEXURE 8: "WORLD CAFÉ" SETUP

"WORLD CAFÉ" SETUP



GROUP1:
Question 1: What is needed in the teaching/learning environment to improve the relationship with your educator?

GROUP1:
Question 1: What is needed in the teaching/learning environment to improve the relationship with your educator?



GROUP2:
Question 2: What type of interaction will improve the relationship with your educator?



GROUP5:
Question 5: What suggestions can be implemented in the educator-student relationship to strengthen your resilience?



GROUP3:
Question 3: What qualities must your educator display to improve the relationship between the educator and student?



GROUP4:
Question 4: How do you manage to stay resilient?



ANNEXURE 9: WORK PROTOCOL FOR DATA ANALYSIS

Dear Co- Analyst

WORK PROTOCOL FOR DATA ANALYSIS:

Data will be analysed based on Creswell's (2009:185) six steps in the data analysis process namely:

STEPS	ANALYST ACTIONS
Step 1: Organise and prepare the data for analysis	Data will be sorted according to question ask on each poster
Step 2: Read through all data	The analyst get an overall idea or feeling for the data Listen to data audio recorded Identify similarities or patterns that start to develop
Step 3: Begin with coding process	The analyst starts to code the data into themes and categories Transcribing the data from audio recorder
Step 4: Description of setting, participants, categories and themes for analysis	
Step 5: Represent the descriptions and themes	
Step 6: Make an interpretation or meaning of the data	

Thank you

Kathleen Froneman

ANNEXURE 10: "WORLD CAFÉ" POSTERS

① WHAT IS NEEDED IN THE TEACHING / LEARNING ENVIRONMENT TO IMPROVE THE RELATIONSHIP WITH YOUR EDUCATOR ?

PHYSICAL ENVIRONMENT

CLEANLINESS IS (NEAT) NEAT ✓
AND TIDY
RESOURCES

HAVING FUN THROUGH / BETWEEN LESSONS (Play Games) to Refresh our minds, body and Soul's by doing exercises before class.

* The wall OF FAME must have School information to update the Student (Edition)

EDUCATOR MUST ALSO TREAT STUDENTS WITH THE SAME RESPECT AS THEY WOULD ALSO LIKE TO BE TREATED WITH!!!

* ONE ON ONE SESSIONS WITH EACH STUDENT TO DETERMINE OR SEE THEIR WEAK POINTS AND HELP HOW TO IMPROVE!

* THE CLASS MUST HAVE FRESH AIR. E.G WINDOWS OR AIRCON AND THE TOILETS MUST BE NEAR FOR ELIMINATION SO THAT THE STUDENTS MAY NOT MISS ALOT OF LESSON WHEN GOING OUT TO THE TOILET OR TO DRINK WATER.

Initiate things as a student Sometimes

Emotional Environment

ATTITUDE TOWARDS OUR EDUCATOR *
TO treat them with respect
Always wear a smile 😊 ✓

WARM ENVIRONMENT

There must be Computer lab in the school to accomodate all student.

STUDENTS MUST BE VERSATILE

INTERACTION ✓

INTEGRITY ✓

NO NEED TO DISCRIMINATE ✓

RESPECT ✓

CO-OPERATION ✓

Team-Work ✓

Show Gratitude to our Tutor ✓

* Honesty between Educator and Student (Edition)

Be transparent!

Be open to your Educator with regard to every problem. (Openness)

The learner must be come well prepared to class

(ADDITION) #PAY ATTENTION!

Feel Free to Express your thoughts. Participation from the Tutor & learners in problem solving

③ WHAT QUALITIES MUST YOUR EDUCATOR DISPLAY TO IMPROVE THE RELATIONSHIP BETWEEN THE EDUCATOR AND STUDENT?

 **LOVE AND CARE:** SHE MUST SHOW LOVE AND CARE TO THE STUDENT SO THAT THEY CAN BE FREE TO COME TO HER WITH ANY QUESTIONS.

RESPECT: THE EDUCATOR MUST SHOW RESPECT TO THE STUDENT SO THAT THEY MAY SHOW THE SAME RESPECT

RESPONSIBILITY: IT IS THE STUDENTS RESPONSIBILITY TO APPROACH THE EDUCATOR ABOUT PROBLEM IN HER STUDIES SO THAT THE EDUCATOR CAN KNOW WHERE TO HELP.

MORAL: THE EDUCATOR MUST GREAT STUDENTS WHEN SHE ENTERS THE CLASS SO THAT THE STUDENTS MAY FEEL FREE TO APPROACH THE EDUCATOR AND SHE MUST NOT BE SHORT TEMPERED.

PATIENT: THE EDUCATOR MUST NOT SHOUT THE STUDENTS IF THEY DO NOT UNDERSTAND WHAT IS BEING SAID. SHE MUST BE PATIENT.

BE OPEN TO NEW IDEAS: THE EDUCATOR MUST ACKNOWLEDGE THE INPUT OF THE STUDENTS.

MOTIVATION: THEY MUST KNOW AND THEN HAVE SOMEONE WITH A HIGHER QUALIFICATION TO MOTIVATE US E.G A DOCTOR.

EXTRA MILE: BOTH THE EDUCATOR AND STUDENT MUST BE WILLING TO GO EXTRA MILE FOR EACH OTHER.

 **PUNCTUALITY:** PUNCTUALITY IS VITAL (IN EVERY DAY LIFE) BOTH THE STUDENT AND EDUCATOR. Educator must always have a Present mind and body.

④ HOW DO YOU MANAGE TO STAY RESILIENT?

- * BE POSITIVE TO YOURSELF and acknowledge and accept the SITUATION. Associate with POSITIVE PEOPLE & think POSITIVE ✓✓✓
 - * SEEK HELP e.g. PASTOR, COUNSELLOR, TUTOR ✓
 - * When you are not performing well in School Change method of studying e.g. group study or 1 on 1 with tutor. ✓✓
 - * Don't be hard to yourself. ✓✓
 - * MORAL: Always keep your moral high, GOD LOVES YOU!! ✓
 - * TALK: You MUST Talk to the same people who share same problem ^{EXPERIENCED}
 - : Never allow anyone to make you feel inferior because you are special ✓
 - : Study hard and ask help
 - * RESEARCH: FROM THE INTERNET AND LIBRARY ON HOW TO STAY RESILIENT ✓
 - * COMPARISM: NOT TO COMPARE YOURSELF with others because we are different in our unique ways we handle problems in different ways
 - * Seek help
 - * SELF MOTIVATED - BEING ABLE TO UPLIFT, TRYING TO BE PRODUCTIVE, BE POSITIVE TO YOURSELF. ✓
- SETTING A GOAL ON SOMEONE**

IF SOMEONE IS PERFORMING WELL WITH THEIR STUDIES next to someone how do they make it for achieving. You try to improve your self with the method they are using.

PROUD: TAKE PRIDE IN WHAT YOU HAVE ACHIEVED

Communicable: TALK TO YOUR FAMILY ABOUT YOUR STUDIES AND ASK FOR THEIR SUPPORT AND UNDERSTANDING

* DO NOT UNDERMINE YOUR INTELLIGENCE: WHAT YOU THINK OF YOURSELF IS WHAT YOU BECOME.

```

    graph TD
      A[SETTING A GOAL ON SOMEONE] --> B[Finding a way to solve your misunderstanding]
      A --> C[have a positive attitude & approach to life]
      B --- D[Set personal goals.]
      C --- E[have faith & courage in yourself...]
  
```
- Perseverance and determination: You must have patience and determination in everything that comes your way, because failure is not your destiny but success is your destiny and a way forward. Look things from a POSITIVE perspective.

⑤ WHAT SUGGESTIONS CAN BE IMPLEMENTED IN THE EDUCATOR-STUDENT RELATIONSHIP TO STRENGTHEN YOUR RESILIENCE AS STUDENTS?

Extra lessons for students who do not understand certain things. Join 1 sessions with student and educator especially for students who are shy to ask questions in class.

MIND MAP WORK METHOD (IMPROVEMENT) Implement the

Method in study throughout class lessons, helps with the understanding of lecture given.

Create a song on a specific module, because a song always remains in one's mind and it's unforgettable.

Group Study ✓✓✓✓
IF WE STUDY AS A GROUP IT WILL HELP SOME OF STUDENTS to interact and do better on their tests.



Educator must give students a chance to participate and interact as a class during class lessons. Each student must come with their ideas and their understanding forward.

RESPECT: (ADDITION) ✓✓✓✓
We must understand that we are different as individuals and have different weaknesses, so we must not undermine one another but try to support and lift each other up. (It must be put into actions)

AWARDS EDITION
Must be given it will increase the improvement in class. and you the learner individual you are will have the strength everyday to study

RESEARCH: Addition ✓✓✓✓
Get insights and knowledge from different sources if you don't understand the lecture given in class by the educator. It helps other students to broaden their vocabulary and knowledge on certain things or on things they aren't clear about.

AWARDS: Addition ✓✓✓✓
It's not a good idea sometimes to give awards or merits to students who achieved in tests because it creates an unhealthy environment and jealousy. Some students never take things like this easily. Grudges arise and hatred increases, so the award giving method is good and bad at the same time.
*AWARD MUST BE GIVEN TO STUDENTS WHO HAVE IMPROVED FROM LOWER MARKS TO HIGHER MARKS THEY DESERVE AN AWARD AS THEY HAVE SHOWN IMPROVEMENT AND DETERMINATION!!!

*

ANNEXURE 11: FIELD NOTES

FIELDNOTES:

- ✚ The data collection began at 09:00 on 25 April 2013
- ✚ The researcher used a power point presentation in order to explain and get informed consent from participants
- ✚ Any questions from participants were answered
- ✚ An in depth explanation of the “World Café” method was given to participants
- ✚ Each group chose their own table hosts
- ✚ “World Café” started at 09:50

✚ Round 1: 09:50- 10:05

- ❖ All participants were actively involved
- ❖ A good and positive atmosphere prevailed
- ❖ Participants shared ideas
- ❖ Participants were laughing and having fun
- ❖ Scheduled time for round one had to be lengthened with 10 minutes on participants’ request

✚ Round 2: 10:15-10:30

- ❖ Table hosts welcomed the newcomers, read the question and briefly explained the ideas already written down
- ❖ Participants started to brainstorm new ideas
- ❖ Participants were actively involved
- ❖ A positive and warm atmosphere prevailed

Round 3: 10:30- 10:45

- ❖ Table hosts welcomed the newcomers, read the question and briefly explained the ideas already written down
- ❖ Participants started to brainstorm new ideas
- ❖ Participants were actively involved
- ❖ A positive and warm atmosphere prevailed

Round 4: 10:45-11:00

- ❖ Table hosts welcomed the newcomers, read the question and briefly explained the ideas already written down
- ❖ Participants started to brainstorm new ideas
- ❖ Participants were actively involved
- ❖ A positive and warm atmosphere prevailed
- ❖ Participants rotated in an orderly manner and knew exactly what was expected from them

Round 5: 11:00- 11:15

- ❖ Table hosts welcomed the newcomers, read the question and briefly explained the ideas already written down
- ❖ Participants started to brainstorm new ideas
- ❖ Participants were actively involved
- ❖ A positive and warm atmosphere

 After all five rounds were completed, each table host was given an opportunity to write down their ideas about each question

 Participants were given a last opportunity to add any information

🚦 Feedback round: The researcher asked each group the following question: “How did you experience this session?” Participants’ responses were audio recorded.

❖ Group 1:

- It was a great learning opportunity
- They heard others’ ideas
- It was interesting
- Others can benefit from this
- It was an educational session
- It was fun
- Hope that we use the information they provided

❖ Group 2:

- They learned a lot
- They shared different ideas

❖ Group 3:

- It was fun
- They heard others’ views
- They put effort into the session because they wanted to know more

❖ Group 4:

- They experienced teamwork
- They felt proud to have had their voices heard

❖ Group 5:

- It allowed them to do introspection
- They want these ideas to be put into practice
- There was no discrimination

ANNEXURE 12: TRANSCRIPTIONS

25 April 2013

Data Collection Network – “World Café” Method

Feedback session to clarify any information added on the five (5) topics

Researcher: “Group one (1), how did you experience that session?”

Participant 1: “All I can say, ma’am, is that what the learning was, as it was originally said, very good. We learned a lot. “

Researcher: “Anybody else?”

Participant 2: “It was a well educating session. I think for all of us on this side. We actually absorbed a lot of information, different ideas on how to treat people. I actually enjoyed it, it was nice.”

Participant 3: “For me it was nice. I learned that you must communicate, if you don’t understand you must just say it. Especially if you want to receive respect. Good communication.”

Researcher: “Thank you. Group two (2), how did you experience the session?”

Participant 1: “And were so glad, when we sit together in between work, to everyone, and it will work for us as students.”

Participant 2: “It would actually be nice if you would like, care about each other and love each other, it’s not only respect that comes first, but care about one another that actually counts.”

Researcher: “Group three (3).”

Participant 1: “What I can say? Was it was fine planning with all other students and it was good to have the input of others, and not only help you on the documents. And it is good thing for the students to educate on what to know and what to feel, because even if you are in class and then they’ll just say what you want us to do, because it is difficult for us to say what we are doing. But with this form it is easier and it is a good thing that you do have the other students to help and our voices will all be heard.”

Researcher: “Group four (4)”

Participant 1: “Ok, ma’am, we learned that team working is a very good thing. Because when you work together you know, you can assist more. Team work is very important.”

Researcher: “Group five (5)

Participant 1: “I think that, uh, that thing gave us a chance to interact. It’s more like things that happen in day-to-day life. We must put it into practice and we mustn’t analyse each other. Don’t put each other down because we are different, we came here for the same thing, but we are different individuals. We must always be supportive to one another and don’t be screaming at each other. So, I think it is a good opportunity and you must learn from it and document the thing that you learned today.”

Researcher: “Everyone happy? Anything else you would like to add?”

All participants: “No.”

Participant: “Thank you ma’am for the cold drinks.”

Transcription from audio recorder:

Participant 1: “Ok, our question is: What is needed in the teaching or learning environment and the relationship with your educator. I don’t know if everybody understands the question? Everybody understand? All right, we came up with different ideas in other groups, ok. So from the physical environment side, it means the whole, the buildings, everything. We spoke of the cleanliness of the school which is neat and tidy and then we spoke also of the resources. With resources it means we’ve got the shelves, we’ve got the skeletons whatever for our lectures. We’ve got the computers, we’ve got the desks, the chairs, everything, the lighting, and the aircon, more like a ventilation side and then we have the rubbish bin. We actually got everything, the microwave, the kettle for making tea for refreshments to make during tea time and the lunch. And the emotional side of it. The interaction between the students and the educator it’s very crucial because the more we willing to interact the more we get to understand each other from the tutor side understanding the learners and vice versa. The integrity comes to the honesty part. When you are student, we all know, you’ve got your own thing. But it is very important that we become very honest with our tutor and we are also expecting the same. If we are not saying, with all due respect, that the teacher is lying, but also we need them to be straight-forward with us and be honest with us. Ok, no need to discriminate. This is amongst the learners. We mustn’t discriminate each other. Those who are doing well in class must not discriminate actually against those who are not doing well in class. And talking about our images, discrimination is a fact. We come from different backgrounds, so I don’t think there is any need for that. We can all look forward to learners to learn. Respect applies to everything and everyone. On everyday life. We have to respect one another, from inside here to the outside world. We have to, it’s very important, without any judgment. Cooperation, yes, during the lecturing

sessions, we should be able to co-operate very much with the tutor or educator, educators. As well as amongst us, we have to cooperate with one another. That's important. Team work, it's more in relation to the cooperation part. We have to be able to work together, be able to listen to one another and so forth. And showing gratitude to our tutor, meaning that we have to very much, we have to show how grateful we are. For the information and everything that she does for us, that she is teaching us. We have to do that. Ok, and warm environment, I think this is in relation to the aircon. You can put it to a temperature where you can feel warm in the class during winter, uh, also pertaining to summer, you can be much cooler. Oh, you want to ask something?"

Participant: "With the warm environment, I think the class must have fresh air. The windows or the aircon must be on and the bathrooms must be nearby for the students to use so that we don't miss a lot of the lesson when going to a bathroom break or a drink of water."

Participant 1: "Ok, here they talk about having fun through and in between lectures, play games to refresh our minds, body and soul before class. I think that's quite clear to everybody. Ok, students must be versatile. You have to be able quickly to multi-task and be like, to be able to change from one task to another. Ok, after you write the test you can go outside and do exercises for instance. That's changing from one task to another and be able to adapt quickly, more like that. So, whatever instructions that she gives to us, or there is something like that, you have to be able to adapt. Ok, honesty and integrity. I think it goes with somebody being honest, more or less the same. Paying attention. You have to pay attention whenever the lecturer is here doing the lecture. All of us so that we can all be able to understand the

lecture. Feel free to express your thoughts. Everybody should be able to feel very comfortable with themselves, say what they feel to the tutor, for everybody to listen. It's more of ideas expression, that's where you get to exchange your ideas from others. Anticipation from the tutor and learners in problem solving. Both parties should be able to participate in terms of when there are any problems arising in the class. Both parties should participate, not only students all the teachers should initiate all the time to solve the issues. There are many problems that could arise in the classroom. Everybody can benefit from having good problem solving skills as we all encounter problems on a daily basis. The learner must come well prepared to class. For instance, even if the lecturer says, can you please look at learning unit 1.2 and 3 and 4, just go through it, she's not saying you must go and study in earnest and everything. The class must have fresh air, example windows or aircon and the toilets must be near for elimination so that the students may not miss a lot of lesson when going out to the toilet or to drink water. I think that is quite clear. Everybody agrees. Are the toilets here far or near?"

Participants: "Far."

Participant 1: "Where do you want them to be? Like in the corridor? Ok, ok, that's fine. One-on-one session with each student to determine, or to see the weak points and help how to improve. I think what the student means is one-on-one sessions with the tutor so that the tutor may discover your problem, that's if you open up. If you open up to her, some other people are very private, some other people are very open like transparent and if they are upset they can express it. So I think that's what she means, that is where a tutor will discover where your problem lies. That way she can help where she can and you must also make your input there. God helps those

who want to help themselves. So you cannot expect her to help you if you also don't make an effort."

Participant: "There must be a computer lab in the school to accommodate all the students."

Participant 1: "Well that one I don't know about because there are computers here. I think this is the lab."

Participant: "They physical environment must be neat and tidy."

Participant 1: "And it falls under resources. And then, um, be open to your educator with regard to every problem. This relays research to openness. If you are open to her, I'm definitely sure she will be able to help you. If you lie about someone, that way you won't be able to solve the problem. That's more like it. And initiate things as a student sometimes. Let's not always wait for the tutor to tell us to do things. Initiative shows sometimes that at least you can be a starter yourself, not waiting for the tutor to tell you what to do. That's actually quite good. Ok, thank you very much, ladies and gentleman."

Participant 2: "What type of interaction will improve your relationship with your educator?"

Approachable, you think that our educator must be easily approachable. She must be friendly when she enters the door so that all of us can be relaxed and the expression.

Respect. The educator must respect us so that we can respect her because they say it starts from the bottom. When an educator addresses a student then the educator must address in a good manner whether he or she is disappointed or not to respect other students.

Equality. The educator must teach us the same equality. She must not have the sides.

Patience. The educator must be patient with all students because we are not on the same level in the class. And we don't understand everything in-depth. Some of them are faster learners, some of them are slow.

One-on-one communication. We think that the educator, when you have a problem, for the sake of student on different levels, I must not be afraid to talk to my educator so that she can know me better, know my problems. You understand?

Class interaction. When we talk about class interaction one must not be afraid to stand up. The class must not laugh, and you must have the opportunity to say what you want to say because it's free. You must get free action in the class. Working groups worker and participate in the class.

Professional. Professional means, all of us, we came here with one thing, we must be professional in the class, even the tutor must be professional. She must know why she's here for us. And even us, we know we are here to study, she, she's here to teach us. We must not take advantage of her and she must not take advantage of us.

Researcher: "What did you mean by professional? Explain to me professional."

Participant 2: "We must be professional. When I come to the class, I must be professional. I must be civil with my fellow students and my tutor. We have to be civil with one another as well as professional. It goes hand-in-hand."

Communication. We must speak the same language in the class room so that we can understand each other. Sjoe, if the educator has a problem with one learner, the educator must solve the problem with the learner in private and not in class. And the matter must be discussed and kept confidential. The student must not be victimized after. The educator must not threaten the learner or make the learner feel small or insecure.

Introspection. Know who you are and what you want and what you want life to reap out of you.”

Researcher: “Anyone want to elaborate on that?”

Participant: “Know what you want and what you want life to reap out of you. That means you must be able to go forward and know where you want to grow in although you don’t know where you are going to, but you know where you come from.”

Researcher: “Ok, now how will that improve your relationship with your educator?”

Participant: “You must be able to understand your educator and what she’s teaching.”

Researcher: “So if I hear it correct, you must do an introspection of yourself to know what type of person you are. So if you are a person that don’t open up, that don’t speak, you can’t blame others if you don’t have interaction with your educator, if you’re afraid to ask questions. But if you’re a person that are an extrovert, who can speak, then if you do badly in a test you’re on your own because you didn’t go and

ask about the questions and the answers. So the interaction between the student and the educator depends on the introspection of yourself.”

Participant: “Yes.”

Participant 4: “Morning everyone. The question is: What qualities must your educator display to improve the relationship between the educator and the student? And then our first point was love and care. She must show love and care to the students so that they can be free to come to her with any questions. They must not be afraid to ask question, because if you don’t ask questions you will never understand. And then the second one was respect. The educator must show respect to us, the students, so that she can get the same respect back. You cannot be submissive and expect the same in return.

Responsibility. It is the students’ responsibility to approach the educator where she has a problem so that the educator can know where you lack and help you. If you don’t approach her, you will never know.

Morale. The educator must greet the students when she enters the class so that the students may feel free. Because if she comes in rude, we will assume she’s angry and we will not enjoy the class.

Patient. The educator must not shout at the students if they do not understand. For instance, she explained twice and I then I still don’t understand. She must still explain to me because we all have different minds. We don’t absorb the same. Explain to me until I understand.

Be open to new ideas. The educator must acknowledge the input of the students. She mustn’t just say that you cannot tell me what to do. I’m the student, I went to school for this, so you cannot tell me what to do. Because, for instance, if you go

outside to the health facilities, everywhere, to the internet research and then you find something, you can just come and share it with her. Maybe she doesn't know and then she must acknowledge, she mustn't just push us away. And then motivation. Once in a while there must be someone, maybe from the Department of Education to teach us, to have many different people teaching us. Because, maybe the tutor can explain it this way and then that person explains the same thing but in a different way. So you will understand the next person better than the other. And then that extra mile. Both the student and the tutor must be willing to go the extra mile. They mustn't just say, for instance, the student, she mustn't just say something is not in the text books; I'm not going to go out and search for it. They must go to the internet. Other students or other people who might know the situation. Then punctuality. We say punctuality is a vital, like in everyday life you must be punctual. You can't just come, maybe the school starts at 08:00, and then you must come at 08:30. It's not being punctual. And it goes for the tutor and the student. Not only for the student and not only for the tutor. Yeah, that is our topic. Any questions or additions?"

Participant 5: "The question was: How do you manage to stay resilient?"

This is the points that we've made from all the groups:

Be positive to yourself and acknowledge and accept the situation that you find yourself in. Associate yourself with positive people and positive thinking people.

Seek help from church like a pastor to help you cope with the situation. Go to the clinic for counseling or social worker and then, maybe in school and talk to the tutor about the problem that you are experiencing.

When you are not performing well in school, change the method of studying for example maybe form a group study or have a one-on-one with tutor to help you.

And then, don't be hard to yourself, because we are not the same. And then morale. Always keep your morale high and know that God loves you.

Talk. You must talk to the same people who have experienced the same problem as what you are going through. Never allow anyone to make you feel inferior because you are special. Study hard and ask help from those who understand better than what you did.

Research from the internet and library on how to stay resilient.

Comparison. Do not compare yourself with others because we are different in your own unique ways. We handle problems in different ways.

Self-motivated or self-motivation. Be able to uplift yourself. Try to be productive, be positive to yourself. Trying to be productive in terms of finding a way to solve your misunderstandings or your problems. Have a positive attitude and approach to life. Set personal goals for yourself. Have faith and have courage in yourself. And if someone is performing well in their studies, ask that person how do they do that, how do they make it for achieving. You try to improve yourself with the method they are using. Be proud and take pride in what you have achieved or what you are going to achieve at the end of the year.

Communication. Talk to your family about your family about your studies and ask for their support and understanding.

Do not undermine your intelligence. What you think of yourself is what you become.

Perseverance and determination. You must have patience and determination in everything that comes your way, because failure is not your destiny but success is your destiny and a way forward. Look things from a positive perspective.”

Participant 6: “What suggestions can be implemented in the educator/student relationship to strengthen your resilience as students?”

Ok, as a group, we came with some ideas. We thought that extra lessons for students who doesn't understand certain things should be applied to for example, maybe two or three days per week, when you don't understand certain things, those who don't understand can stay behind, whereas other ones can go home, others stay behind and they can get the extra lesson so that they can understand and be all on the same level.

And then group study. If we study in a group, it will help some of the students to interact and do better on their tests. Like when we stand in front we won't relate and understand the same way, but when we are in a group, when someone explains, she will explain in a better way. It would be more convenient than standing up in the front.

One-on-one sessions with student and educator especially for those who try to ask questions. Because sometimes, when we are in the class, we come in take each other down, whereas when I'm with someone else asking questions, I don't take it, you must take it as if it's a learning opportunity for all of us because maybe someone there in the corner is expected to say something, but maybe when all of us are asking questions, it may be better for all of us.

Mind map method. On this one it is very specific because mind map method might work for some people and it might not work for others. It also depends on the amount given and what modules you are working on. So it differs from individual to individual. And then create a song on a specific module like the heart flow because as you all know a song always remain in your mind, you never forget it and when you do something repeatedly, it will always be with you so you'll get high achievement. And then the educator must give students a chance to participate and interact as a class during class lessons. Each student must come with their ideas and their understanding forward. I think it's really important. Then respect. Under that, we

must understand that we are different as individuals and have different weaknesses, so we must not undermine one another but try to up lift each other up. I think we must put it into practice. We always preach, respect, respect, but we don't put it into practice. When a certain somebody isn't perfect on a certain thing, we mustn't tend to discriminate them and put them down, but try to support that person and up-lift their spirit so that they can have a positive perspective. And then research. Get insight and knowledge from different sources, if you don't understand the lecture given in class by the educator. It helps other students to broaden their vocabulary and knowledge on certain things or on things they aren't clear about. For example, coming into the theater where the patient has to be isolated, where the patient has to be epilated, you can go into the internet, or wherever, where they put it into a simple way, where you can understand it in your own level. Because sometimes they put it into cast, in a way where you don't understand it, you can go to the internet or someone else. Then it will be much better, your vocabulary will be broadened and your knowledge will be much more. And then awards. It's not a good idea sometimes to give awards because for some people when some people always gets achievements and recognition, never go to them, it creates some kind of tension between jealousy and judgment. But for some reasons, sometimes it works because for some people it encourages them to do much better and want them to do more and become like that person. But, it's a two-way thing, never a one-way thing. That's all, any additions?"

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DECLARATION OF LANGUAGE EDITING

I, Therina van der Westhuizen, ID nr 861007 0057 086, hereby declare that I have edited the **MA dissertation** of **Kathleen Froneman**, entitled

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Regards,

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