

TARGETING EDUCATOR RESILIENCE - AN INTERVENTION PROGRAM FOR FREE STATE PRIMARY SCHOOL EDUCATORS AFFECTED BY THE HIV/AIDS PANDEMIC

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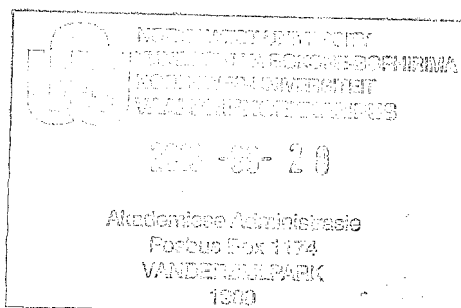
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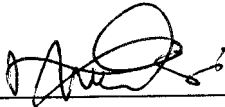
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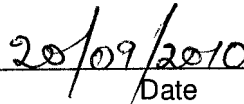


DECLARATION: 20509723

I declare that this dissertation, "Targeting educator resilience – an intervention programme for Free State primary school educators affected by the HIV/AIDS pandemic", is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



Signature



Date

Ntsubise Violet Moeketsi

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I would like to dedicate this dissertation in honour of educators out there who are affected and infected by the HIV/AIDS, may you fight back and become resilient in the face of the pandemic, and most of all, to the following people: Professor Linda Carol Theron, who supervised me with her excellent and outstanding leadership, you are a true leader and a hero, thank you.

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SUMMARY

The aim of this study was to explore how effectively educators in primary schools in the Thabo Mofutsanyana district (rural QwaQwa area, Free State province) affected by the HIV/AIDS pandemic can be supported to cope more resiliently with the pandemic's challenges, using the Resilient Educators programme (REds). REds has been piloted with urban educators previously, but not with rural educators.

In order for me to achieve this aim, I used mixed methods to gather data: qualitative and quantitative data were gathered in the pre- and post-tests (before and after the implementation of REds) to comment on participant empowerment. I interpreted the data to comment on whether and how the REds programme supported educators affected by HIV/AIDS. Previous REds piloting was done with urban educators. My piloting would explore if and how REds would enable rural educators.

To actualise the study, I recruited ten participants (two males and eight females), but only the eight females completed the study. My participants were Sesotho-speaking educators from one of the primary schools in the rural area in the Thabo Mofutsanyana district (QwaQwa area) and all were affected by the pandemic.

My findings indicated that REds was a meaningful intervention, but that it needs to be improved as regards the following:

- Facilitators should take note of the strengths that participants have relating to HIV/AIDS.
- Future REds should encourage positive interpersonal relationships.
- The entire staff and different stakeholders in the community should be involved in future REds participation.
- REds should be an ongoing intervention strategy for supporting infected educators and those otherwise affected by the pandemic.

Key words: intervention programmes, affected educators and learners, resilience, HIV/AIDS, and cope.

OPSOMMING

Die doel van hierdie studie was om te verken hoe effektief opvoeders in laerskole in die Thabo Mofutsanyana-distrik (landelike QwaQwa-area, Vrystaat Provinsie) wat deur die MIV/VIGS-pandemie geaffekteer is, ondersteun kan word om die uitdagings van die pandemie meer veerkragtig te hanteer deur gebruikmaking van die *Resilient Educators*-program (REds). REds is voorheen met stedelike opvoeders geloods, maar nie met landelike opvoeders nie.

Om hierdie doelwit te bereik, het ek gemengde metodes gebruik om data in te samel: kwalitatiewe en kwantitatiewe data is in die pre- en post-toetse (voor en na die implementering van REds) ingesamel om op deelnemersbemagtiging kommentaar te lewer. Ek het die data geïnterpreteer om kommentaar te lewer oor hoe en of die REds-program leerders wat deur MIV/VIGS geaffekteer is, ondersteun.

Om die studie te aktualiseer, het ek tien deelnemers gewerf (twee mans en agt dames), maar slegs die agt dames het die studie voltooi. My deelnemers was Sesotho-sprekende opvoeders by een van die laerskole in die landelike gebied in die Thabo Mofutsanyana-distrik (QwaQwa-area) en hulle is almal deur die pandemie geaffekteer.

My bevindinge het aangedui dat REds wel betekenisvol was vir landelike opvoeders, maar ook dat REds verbeter behoort te word met betrekking tot die volgende:

- Fasiliteerders behoort te let op deelnemers se sterktes met betrekking tot MIV/VIGS.
- Toekomstige REds behoort positiewe interpersoonlike verhoudings aan te moedig.
- Die personeel as geheel en verskillende belanghebbendes in die gemeenskap behoort by toekomstige REds-programme betrokke te raak.

- REs behoort 'n voortgaande intervensiestrategie te wees om geïnfekteerde opvoeders en dié wat andersins deur die pandemie geïnfekteer is, te ondersteun.

Sleutelwoorde: Intervensieprogramme, geïnfekteerde opvoeders en leerders, veerkragtigheid, MIV/VIGS, hanteer.

TABLE OF CONTENTS

DECLARATION: 20509723	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	viii
LIST OF TABLES	xiv
LIST OF FIGURES	xvi
CHAPTER ONE	1
ORIENTATION TO THE STUDY	1
1.1 INTRODUCTION	1
1.2 PROBLEM STATEMENT AND MOTIVATION	1
1.3 AIMS	9
1.4 RESEARCH PARADIGM	9
1.5 RESEARCH METHODOLOGY SUMMARISED	11
1.5.1 Participant recruitment	13
1.5.2 Credibility/Soundness of the research process	14
1.5.3 Ethical aspects	14
1.6 CLARIFICATION OF KEY CONCEPTS	14
1.7 CHAPTER DIVISION	16
1.8 CONCLUSION	17
CHAPTER TWO	18
THE REALITY OF HIV/AIDS IN SOUTH AFRICA	18
2.1 INTRODUCTION	18

2.2 HIV/AIDS STATISTICS	19
2.2.1 Sub-Saharan Statistics	20
2.2.2 South African Statistics.....	21
2.3 THE IMPACT OF HIV/AIDS ON EDUCATION	26
2.3.1 Supply of Education	26
2.3.2 Demand for education	28
2.3.2.1 Orphanhood.....	29
2.3.2.2 Vulnerable learners.....	31
2.3.3 Quality of Education	33
2.3.4 Conclusion	34
2.4 THE IMPACT OF THE PANDEMIC ON AFFECTED EDUCATORS.....	35
2.4.1 Personal impact on affected educators	35
2.4.1.1 Physical Impacts	35
2.4.1.2 Emotional Impacts	36
2.4.1.3 Spiritual Impacts	36
2.4.1.4 Social Impacts.....	36
2.4.2 Professional impact on affected educators.....	37
2.4.3 Conclusion	38
2.5 SUMMARY	39
CHAPTER THREE	40
EMPIRICAL STUDY	40
3.1 INTRODUCTION	40

3.2 AIM	41
3.3 RESEARCH DESIGN AND METHOD.....	41
3.3.1 Phase 1: Literature study	41
3.3.2 Phase 2: Empirical Research	42
3.3.2.1 Intervention Research Design	42
3.3.2.2 The design of my REds study	48
3.3.3 Participants	50
3.3.4 Data Collection.....	52
3.3.4.1 Quantitative instrument: The ProQOL questionnaire	52
3.3.4.2 Qualitative methods	54
3.3.4.2.1 Open-ended questionnaires.....	54
3.3.4.2.2 Symbolic Drawings	55
3.3.4.3 Data collection procedure	55
3.3.5 Data Analysis	56
3.3.5.1 Quantitative data analysis	56
3.3.5.2 Qualitative data analysis	56
3.3.6 Rigour	58
3.3.6.1 Reliability and validity of quantitative data	58
3.3.6.2 Trustworthiness of qualitative data.....	58
3.3.7 Ethical Aspects	59
3.3.7.1 Protection from harm	60

3.3.7.2 Informed consent	60
3.3.7.3 Honesty with Professional Colleagues	61
3.3.7.4 The right to privacy	61
3.3.7.5 Actions and competence of researchers	61
3.3.7.6 Cooperation with contributors	62
3.3.7.7 Publication of findings	62
3.3.7.8 Debriefing of respondents	62
3.4 CONCLUSION	63
CHAPTER FOUR	64
RESULTS	64
4.1 INTRODUCTION	64
4.2 COMPARISON OF PRE- AND POST-TEST FINDINGS	64
4.2.1 Quantitative Findings	64
4.2.1.1 Compassion satisfaction	66
4.2.1.2 Burnout	66
4.2.1.3 Compassion fatigue or secondary trauma	66
4.2.1.4 Concluding comments	67
4.2.2 Qualitative Findings.....	71
4.2.2.1 Symbolic drawings	71
4.2.2.2 Open-ended questionnaire themes: pre-test data.....	82
4.2.2.3 Open-ended questionnaire: Post-test data themes.....	92
4.3 CONCLUSION	99

CHAPTER FIVE.....	105
CONCLUSIONS AND RECOMMENDATIONS	105
5.1 INTRODUCTION	105
5.2 AIMS OF THE STUDY	106
5.3 CONCLUSIONS FROM THE LITERATURE STUDY	107
5.3.1 HIV/AIDS Statistics	107
5.3.2 Sub-Saharan Statistics	107
5.3.3 HIV/Aids South African Statistics	108
5.3.4 The impact of the HIV/Aids pandemic on education.....	108
5.3.4.1 Supply for Education.....	108
5.3.4.2 Demand for education.....	109
5.3.4.3 Quality of Education.....	110
5.3.4.4 The impact of the pandemic on affected educators	110
5.3.4.5 Professional impact on affected educators	112
5.4 CONCLUSIONS FROM THE EMPIRICAL STUDY	113
5.5 RECOMMENDATIONS FOR CHANGES TO REDS	114
5.6 LIMITATIONS OF THE STUDY	115
5.7 CONTRIBUTIONS MADE BY THE STUDY.....	116
5.8 RECOMMENDATIONS FOR FURTHER STUDY.....	117
5.9 CONCLUSION.....	117
BIBLIOGRAPHY	120
ADDENDUM A	132

ADDENDUM B	133
EXAMPLE OF PROQOL QUESTIONNAIRE	133
ADDENDUM C	135
OPEN-ENDED QUESTIONNAIRES	135
ADDENDUM E.....	138
AUDIT TRAIL: OPEN CODING OF QUESTION 1 (POST-TEST).....	138

LIST OF TABLES

Table 1.1:	Global HIV/AIDS estimates, end of 2007 (UNAIDS, 2008a: 32-32)	3
Table 1.2:	Resilient educators (Theron, 2008b: 92)	7
Table 1.3:	Division of chapters	16
Table 2.1:	Global statistics of the HIV/AIDS epidemic (UNAIDS & WHO, 2008).....	19
Table 2.2:	Estimated HIV prevalence among antenatal clinic attendees, by province (Department of Health, 2006; Noble, 2006).....	23
Table 2.3:	Estimated HIV prevalence among antenatal clinic attendees, by age (Department of Health, 2006; Noble, 2006)	24
Table 2.4:	Estimated HIV prevalence infections in South Africa by sex and race (Shisana <i>et al.</i> , 2005: 33)	25
Table 3.1:	Summary of aims and methods	42
Table: 3.2:	Detailed information about how participants were affected by the pandemic	51
Table 3.3:	Soundness of qualitative research (Lincoln and Guba in De Vos, 2005: 345; Maree & Van der Westhuizen, 2007: 39-40)	58
Table 4.1:	ProQOL data suggesting growth in resilience.....	68
Table 4.2:	Thematic grouping of pre-test symbolic drawings.....	71
Table 4.3:	Comparison of pre-test drawing themes with the profile of resilient educators	75

Table 4.4:	Thematic grouping of post-test symbolic drawings	76
Table 4.5:	Comparison of post-test drawing themes with profile of resilient educators	79
Table 4.6:	Comparison of open-ended pre-test questionnaire themes with profile of resilient educators.....	88
Table 4.7:	Knowledge of supportive resources.....	96
Table 4.8:	Comparison of post-test questionnaire themes with profile of resilient educators.....	97
Table 4.9:	Comparison of all quantitative and qualitative findings	101
Table 5.1:	Aims and Achievements of my study.....	106
Table 5.2:	Decreasing demand for education due to orphanhood and vulnerability.....	109
Table 5.3:	The personal impact of the pandemic on affected educators.....	111
Table 5.4:	Conclusions from empirical study	113

LIST OF FIGURES

Figure 1.1:	Overview of Chapter 1	1
Figure 1.2:	Interactive structure for coping resiliently (Theron, 2008b: 95)	6
Figure 1.3:	Research design followed in the implementation of REDS...13	
Figure 3.1:	Overview of Chapter Three.....	40
Figure 3.2:	Themes used in the REds programme REds manual (Theron, 2006).....	46
Figure 3.3:	Pilot testing followed (Theron, 2007)	47
Figure 3.4:	REds design followed: pre- experimental group, pre – test, post – test design (Leedy & Ormrod, 2005: 223-224) ...	49
Figure 4.1:	ProQOL results: pre-test and post-test	65
Figure 5.1:	Overview of Chapter 5.....	105