

**AN IMPROVED SUPPORT PROGRAM FOR  
FREE STATE EDUCATORS AFFECTED BY  
THE HIV/AIDS PANDEMIC – PRE-  
EXPERIMENTAL RESEARCH TOWARDS  
EDUCATOR RESILIENCE**

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**Research submitted in fulfilment of the requirements for the degree**

**MAGISTER EDUCATIONIS**

**IN**

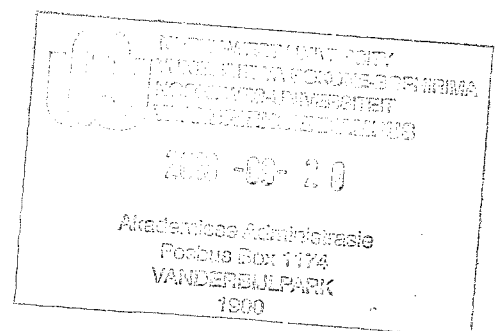
**LEARNER SUPPORT**

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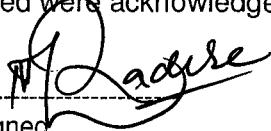
**2010**



## DECLARATION

I wish to declare that this study **An improved support program for Free State educators affected by the HIV/AIDS pandemic - pre-experimental research towards educator resilience** is my own work and that all sources used were acknowledged by means of complete references.

Signed

A handwritten signature in black ink, appearing to read "A. Qadise", written over a horizontal dashed line.

Date

A handwritten date "24/09/2010" written in black ink over a horizontal dashed line.

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## SUMMARY

The main focus of this study was on making recommendations towards the refinement of REds that should increase its effectiveness in supporting educators affected by the HIV and AIDS pandemic towards coping resiliently with the challenges of the pandemic. The educators are affected by learners, colleagues, family members who are HIV positive or dying from AIDS-related illnesses, or teaching orphans and vulnerable learners made by HIV/AIDS pandemic.

To achieve this aim, I followed a pre-experimental pre-test-post-test design. Within this design, I used qualitative methods of data collection, to comment on how successful REds was in encouraging participant resilience and to comment on how REds could be refined.

Ten affected educators volunteered to take part in this study, being three males and seven females. Their ages ranged from 35-56 and they were all primary school educators. All the participants came from one school in the Eastern Free State province (Thabo Mofutsanyana district). REds was implemented in Thabo Mofutsanyana district because this is where I live and work and the school is accessible to me. The participants were all Sesotho-speaking and adhered to Sesotho culture. They all taught AIDS orphans and vulnerable children.

My findings from this study documented that participants seem to have benefitted from their participation in REds. In general the participants reported more resilient management of the challenges brought in by the HIV/AIDS disaster and although this cannot be finally linked to their participation in REds, participants in general they made such a link. REds need to be refined with regard to content, language and activities that will do more to encourage assertiveness.

**Keywords:** resilience, intervention programme, affected educators, care and support, support services, HIV/AIDS

## OPSOMMING

Die primêre fokus van hierdie studie was om aanbevelings te maak vir die verfyning van REEds om die effektiwiteit daarvan in die ondersteuning van opvoeders wat deur die MIV/VIGS-pandemie geaffekteer is, te verhoog, waardeur hulle in staat gestel sal word om die uitdagings van die pandemie veerkragtig te hanteer. Dié opvoeders word óf deur leerders, kollegas en gesins- en familieledede geaffekteer wat MIV-positief of sterwend is weens Vigs-verwante siektes, óf hulle onderrig kinders wat weens die MIV/VIGS-pandemie wees of kwesbaar gelaat is.

Om hierdie doelwit te bereik, het ek 'n pre-eksperimentele voor-toets na-toetsontwerp gevolg. Binne hierdie ontwerp het ek kwalitatiewe metodes van dataversameling gebruik om kommentaar te lewer op hoe suksesvol REEds was in die aanmoediging van veerkragtigheid by deelnemers en om kommentaar te lewer oor hoe REEds verfyn kan word.

Tien geaffekteerde opvoeders het aangebied om aan hierdie studie deel te neem, synde drie mans en sewe dames. Hulle ouderdomme het gewissel tussen 35 – 56 en hulle was almal laerskool-opvoeders. Al die deelnemers was van een skool in die Oos-Vrystaat (Thabo Mofutsanyana-distrik) afkomstig. REEds is in die Thabo Mofutsanyana-distrik geïmplementeer want dit is waar ek woon en werk en die skool is vir my toeganklik. Die deelnemers was almal Sesotho-sprekend en behorende tot die Sotho-kultuur. Hulle het almal VIGS-wesies en kwesbare kinders onderrig.

Volgens my bevindinge wat uit hierdie studie voortspruit, het deelnemers gebaat by hulle deelname aan REEds. Oor die algemeen het deelnemers meer veerkragtige beheer oor die uitdagings wat deur die MIV/VIGS-ramp geskep is, gerapporteer. Alhoewel dit nie uiteindelik aan hulle deelname aan REEds gekoppel kan word nie, het deelnemers oor die algemeen so 'n verbintenis

gemaak. REs moet verfyn word met betrekking tot inhoud, taal en aktiwiteite wat meer sal doen om selfhandhawing aan te moedig.

Sleutelwoorde: veerkragtigheid, intervensieprogam, geaffekteerde opvoeders,

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