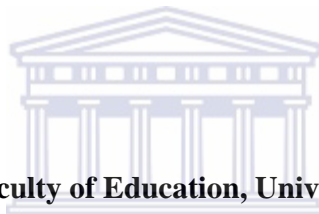


**Evaluation of the Impact of HIV/AIDS Life Orientation Prevention Programme in a
Cape Town High School**

ABIODUN FOLAKEMI FATOBA



**A thesis submitted to the Faculty of Education, University of the Western Cape in
fulfillment of the requirements for the degree of Masters in Education.**

UNIVERSITY of the
WESTERN CAPE

Supervisor

Prof. M. B. Ogunniyi

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ABSTRACT

The rate at which the spread of human immunodeficiency virus/auto immunodeficiency syndrome (HIV/AIDS) is increasing in the world has brought with it the realization that the disease is more complex and extensive than imagined. The alarming increase in the rate of infection combined with the fact that researchers have not found a cure has considerable socioeconomic implications. The peculiarity of HIV/AIDS, has caused almost all countries of the world to introduce different types of intervention programmes for the youth in order to reduce or eradicate the disease. South Africa, being one of the countries in the world that has the highest number of people living with HIV/AIDS, has introduced a Life Orientation Programme (LOP) into the school curriculum as a preventive measure. HIV/AIDS prevention programmes as part of the LOP are designed to increase the knowledge and skills of youths in order to adopt and maintain good sexual behaviours that can virtually eliminate the risks of becoming infected with the HIV.

This study evaluates the effectiveness, efficiency, relevance and impact of LOP on the sexual behaviours of the learners in a high school in Cape Town. The study was motivated by the fact that, despite the introduction of different intervention and prevention programmes in high schools, there seems to be no significant reduction in the spread of HIV/AIDS among the youths. In order to make this evaluation worth the while, four instruments, (questionnaires, semi-structured interviews, a classroom observation schedule and a test), were used in the study with the consent of the participants and the school authorities. The participants (the teachers and learners) were contacted independently by an educator who was introduced to me by the principal, so that the researcher would not influence the information provided.

The results of the study show that the LOP made considerable impact on the learners' sexual behaviours towards HIV/AIDS. However, the participants did point out some of the constraints that might have prevented the programme from being much more successful as it should be. These constraints include: large class size, inadequate administrative supports and poor preparation of teachers to implement the programme. This study offers several recommendations for the stakeholders e.g. the Education Department, non-governmental organization, parents,

teachers and learners, to consider concerning how the programme could achieve greater successes in the future.



DECLARATION

I declare that “*Evaluation of the Impact of HIV/AIDS Life Orientation Prevention Programme in a Cape Town High School*” is my own work; that it has not been submitted before for any degree or examination in any other University, and that all the sources I have used or quoted have been indicated and acknowledged as complete references.

ABIODUN FATOBA

Signed:

Date: May, 2013



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Glory be to God Almighty for seeing me through this Masters programme. I wish to thank all that were involved in the completion of this thesis.

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¹ “*Dynamic High School*” indicates pseudonym to protect the anonymity and confidentiality of the participating high school

DEDICATION

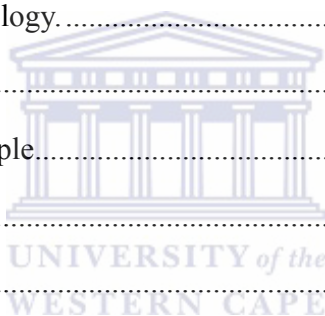
The research work is dedicated to the Almighty God who spared my life and saw me through the Masters programme



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CHAPTER 1

Introduction

1 Introduction

This chapter deals with the introduction, background, rationale, conceptual framework, problem statement, and the research questions of the study. HIV/AIDS, a poorly known disease in the 1980s, is currently a fore-front pandemic that has devastated many lives and shattered the dreams, hopes and aspirations of many people around the world. The earlier debates in South Africa about whether or not the disease is worth all the attention given to it has since been replaced with government policies and programmes of action specifically formulated to find the most effective way to curb the rapid rates in which the disease has been spreading especially among the youths. The central focus of this study has been to assess an on-going HIV/AIDS prevention programme in South Africa known as the Life Orientation Programme (LOP). As Ogunniyi (1984) has stated, the best indicator of any programme is the correlation between the aims and the outcomes of that programme. A corollary to this has been to explore whether or not LOP has been well implemented at *Dynamic High School* in Cape Town, South Africa.

It is necessary to point out from the start that evaluating any programme implies making an informed judgement about the success or otherwise of that programme in terms of the goals set for that programme. This further implies a careful comparison of the input of the human and material resources invested and the output of that investment (Easton, 1996; Ogunniyi, 1978). In the absence of knowing the actual financial outlay of a programme an evaluator cannot but resort to some subjective assessment. This is not necessarily good or bad but it does show to what extent any claim can be made. In the course of this study it was evident that I could not access vital classified documents in terms of actual financial and material investment in the programme. Despite this limitation it was my view that the success or otherwise of LOP at *Dynamic High School* could still be determined indirectly by examining learners', educators', and school administrators' perceptions of the programme. This matter would be referred to later in the sections dealing with the research questions and limitations of the study.

Despite the spirited efforts that have been made so far in many developing countries by governments, non-government organizations (NGO) and various United Nations (UN) bodies and others to bring the disease under control, new cases are being reported daily. According to United Nations Programme on HIV/AIDS (UNAIDS), the estimated percentage of people living with the disease in Sub-Saharan Africa alone, between 1990 and 2007, was close to 12% of the total population (UNAIDS, 2008). Likewise, UNAIDS and WHO (2009) have indicated that over 30 million people around the world currently live with HIV/AIDS. In reality and considering the stigma usually attached to the disease, especially in traditional societies, the number may be more than 50 million. Beyond statistics however, it must be realized that the bulk of this number represents mostly young people with great potentials to contribute to the socio-economic development of their respective countries. It was against this context that the present study was undertaken as part of the efforts directed at increasing the awareness of school-going youths about the enormous challenge facing them relative to this pandemic.

1.1 Background of the study

The increase in the spread of HIV/AIDS among sexually active young people in the world has necessitated the introduction of several AIDS prevention programmes to educate young people about effective sexual health behaviours. AIDS prevention programmes are designed to increase the knowledge and skills of young people in order to adopt and maintain desirable behaviour that can virtually eliminate their risk of becoming infected with HIV (Oyedunni & Oladepo, 2000). There are several HIV/AIDS prevention programmes organized by different countries of the world especially African countries. In the Eastern region of Africa, USAID in conjunction with the US President's emergency plan for AIDS relief provides basic HIV/AIDS support to Democratic Republic of the Congo, Ethiopia, Kenya, Madagascar, Rwanda, Sudan, Tanzania, and Uganda.

The USAID programmes focus on behavioural change communication, condom social marketing, voluntary counselling and testing, prevention of mother-to-child transmission of HIV services, orphans and vulnerable children services, community outreach, local capacity building, tuberculosis-HIV services, and health systems strengthening projects, among others (USAID,

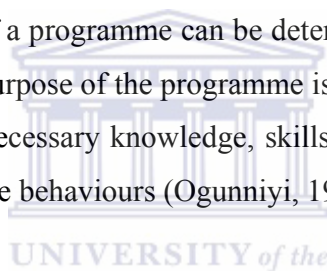
2010). In Southern Africa, USAID organized a Regional HIV/AIDS Programme (RHAP), which focuses on HIV/AIDS prevention, human capacity development and capacity building. The RHAP supports HIV programmes in Angola, Botswana, Lesotho, Malawi, Mozambique, Namibia, South Africa, Swaziland, Zambia, and Zimbabwe. The Tanzania's HIV/AIDS Prevention and Nutrition Education Programme called Global Service Corps (GSC) was set up by a group of volunteers and the programme is been used as an effective instrument to educate and organize training for different groups in towns and rural villages.

South Africa, being one of the countries with high HIV/AIDS prevalence in Africa, has introduced several prevention programmes most of which are school-based programmes such as Family Life Education, Outcomes-Based Education (OBE) and Life Orientation (LO). These programmes were put in place to reduce the spread of HIV/AIDS among young people. The Life Orientation Programme (LOP) was introduced into the curriculum at high school level in South Africa (Department of Education, 1997) to educate learners on the issues of life skills and sexuality education. In order to determine the impact of these programmes on the spread of HIV/AIDS among the learners, an evaluation study is necessary. This study seeks to evaluate the perception of learners, educators and school administrators on HIV/AIDS prevention programme under the auspices of "life orientation programme" (LOP) in South Africa. The evaluation of LOP will give an insight into the effectiveness, efficiency, relevance and the impact of the HIV/AIDS prevention programme at reducing the spread of HIV/AIDS.

Evaluation study is an important tool used to assess the strength and weakness of a particular programme in order to determine its usefulness (Sims, 1993; Hammarick, 1997; Blake & Lansdell, 2000). Evaluation study measures and finds out the actual knowledge, skills, attitudes, or behaviours a programme has addressed in order to determine if the objectives of the programme are met. According to Stufflebeam and Webster (1980), evaluation is the study designed and conducted to assist some audience to judge and improve the worth of some educational programmes. Scriven (1995) also defined evaluation as "the process of determining the merit, worth or value of something". Evaluation basically is of two types. Evaluation can either be carried out on programmes or participants (Ogunniyi, 1984). Evaluation of any

programme is an important tool that can be used to improve programme operations and reduce the variation around the target.

To determine the success or otherwise of a programme, certain salient points must be considered. These include: (i) the quality of the programme; (ii) the correlation between the purpose of the programme and the end result i.e. whether or not the programme is hitting its set target; (iii) what is working or not working and what is learned; (iv) the significance of the programme for the recipients; (v) the perceptions of the recipients about the effectiveness, efficiency, relevance and impact on their lives; and (vi) the resources provided to make the programme sustainable over time (Ogunniyi, 2004; Seotsanyana, 2002). In terms of an education programme, such as the Life Orientation Programme (LOP), aimed at preventing the spread of HIV/AIDS among learners, an evaluator would like to see the link between what is intended, what is being done and what is achieved. The success or failure of a programme can be determined through a series of activities that learners are exposed to. The purpose of the programme is also justified if the beneficiaries of that programme have developed necessary knowledge, skills or awareness which helps them to demonstrate the envisaged desirable behaviours (Ogunniyi, 1984).



It is imperative to note that the layout of a programme goes a long way in determining the effectiveness, efficiency, relevance and the impact of the programme. Therefore, the quality of a programme must be put into consideration while sketching and outlining the programme (Chuene, Lubben, & Newson, 1999; Ogunniyi, 1984). The central concern of this study was to determine the overall impact of LOP on learners' behaviours towards HIV/AIDS in a previously disadvantaged high school in Cape Town, South Africa. The emphasis on "impact" in this study was premised on the fact that no matter how effective, efficient or relevant a programme may be, what is important is the impact on the recipients overtime such that they exhibit desirable behaviours critical to their well-being not just for a short time but the foreseeable future (Eaton, Flisher, & Aar, 2003). Hence, with respect to the HIV/AIDS pandemic, one would expect that the LOP would assist learners to develop healthy behaviours that would not make them victims of HIV/AIDS.

Whatever resources are put in place there must be sufficient evidence to show that the recipients value what is done for them and make deliberate efforts to do what the programme expects them to do. Now, before, talking about the overall impact of a programme, it is apposite to briefly consider some of the prerequisite conditions or dimensions namely, the effectiveness, efficiency and relevance of that programme (Veney & Kaluzny, 1991). A programme cannot be considered to have had any meaningful impact if it does not affect the attitudes and the behaviours of the recipients. For instance, the LOP will not be considered to be effective, efficient, relevant and to have any meaningful impact if the recipients still continue in their irresponsible sexual behaviours even after being exposed to the programme.

According to Wojtczak (2002), effectiveness is defined in the medical field as a measure or the extent to which a specific intervention, procedure, programme or service does what it is expected to do for a specified population when employed in routine circumstances. Effectiveness is defined by Fraser (1994), as a measure of match between stated goals and their achievement while efficiency is defined as the ability to perform well or achieve a result without wasted energy, resources, effort, time or money (Wojtczak, 2002). Relevance implies determining whether a programme or service is needed. It also gives an idea of the rationale for having a programme or set of activities to meet the education service (Veney & Kaluzny, 1991), while impact refers to the totality of what the programme is doing (Anderson, 1990). These definitions have been used to shape the direction of the study. I shall elaborate more on these evaluation indicators later on in chapter 2.

1.2 Rationale

Records have shown that young people in the age group 14-25 years are vulnerable to HIV/AIDS due to the fact that they are sexually active (Kasirye and Hisali, 2010; Lohmann, Tam, Hopman, & Wobeser, 2009). Incidentally, this age group, especially from 13-20 years is the age group in which young people attend secondary schools. South Africa is one of the countries rated as most affected country with HIV in the world (Visser, Schoeman, & Perold, 2004). In view of this, South African government took a crucial step by introducing HIV education in schools under the LOP. The introduction of HIV education in South African schools is expected to create more awareness about the consequences of unhealthy and irresponsible sexual behaviours that could

lead to the spread of the disease. The roles of the educators and the attitudes of the learners towards the programme go a long way in reducing the rate of infection. There is need for educators to compliment the efforts of the government by proper implementation of LOP in order to achieve the desired goals. Monitoring the effects of LOP on the spread of HIV/AIDS is important in order to determine how effective the programme is at reducing the spread of HIV/AIDS.

1.3 HIV/AIDS prevalence

The current HIV/AIDS epidemic is known to be the greatest health challenge faced by most countries. AIDS, Acquired Immune Deficiency Syndrome, is an infectious disease caused by the human immunodeficiency virus (HIV). The rate at which the spread of HIV/AIDS is increasing in the world has brought with it the realization that the disease is more complex and extensive than imagined (Veenstra & Whiteside, 2005). The alarming increase in the rate of infection combined with the fact that researchers have not found a cure has considerable socioeconomic implications. Although HIV/AIDS epidemic appears to have stabilized in most countries due to different “prevention and intervention programmes”, HIV prevalence has been observed to increase in Eastern Europe, Central Asia and in other parts of Asia due to a high rate of new HIV infections (UNAIDS/WHO, 2009). Sub-Saharan Africa has been observed to be the most heavily affected region with South Africa having the highest rates of HIV prevalence in the world (Booyesen, Geldenhuys, & Marinkov, 2003; Mitton, 2000)

A report on the global AIDS epidemic (UNAIDS, 2008) estimated the number of people living with HIV and adult HIV prevalence in Sub-Sahara Africa has increased from 5 million in 1990 to be over 20 million in 2007. The percentage prevalence of HIV among people with the age 15 and 49 has also increased from about 3% to 6% in 2007. According to the recent reports on HIV/AIDS (UNAIDS/WHO, 2009), the number of people living with HIV worldwide increased in 2008, reaching an estimated number of 34 million people.

Among the Sub-Saharan countries, the spread of HIV/AIDS in South Africa has continued to be on top of the list (Visser et al., 2004). According to the report from the Department of Health, an estimate of 11 percent of the total population of South Africa was already HIV infected by the

end of 2001. This indicates that a total of 4.74 million South Africans were infected with HIV at the end of 2001 (Department of Health, 2002). Young people within the age group 15-29 years in South Africa account for half of all new HIV infections (UNAIDS, 2004; Department of Health, 2002; Pettifor et al., 2004), and this could be attributed to the fact that at least 50% of young people are sexually active by age 16 years (Eaton et al., 2003; Ahmed, Flisher, Mathews, Mukoma, & Jansen, 2009). A significant percentage of the people at this age (15-19 years) attend school, where they spend a substantial part of their time. In a survey carried out by Pettifor et al. (2005) on HIV prevalence and sexual behaviours among South African youth between 15 and 24 years of age, young women were found to be significantly infected with HIV in comparison with their male counterparts. They observed an increase in the percentage of HIV prevalence among 15-16 years old female. The global trend of the pandemic is as shown in Figure 1.1 below.

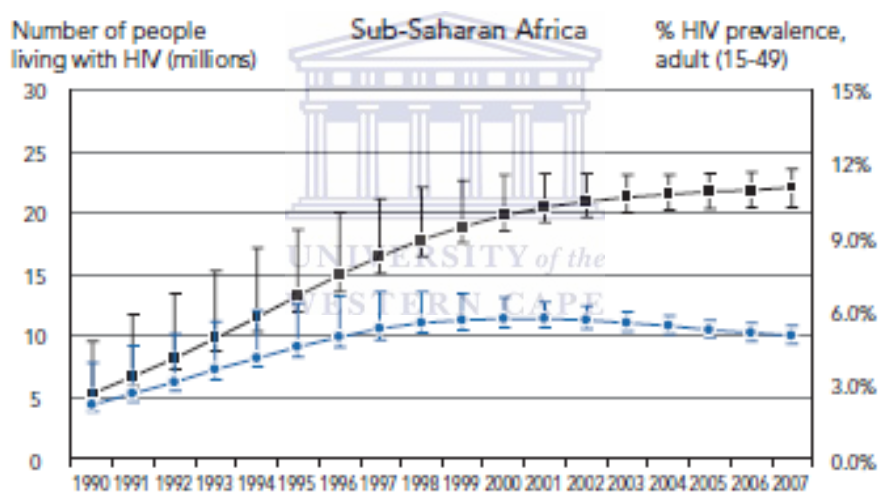


Figure 1.1: Estimated number of people living with HIV and adult HIV prevalence. Global HIV epidemic, 1990–2007; and, HIV epidemic in Sub-Saharan Africa, 1990–2007 (UNAIDS, 2008)

1.4 Education and HIV/AIDS prevention/intervention programmes

Education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another. Education plays a very important role in preparing and nurturing individuals to live in a society and to perform specific functions. According to Oni (2005), education is a means by which society ensures its stability, and a

means through which young members of a given society are taught the expected behaviours. One of the important goals of education is to change people's behaviours (Oni, 2005) so that they will know how to relate with one another in a responsible way. As important as education is, one of the stumbling blocks to achieving one's goal, especially in education, is ill-health. It is a common saying that knowledge is power and health is wealth. The relationship between education and health cannot be underestimated. In the workshop organized by UNESCO on "*AIDS, health and education for sustainable development*", health was described as the centre of human aspirations and the bedrock of economic prosperity (UNESCO, 2009). This indicates that good health is a very important aspect of human lives that requires adequate attention.

In view of the importance of education to inform, enlighten and stabilize society, the link between education and health must be strengthened by the government, responsible individuals or organizations. The control of HIV/AIDS must not be divorced from the educative process. The youths need to be taught how to take responsibility for their actions. As the most vulnerable group in society, the youths (especially the adolescents) must be made aware of the consequences of unhealthy and irresponsible sexual behaviours so as not to get infected with sexually transmitted diseases such as HIV/AIDS, gonorrhoea, syphilis etc. Despite the fact that young people of 15–24 years of age account for 45% of all new HIV infections, (Lohmann et al., 2009); many young people still lack accurate, complete information on how to avoid exposure to the virus (UNAIDS, 2008). Survey data from 64 countries indicate that 40% of males and 38% of females ages 15–24 had accurate and comprehensive knowledge of HIV and how to avoid transmission (Ross, Dick, & Ferguson, 2006).

There are several ways in which government and non-governmental organizations have contributed to the prevention and the spread of HIV/AIDS. These include organizing different prevention strategies such as voluntary counselling and HIV testing, education and communication campaign. In the recent years, many AIDS prevention programmes have been introduced in different countries. Amongst these prevention programmes are peer education and life orientation programmes.

According to Sloane and Zimmer (1993), peer education is a method of training individuals to instruct other members of their peer group about health with the goal of influencing health behaviours. The effectiveness of peer education programme among youth could be linked to their susceptibility to peer influences as they go through a stage in their life when they find it difficult to trust, communicate or identify with adults (Sloane & Zimmer 1993). The youths, at a stage in life, turn to their peers as their most important and credible source of information especially in areas such as human sexuality, drugs and alcohol (Edelstein & Gonyer, 1993).

The use of peer education to reach out to adolescents on various health-related issues has been observed to yield encouraging results (Oyedunni & Oladepo, 2000). For instance, the use of peer education intervention targeting African-American adolescent females showed a decrease in sexual activity from 21% at baseline to 14% at follow-up. Intermittent use of condoms increased from 26% to 39%, and the number of women who never used condoms decreased from 44% to 33% (Slap, Plotkin, Khalid, Michelman, & Forke, 1991). In the study by Oyedunni and Oladepo (2000) in which they determined the effects of peer education on HIV/AIDS knowledge, attitudes and sexual behaviour of deaf secondary school students', the prevention programme was discovered to be effective in improving HIV/AIDS knowledge thereby decreasing unsafe sexual intercourse among deaf students. The study also revealed that peer education strategy alone may not be enough to reduce the spread of HIV/AIDS among adolescents in the school setting. They suggested the need to encompass other strategies that involve families, religious institutions, community-based organizations etc.

South African government introduced HIV prevention programme in schools under the banner of “life-orientation” programme (LOP). LOP was introduced in the late 1990s as a learning area in South African schools with HIV and AIDS and sex education as the key content area (Department of Education, 2002; Rooth, 2005). This programme was designed for youths and teenagers with a view to equip them with the knowledge and skills they need to make informed and healthy choices (Ahmed et al., 2009; Mathews, Boon, Flisher, & Schaalma, 2006; James-Traore, Finger, Ruland, & Savariaud, 2004). LOP was introduced based on the hypothesis that efficient education for HIV/AIDS prevention is possible only when school children have the opportunity to acquire functional knowledge about HIV/AIDS; consider choices that support

healthy behaviours related to HIV/AIDS; and to develop and practice skills that support those choices (International Bureau of Education/UNESCO, 2003). LOP comprised of a diverse number of components, which included: guidance, life skills education, health promotion, physical development and movement, environmental education, citizenship and human rights education and religion education (Francis, 2010).

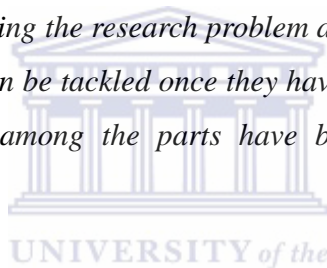
Educators are given a considerable amount of responsibility and autonomy in respect of implementation of the LOP in schools (Francis, 2010); and apart from this, the life-orientation educators were equipped with knowledge of HIV/AIDS and sex education (Peltzer & Promtussananon, 2003). Despite the introduction of the mandatory HIV education in South African schools, and the training and re-training of teachers, the spread of the HIV was not significantly reduced (UNAIDS, 2008; Epidemiological Fact Sheet, 2009). The ability of the “life-orientation” teachers to adequately impart knowledge and the confidence to teach the said “mandatory subject” is very important, in order to achieve the purpose of the life-orientation programme. Helleve et al. (2009) investigated teachers’ confidence in teaching HIV/AIDS and sexuality in South African and Tanzanian schools. They observed that South African and Tanzanian teachers are fairly confident in teaching HIV/AIDS and sexuality. Apart from the confidence to teach, the willingness and the seriousness put into the teaching by the educators has to be considered if the purpose of the programme is to be achieved. However, educators cannot succeed on their own without the support of school administrators. The role of the school principals in making sure that the programme is successful is also an important factor to be considered.

1.5 Conceptual framework

Performance evaluation is the most complex and controversial of human resource management techniques (Roberts, 2003), and a little understood function of organizational life. Evaluation of any programme is an important tool that can be used to improve programme operations and ensure the quality of the programme. Programme evaluation reveals the extent to which the objective of a programme is achieved (Herman, Morris, & Fitz-Gibbon, 1987) as well as creating room for improvement on the programme. In the context of this study, evaluation deals with

obtaining, analyzing and interpreting information on the HIV prevention programme, life orientation programme (LOP), in order to determine the efficiency, effectiveness, relevance and impact of LOP on the targeted young people. The study evaluates the effectiveness, efficiency, relevance and impact of LOP on learners' sexual behaviours relative to HIV/AIDS in a Cape Town high school pseudo-named *Dynamic High School*.

The conceptual framework for the study draws on a number of evaluation theoretical constructs in the field of education (Ogunniyi, 1984; Sims, 1993; Herman, et al., 1987). According to Ogunniyi (1984), the conceptual framework of programme guides the evaluator to choose the right procedure for collecting data on the performance of that programme. Seotsanyana (2002) also reiterates the importance of choosing an appropriate framework for evaluating a programme. She states further that, *“For any researcher, the development of a suitable framework is part of the process of planning and clarifying the research problem and conducting analysis... Problems which seem overwhelming can often be tackled once they have been broken into their constituent parts and the interrelationships among the parts have been graphically and conceptually arranged”* (Seotsanyana, p. 15)



The idea of using an appropriate framework is a process involving practical steps of activity leading to reformed programmatic decisions (Sims, 1993). In other words, appropriate framework could lead to having appropriate ideas of different segments and sections of the programme being evaluated (Seotsanyana, 2002; Herman et al., 1987). The framework symbolises different techniques which assist the researcher do a worthwhile research and in the similar vein aid readers in understanding what the research is all about.

Figure 1.2 depicts the parameters used in the study for evaluating LOP as an HIV/AIDS preventive programme at *Dynamic High School*. The activities employed to determine whether or not the objectives of the LOP have been attained are suggested in the model. The parameters or indicators used to collect information on the programme (LOP) in order to determine its quality are: effectiveness, efficiency, relevance and impact. These parameters have been found to be useful for evaluating a programme (Veney & Kaluzny, 1991). The output represents the collected and analyzed data/information which will be used to interpret the situation and to

determine whether the objectives of the programme are met or not. The results will lead to certifying, modifying or looking for an alternative programme that will meet the required goals. In the case where the required goals are not met, a modification of the programme might be necessary. If despite the modification the programme remains ineffective the programme can be terminated.

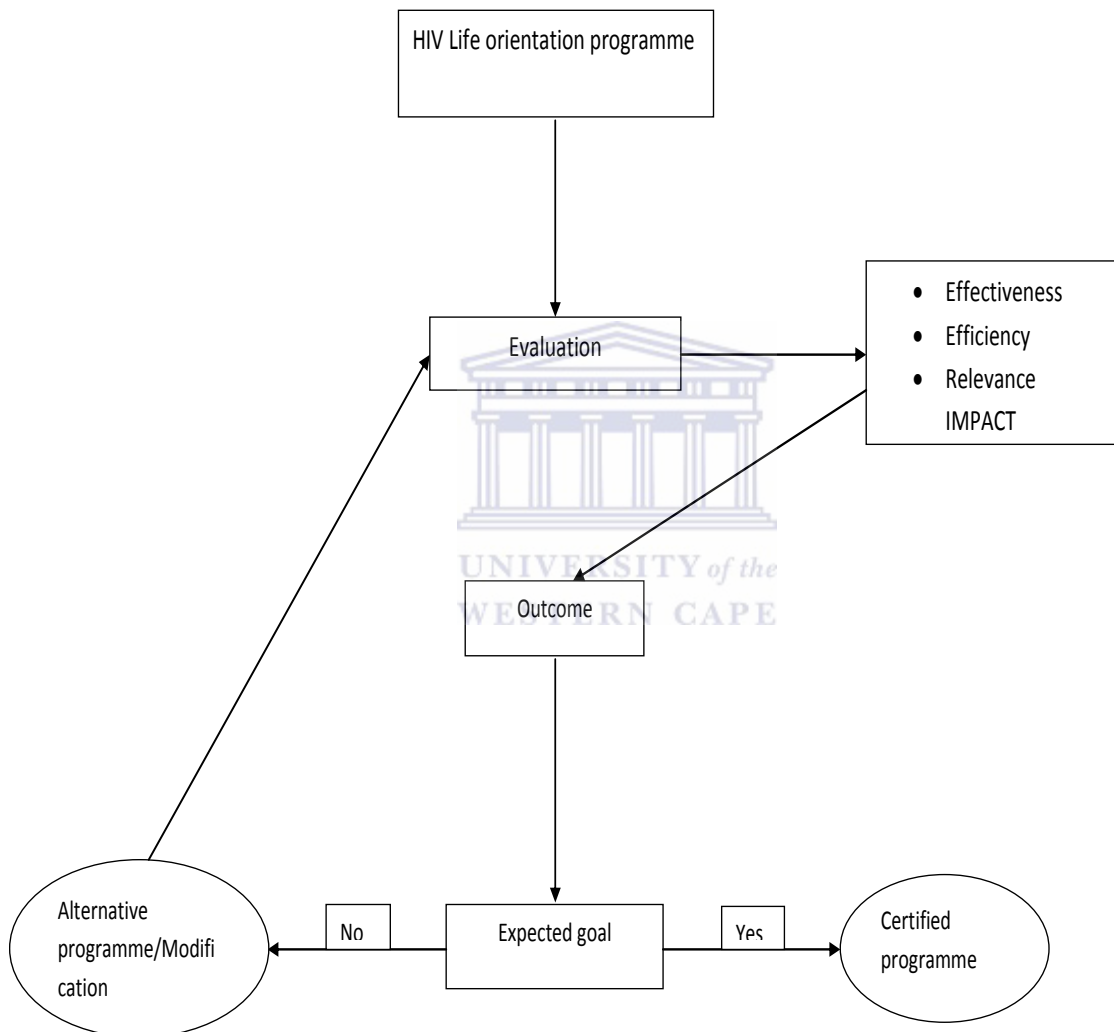


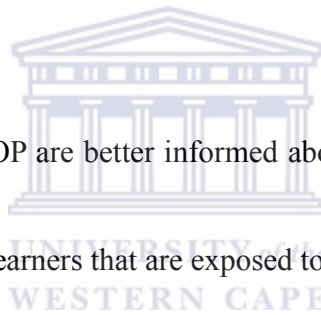
Figure 1.2: HIV life orientation programme- modified after programme evaluation (Ogunniyi, 1984; Seotsanyana, 2002).

1.6 Statement of the problem

Several individuals, government and non-governmental organizations have contributed immensely to HIV/AIDS awareness campaigns by educating people on the ways to reduce the spread of the disease worldwide. LOP was introduced as a learning area in South African schools in the late 1990s basically to address the issues of HIV/AIDS and sexuality among the youths (Department of Education, 2002; Rooth, 2005). Despite the concerted efforts of educational and HIV prevention campaigns to influence their sexual behaviour (Eaton et al., 2003), South African youths continue to practice unsafe sex which may have contributed to the increase in the spread of HIV/AIDS (UNAIDS, 2008; Epidemiological Fact Sheet, 2009). It is therefore expedient to evaluate the impact of the HIV prevention programme and the contributions of the stakeholders in the education sector in reducing the spread of HIV/AIDS.

1.7 Underlying assumption

1. Learners who are exposed to LOP are better informed about how to prevent themselves from HIV virus.
2. There is no difference between learners that are exposed to LOP and those who are not.



1.8 Aim and objective of the study

The aim of this study was to evaluate the perceptions of learners, educators and school administrators about the HIV/AIDS programme in a Western Cape secondary school anonymously named at *Dynamic High School*. More specifically, the study attempts to determine these perceptions in terms of effectiveness, efficiency, relevance and impact of the HIV/AIDS programme in reducing the spread of HIV/AIDS among learners at the *Dynamic High School*.

1.9 Research questions

In pursuance of this aim, answers will be sought to the following questions;

1. What attitudes do learners, educators and the school administrators at the *Dynamic High School* show towards the HIV/AIDS LOP?

2. How skilful are the educators at *Dynamic High School* in disseminating knowledge of HIV/AIDS to the learners?
3. What possible impact does the HIV/AIDS LOP have on the sexual behaviours of learners?

As indicated earlier, the central concern of the study was to find out the success or otherwise of the HIV/AIDS LOP in the *Dynamic High School*. Successes in the study are judged in terms of the effectiveness, efficiency, relevance and impact of the programme on the learners' behaviours towards HIV/AIDS. According to Veney and Kaluzny (1991), useful indicators for determining the successes or otherwise of a programme deals with the effectiveness, efficiency, relevance and impact of that programme relative to a specific goal. In this study, successes or otherwise of LOP at the *Dynamic High School* are judged mainly in terms of the impact of the programme on learners' sexual behaviours towards HIV/AIDS as perceived by teachers, administrators and learners themselves. The reason for concentrating on the perceived impact rather than other evaluation indicators of the programme, as indicated earlier, are not unrelated to the limitation encountered in collecting vital classified data on human and material input on the programme.

1.10 Delimitation of the study

Delimitation deals with the scope or focus of the study. The study did not cover all the secondary schools in the Western Cape Province. It was a case study of the LOP at *Dynamic High School*. The focus of the study was not on generalizing the results to other schools but learn in a small way how successful or otherwise the LOP HIV/AIDS prevention programme was in a previously disadvantaged high school at (*Dynamic High School*). Likewise, the study did not cover the role of the South African government's implementation of the (HIV/AIDS prevention programmes) because I considered that to be beyond the scope of the study.

1.11 Limitations of the study

The year 2010 when the study was conducted was a busy time in South Africa due to FIFA World Cup hosted by South Africa. As a result of this several changes were made by the Department of Education to the school calendar, it was difficult to undertake a long study. The same reason

caused a lot of changes and rescheduling with learners, educators and administrators at *Dynamic High School*. An internal arrangement had to be made with the authority, educators and learners of the school. This shortened the time for observation. Other limitations include:

- The frequent changes made by the school to accommodate sporting and cultural events.
- Time constraints and lack of access to vital information in terms of the cost of human and material investments in the programme.
- I was unaware of the quality of antecedent variables such as quality of human and material resources, nature and/or quality of workshops the teachers might have attended, dispositions of the learners and the context in which they lived in and other related antecedent variables.
- The fact that I was not party to the implementation process and as such could not provide a detailed account of the programme in terms of progress or otherwise at the commencement of my study.
- Nature and quality of administrative support, quality of learning materials and instructional strategies used for their implementation and related transactional variables.

Despite these limitations I was convinced that a lot could still be learnt about the successes or otherwise of LOP at *Dynamic High School*.

CHAPTER 2

Literature Review

2 Introduction

This chapter deals with the review of literature on the evaluation study and HIV intervention programmes. The first part of the study deals with theoretical considerations i.e. the discourses surrounding evaluation while the second part deals with practical considerations namely, how programme evaluation has been carried out in education studies particularly in relation to HIV/AIDS prevention programmes.

2.1 Evaluation study

Evaluation is defined as the process of determining the merit, worth or value of something (Scriven, 1995) or a programme. According to Stufflebeam and Webster (1980), evaluation is the study designed and conducted to assist some audience to judge and improve the worth of some educational programme. Evaluation study is an important tool used to assess the strength and weakness of a particular programme in order to determine its usefulness (Hammarick, 1997; Blake & Lansdell, 2000). Evaluation study measures and finds out the actual knowledge, skills, attitudes, or behaviours a programme has addressed in order to determine if the objectives of the programme are met or not. From time immemorial till now, programme evaluation is seen as one of the tools to bringing to an end the diverse problems faced in the society, even globally (Seotsanyana, 2002). A programme could be adequately evaluated by considering some parameters such as effectiveness, efficiency, relevance and impact of the programme on the targeted society.

2.1.1 Effectiveness as a tool of evaluation

Effectiveness is an indispensable tool to be considered in the evaluation of programmes. Effectiveness of an educational programme is the output of specific review that measures the quality of the achievement of a specific educational goal or the degree to which an educational programme is expected to achieve specific requirements. The measurement of educational

effectiveness creates a value-added process through quality assurance and accreditation review and contributes to building a culture of evidence (Vlăsceanu, Grünberg, & Parlea, 2004).

According to Linley, Woolston, and Biswas-Diener (2009) and Davies (1981), thoughts, acquired skills, smartness, brightness, brilliantness, related abilities, understanding, communication, capacity for abstract thought, reasoning, learning from past experiences, planning and problem solving, are good ingredients that can only be realised through effectiveness. Rinkston, Leutt, Linksk, and Rzepnicki. (1982) opined that effectiveness is the extent to which an activity fulfils its intended purpose or function. It was also considered by these scholars as the degree to which objectives are achieved and the extent to which targeted problems/aims are resolved or accomplished. In contrast to efficiency, effectiveness is measured without necessarily being related to costs of the programme.

In comparing effectiveness and efficiency of a programme, Rinkston et al. (1982) posted efficiency as doing the thing right while effectiveness is doing the right thing. A programme can be considered effective if there is a correlation between the aims and the realization of such aims (Seotsanyana, 2002). Veney and Kaluzyn (1991) emphasized the indispensable role of evaluating effectiveness of a programme, thereby putting into consideration the constraints that may be encountered when implementing the programme. Scheerens and Bosker (1997) in their study discovered that effectiveness of an educational programme could be determined when it is compared to the production economics. The authors noted that effectiveness could also be measured through output of a given input. Similarly, Bowser, Word, Lockett, and Smith (2011) also made it clear that management efforts and control have great effects on the effectiveness of a programme. Their perception is that effective management skills enhance effectiveness. The idea of these scholars was in support of that of Scheerens and Bosker (1997), which suggested that if a programme is properly monitored, it could yield positive and desired results.

Several studies (Barclay & Bernelli, 1996; Kirby, Laris, & Rolleri, 2000) have been carried out to evaluate the effectiveness of different programmes. Some of these studies have been able to deliver the desired results while others have not (Barclay & Bernelli, 1996). For instance, Kirby et al. (2000) evaluated the effectiveness of sex education intervention programmes in both

developed and developing nations. The intervention programmes were aimed at educating learners on the dangers of engaging in unprotected sex and creating awareness about the spread of HIV virus. The evaluation study carried out in these intervention programmes revealed that the illicit sexual behaviours of learners were reduced by 40% due to proper monitoring of the programme.

In their study, Godin and Kok (1996) evaluated an STD/AIDS prevention programme for adolescents who are in rehabilitation centres. According to these researchers, they observed that there was no significant difference between pre and post-test done by the participants. They noted that the failure of the programme could be due to non-combination of theoretical knowledge and consideration of the specific characteristics of the individual participants. It was therefore suggested that theoretical knowledge and consideration of the specific characteristics must be put in place for a better achievement of the desired goal. Gallant and Maticka-Tyndale (2004) also evaluated a series of school-based HIV risk reduction programmes for youth especially in Africa. The objectives of the evaluated programme were to equip the learners with the necessary knowledge about HIV/AIDS, and to impart in them, through the intervention programmes, the acceptable beliefs, culture, norms and attitude of the society. Despite the fact that the programmes were effectively monitored after the implementation, it was observed that some of the programmes could not deliver the desired result because the formal implementation was not properly monitored.

2.1.2 Efficiency as a tool of evaluation

Several researchers gave different definitions of efficiency based on their perception and knowledge. It is well known that a method of evaluating efficiency reveals easily the actual cost of a programme. The efficiency of a programme could be measured by the comparison of the costs expended on the programme and the results achieved. Efficiency is concerned with how something is being done optimally. Efficiency is the ability to perform well or achieve a result without wasted energy, resources, effort, time or money.

Efficiency can be measured in physical terms (technical efficiency) or in terms of costs (economic efficiency). Greater efficiency is achieved where the same amount and standard of services are produced for a lower cost, if a more useful activity is substituted for a less useful one at the same cost or if needless activities are eliminated (Wojtczak, 2002). Cartageria, Veugelers, Kipp, Magigav, and Laing (2006) observed that successful implementation of a programme is highly important to the funding pioneers especially the public and the government. The main determinant of the continuity, adjustment or termination of a programme lies solely on the costs of the programme when compared with the success achieved. These scholars believed in the comparison of the costs in order to assess the success of a programme. In most cases, the funding pioneer of a programme use cost as a basis for supporting a programme. The cost analysis is seen as a way to know if the resources available are judiciously used (Seotsanyana, 2002).

However, the costs of a programme should not be the main determinant to measure the efficiency of a programme. The effort, devotion and dedication of staff, recipients' incentives, and the warmth reception by the community, which cannot be quantified, should also be considered (Ogunniyi, 1996). The view of Veney and Kaluzyn (1991) on efficiency of a programme was however, different. They noted that the benefits derived through the programme should have been able to take care of the cost and energy spent on the programme. Charnes, Cooper, and Rhodes, (1981), posited that efficiency can be measured only through effective management of financial control and blameworthiness. These authors also considered the assumption of responsibility for actions, decisions, and policies, which include the administration, governance, and implementation within the scope of the role and encompassing the obligation to report, explain and be answerable for resulting consequences. This they claimed has to do with the ratio of the useful output to the total input in any programme i.e. the comparison of the result with the money spent.

2.1.3 Relevance as a tool of evaluation

A programme is relevant if it directly addresses the right audience. However, evaluating a programme's relevance amongst people who have not been exposed directly to that programme can be regarded as invalid. It is like testing learners on a topic which they have not been taught.

This is not to say that the programme may not be relevant to them but that they have not been given the opportunity to experience it. For instance, we cannot assume that simply because there has been so much publicity about HIV/AIDS in the news media after learners will automatically believe that it is necessary or of direct relevance to their sexual behaviours. Although they need to be familiarized with the HIV/AIDS prevention programmes, such as the LOP, it may neither touch their intellectual interest nor moderate their attitudes towards safe sex. Some of the questions that may be asked about the relevance of a programme include such things as:

- Is the programme or service needed by the people concerned?
- Does it relate to their day -to- day experiences?
- Have the people concerned found the programme to be informative, useful and beneficial to them?
- Does the programme give them a sense of satisfaction and will they be prepared to pay it the needed attention? (Ogunniyi, 1984; Seotsanyana, 2002; Veney & Kaluzny, 1991).

HIV/AIDS based programmes are often designed with a purpose in mind. The most important of all the purpose is to make learners, educators and all in the school environment to be benefactors of healthy living (Seotsanyana, 2002). An educator who often leads his/her learners through a programme of study is aware and conscious of the implications such programme has for the learners and school environment at large. A programme is relevant if it directly addresses the appropriate audience (Ogunniyi, 1984). Discussing relevance in the context of LO programme, Veney and Kaluzny (1991) raised two questions which may provide a definition of relevance, these are: (a) is there any particular challenge a programme should face? (b) how well define is the challenge? Seotsanyana, (2002) also support the views of Veney and Kaluzny by indicating that “an assumption is relevant if it has contextual effect in that context. Osborne and House (1995) quote Austin that “in relevance, we must define our excellence, not only in resources and in reputation, but also changes in our learners and the impact they have in the communities. What this seems to address is the capacity of LO programme to build cultured learners toward a healthy living. Addressing the need of learners, educators, school environment and communities at large should guide any programme implementers in answering such questions as (a) is the programme needed?, (b) does it bring solution to the problem for which it was intended (Austin, 1982)? Dlamini (1987) attempted to find out if the agricultural teacher education programme of

the University of Swaziland was of relevance to the community for which it was designed. The primary aim of the programme was to provide the people in rural Swaziland with educators who can equip the rural people of Swaziland with the necessary agricultural skills in order to boost their living. It was discovered from his findings that the programme has little or no relevance to the needs of the rural people that the programme was meant for. There was a sign of inadequacies in the development skills of the learners and the programme could not meet the intended goal. It was gathered from various researchers in this study that relevance as a concept may not be an easy nut to crack. However, the review of researchers who studied on relevance highlighted that well prepared programmes, clear aims and goals have a consensus with meeting the benefactors of the programme needs.

2.1.4 Impact as a tool of evaluation

The impact of a programme on the target group is very important in order to determine if the aims and objectives of the programmes are met. The impact of a programme can be measured through the strong effects of such a programme (Veney & Kaluzyn, 1991). The effects of a programme may come in two forms. The strong effects may either be in positive or negative form (Chipeta & Mannathoko, 1993).

According to Easton (1996), impact in educational terms is used to designate the overall effects of educational programmes on neighbouring domains of individual and social life - be the economic, social, political, cultural or psychological. It is an outcome subsequent to, and as a consequence of, the educational intervention.

2.2 Programme evaluation

Programme evaluation reveals the extent to which the objective of a programme is achieved (Herman et al., 1987) as well as creating room for improvement on the programme. Programme evaluation is necessary especially on those projects and programmes funded by the public, policy makers and the government (Chuene, et al., 1999). It is easier for programme planners to implement programmes rather than monitor or evaluate the successes of the programmes.

Therefore, researchers make use of evaluation study to determine the success of a programme and as a weapon to redress anomalies in the society both in humans and programmes.

Ashcroft and Palacio (1996) noted that unless evaluation of programmes is done at intervals, the assessment of the quality of the programme by the stakeholders might be difficult. Studies have shown that the basic requirements for programme evaluation include; assessment of the quality of the programme, authenticity of the programme, meeting the set standards of the programme globally and improving the standards of living of the recipients. The stakeholders need to be assured and reassured again that the programme can build some confidence in the targeted society. Seotsanyana (2002) points out that the programme performers are to be confident enough to perform their duties and tasks in such a way that will impact the recipients.

Visser (2005) argued that before success can be recorded concerning a programme, there are certain requirements that need to be met. He highlighted the characteristics of a successful programme as its ability to pass valid information to the recipients, professional qualifications that justify the teaching of such programmes, confidence of the educators, knowledge and interpretation of the curriculum, application of different methods of teaching, and class control. It has been discovered that the success of a programme does not only lie on the mastery of the curriculum, but also how the information is passed across to the recipients (Laboskey, 1994). Therefore, the qualification and the ability of new educators in this particular field, their comportment, their confidence to disseminate necessary information to the learners and how this information affects their day to day living will advertise the competence of the programme.

2.2.2 Evaluation of HIV/AIDS prevention programmes

There are several HIV/AIDS prevention/intervention programmes introduced to educate the society on the HIV infection with the aim to reduce the spread of the HIV virus. (Gallant and Maticka-Tyndale (2004), in one of their studies viewed that there are many strategies that have been used to fight the deadly disease (HIV/AIDS). The author noted that the vaccine that has been tried and tested twice and still in the third phase of the trial cannot guarantee the significant reduction in the spread of the disease, let alone eradicating the existence of the virus. This has necessitated the intervention of government, non-governmental organisations and other

stakeholders by introducing various intervention and prevention programmes to combat the disease. Most of the intervention programs are mainly for learners in schools because they are sexually active, and can easily contract the disease through sexual intercourse.

Apart from the several intervention programmes introduced, Wegner, Flisher, Caldwell, Vergnani, and Smith (2007) observed that if learners are kept busy, at almost every available free period, with those things that are interesting such as games, their engagement in illicit sexual activities could be reduced. There are certain methods that have been devised earlier before the birth of different prevention programs. In South Africa, for instance, the introduction of LOP in 1990 into the curriculum of the secondary school is one of the measure taken to educate the young people about the HIV infection. The evaluation of the HIV/AIDS intervention programme was necessary to determine the success of the programme. Several studies have been carried out to evaluate the impact of HIV and HIV prevention programmes on the society. For instance, Visser, Makin, Vandormael, Sikkema, and Forsyth (2009) carried out a study to evaluate the effect of the Life Skill Programme introduced in high schools to curb learners' sexual irresponsible behaviours. In addition, the study evaluated the impact of peer group on learners' involvement in sexual activity. In their study, they noted that HIV infected victims fall within the range of 15 and 29 years of age. They also observed that those people living in rural areas are more vulnerable than those living in the cities.

The HIV virus easily spread where sex hawkers, lorry/truck drivers, businesswomen, military officers, immigrants, unemployed youths, homeless and welfare dependants live. Visser et al. (2009) suggested three main ways by which learners can change their risky sexual behaviours. These include changes in the lifestyle of the people living in the community where the learners are, changes in the reactions of the community towards people living with HIV/AIDS and addressing the issue of contradictory messages leading to denial and confusion about HIV/AIDS. Despite the fact that the programme received the assistance of the government, there were organizational and implementation problems such as lack of resources, uncared attitudes of the personnel trained specifically for the programme, non-incorporation of the programme in the school timetable, educators' authoritarian style of teaching, and the attitudes of school community to HIV/AIDS. The evaluation study revealed that the implementation of the

programme was very poor and it also showed that the programme did not impact the lives of the learners.

Mukoma et al. (2009) carried out process evaluation of a school-based HIV/AIDS intervention in South Africa. Their study revealed that factors such as large classes, too many activities involved in the programme, unwillingness of the educators, inability to handle apparatus and other teaching methods, low status of the programme when compared to other subjects, contributed to the alteration of the goals of the programme. In addition, the programme was treated with impunity; therefore its effectiveness could not be established. Mukoma et al. (2009) observed that insensitive to gender and heterosexual issues in the programme made the programme insensitivity. They suggested that maintaining and sustaining designed curriculum would boost the status of the programme. Ahmed, Flisher, Mathews, Mukoma, and Jansen (2006) evaluated the effect of the short course organised for teachers to improve their confidence in teaching sex education. The short course addressed the issue of abstinence, sexual decision-making, consequences of decisions, safe sex practises, substance abuse and sexual violence. They observed that despite the training to improve the teachers' confidence, most teachers still displayed inability to teach sex education confidently. They concluded that short course alone could not improve teachers' confidence on teaching sex education. They, therefore, suggested that short courses must be organised regularly for only interested teachers.

Some of the problems they observed in their study are: i) insufficient time allocated for the teaching of the programme, ii) inadequate experience of the teachers to effectively and efficiently implement the programme, iii) lack of interest to teach the subject, and iv) unwillingness of the teachers to adjust to the new curriculum. Hence, the objectives of the programme were not achieved due to lack of resources, under-funding, and incompetence displayed by the teachers to teach the subject. Several authors (Lampsey, Wigley, Carr, & Collymore, 2002; Evans & Miguel, 2007; Visser et al., 2004), observed that the stigma attached to the people living with HIV/AIDS and the neglect they receive from people as soon as their HIV/AIDS status is known contribute to the spread of HIV/AIDS.

In 1995, Life Skill Programme was introduced in South Africa by the Department of Health. Life Skill Programme was put in place so that learners especially in grade 4 could have adequate knowledge about their health and sex (Helen, 1998). The evaluation of the programme in 1996 revealed that the Life Skill Programme assisted the learners only to acquire more knowledge about HIV/AIDS. There were barriers in achieving the desired goal. The teachers were not confident enough to teach the learners. In 2000, the effectiveness of the programme was evaluated and it was reported that there was little or no impact due to the incompetence displayed by the teachers, discrimination exhibited by the school authorities and variance in teaching the subject (Macintyre et al., 2000). As important as life skill is to the people, the importance could not be seen because it was not effectively incorporated into the educational curriculum.

In an evaluation study carried out by Preidis, Shapiro, Pierre, and Dyer (2010) on the effective, low-cost approach to implementing HIV/AIDS education programmes in low literacy populations: an example from rural Haiti, they observed that most communities that suffered from HIV/AIDS are those that did not have access to formal training and effective communication. The study was conducted in one of the ill-humoured place in Haiti with an undemanding and inexpensive design approach. The study revealed that 90% of the new cases of HIV/AIDS are from among young ones from undeveloped world (Maticka-Tyndale & Brouillard-Coyle, 2006). They observed that most of the programmes designed for HIV/AIDS education could not be used among the youths who are living in disadvantaged communities because of its sophistication. The limitation of the study was that, due to their little knowledge in education, the young ones could not assess the evaluation forms. The HIV/AIDS intervention programme was worthwhile in a sense because some of the participants realized the need to suspend sexual meetings with their partners until later in life. They observed that the communities recognized the importance of the programme to bring HIV/AIDS education to the doorsteps of less privileged communities.

The study carried out by Curran, Mugford, Rebecca, and Macdonald (2005) on the influence of an inter-professional HIV/AIDS education programme on the role, perception, attitudes and teamwork skills of undergraduate health sciences students was used to examine the views, sacrifice, skills, devotion, position and commitment to realizing their goal. The aim of the study

was to measure the commitment of students towards group work to achieve the desired result. Curran et al. (2005) observed that there are possible developments that may be witnessed by health profession if collaboration of skills is employed to enhance the profession. This was supported by Cullen, Fraser, and Symonds (2003) and Tzasis (2001) who claimed that accepted wisdom of other professions is needed in handling HIV/AIDS because of its peculiar features and characteristics. An assessment was carried out to evaluate the effectiveness of combined efforts of health professions in contesting HIV/AIDS. It was observed that joint efforts of the profession have enhanced the efforts of reducing HIV/AIDS in circulation. The programme has also widened the perception and thinking abilities of the participating members through exposure to similar professions. In addition, incorporation of ideas of health profession promotes better treatment for those who are living with HIV virus.

Brunner et al. (2001) investigated the impact and acceptance of a nutrition programme in an HIV community clinic. They evaluated the provision of good diet in HIV and related cases in clinics. The aim was to measure to what extent good diet given to people who are living with HIV and other related cases improved their health, since good food act as a sort of immunity to people suffering from HIV. The programme was also designed to measure the views of the recipients of the programme. The evaluation took place in Reno, Nevada in United States where AIDS patients were housed and monitored under the surveillance of “special project of national significance” fully fortified by the federal government. Qualitative method in form of focus group, semi-structure interview with both patients and personnel of the clinics, as well as survey were used in the study.

Brunner et al. (2001) observed that healthy food improved the condition and well-being of AIDS patients. They suggested that if nourishing foods could be made available to the HIV/AIDS patients, there would be improvement on their health. The study revealed that before the intervention programme, nine (9) out of the ten patients lost weight because of lack of nutritious diet. This in turn caused their health to deteriorate, thus they appeared sick and unhealthy. Scott, Larson, Brunner, Navarro, and Mathes (1999) opined that the nutritional choices one makes may have more impact on the health than any other single factor, especially those who are living with

chronic diseases like HIV. They concluded that the programme has helped HIV clinics to boost the morale and immunity of their patients.

The impact of several intervention programmes specifically introduced for the learners could not be felt because of the record of increase in the spread of the pandemic globally on daily basis (Lance, Irons, Kendall, & McDonald, 2001). Georges, Suzanne, and Gary (2003) observed that the drug (Anti-Retroviral medication) that is specially prepared for those already living with AIDS could only elongate the life span but cannot remove the virus completely. They suggested that the best way to stay safe is to practice total abstinence or stick and be faithful to a partner. Georges et al. (2003) observed that there are various intervention programmes that have been successful in one region, but are not successful in another especially in South Africa. They further observed that most of these programmes were introduced to enlighten people on how to avoid being contracted with HIV and to inform those who are already living with HIV/AIDS on the right place to go for better treatment. In support of Georges' observation, Lance et al. (2001) observed the same trend in the HIV counselling and testing programmes initiated and adopted by the American government. The impact of the programme was positive in America but the programme failed in developing countries (Lance et al., 2001). One of the reasons why the impact was not felt in developing countries was lack of proper implementation and monitoring.

2.3 The impact of HIV/AIDS on education

In their study, Mavedzenge, Doyle, and Ross (2010) were of the opinion that education can be a good tool to wipe out the pandemic from our society. Oni (2005), who defined education as the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another, observed that education plays a very important role in preparing and nurturing individuals to live in a society and to perform specific functions. According to Oni (2005), education is a means by which society ensures its stability, and through which young members of a given society are taught the expected behaviours of that society. One of the important goals of education is to change people's behaviours (Oni, 2005) so that they will know how to relate with one another in a responsible way. As important as education is, one of the stumbling blocks to achieving one's goal, especially in education, is ill health. In the workshop

organized by UNESCO on AIDS, Health and Education for Sustainable Development, health was described as the centre of human aspirations and the bedrock of economic prosperity (UNESCO, 2009). This indicates that good health is a very important aspect of human lives that requires adequate attention.

In view of the importance of education to inform, enlighten and stabilize society, government, responsible individuals or organizations must strengthen the link between education and health. The control of HIV/AIDS must not be divorced from the education process. The youths need to be taught on how to take responsibility for their actions. As the vulnerable group in society, the youths (especially the adolescents) must be made aware of the consequences of unhealthy and irresponsible sexual behaviours in terms of getting infected with sexually transmitted diseases such as HIV, gonorrhoea, syphilis and others.

Despite the fact that young people of 15–24 years of age account for 45% of all new HIV infections in adults, many young people still lack accurate knowledge, and complete information on how to avoid exposure to the virus (UNAIDS, 2008). Survey data from 64 countries across the globe indicated that only 40% of males and 38% of females ages 15–24 had accurate and comprehensive knowledge about HIV and about how to avoid transmission (Ross et al., 2006). Ross et al. (2006) observed that the youth complicates the issue of reducing the pandemic to the barest minimum because they involve themselves in unprotected sex and risky behaviours. It is very difficult to phase out this pandemic among the adolescents because they are sexually active and they practice unprotected sex most of the time.

In the world summit organized by UNICEF, it was re-affirmed that childhood period is supposed to be a time of refreshing, joy, peace, playing, learning new things and acquiring new skills and knowledge, and full of fun. However, the reverse seems to be the case for African children, especially in sub-Saharan regions of Africa (UNICEF, 1990) because of the HIV infection. William, MacPhail, Campbell, Moema, and Mzaidume (2000) emphasized the scourge (HIV/AIDS) in our society that threatens and influences the core values of life. This has terminated life and ended the destiny of many children prematurely. Several authors observed

that many of the younger ones especially the adolescents have been wasted away by HIV/AIDS in their productive years (Lampthey et al., 2002; Williams et al., 2000; Coombe, 2000).

Coombe (2000) noted that the impact and effects of HIV/AIDS on the educational sector is devastating thereby suggested the needs for urgent attention if the standard of education in South Africa would be sustained. Coombe (2000) further argued that the health sectors, particularly the doctors and researchers, are at a fix on what to do because the results achieved by any programme designed to reduce the spread of HIV/AIDS was not commensurate with the efforts put at implementing the programme. The more efforts put at controlling the spread of HIV/AIDS, the more it spreads. Lance et al. (2001) supported the observation of Coombe. They observed that, more than 400,000 of the younger generation who supposed to complete their education and be leaders of tomorrow have fallen victim to AIDS while about 250,000 have contracted the disease including children. They also observed that between 630,000 and 900,000 have already contracted HIV virus, but are yet to discover it (Lance et al., 2001).

The current figure of the population of people who have contracted the disease is alerting the stakeholders of the need to hastily find a lasting cure to the pandemic. Lance et al. (2001) opined that the lives of many young ones have already been battered due to ill health. Foster, Webster, and Williamson (2002) observed increase in the spread of HIV/AIDS among adolescents in a location near Johannesburg. It was discovered that more than half of the boys and girls of 15 years of age are living with HIV/AIDS. They noted that the continuous increase of death among children living with HIV/AIDS is a big concern to education stakeholders.

Children who are the future of the nation have dropped out of school due to HIV infection. Foster et al. (2002) are of the view that the efforts put in place by South African government to reduce the transmission of HIV virus, especially from mother to child, are likely to give hope and bring to the barest minimum maternal and child mortality caused by HIV/AIDS. In Uganda, adolescent girls have been turned to hawkers in the street as most of them are left with home chores and taking care of the rest of the family. This act encourages girls to engage in illicit sexual relationship and later turn to prostitution as a means to take care of themselves and the family at large (Foster et al., 2002). John (2002) noted that one of the obstacles to the eradication

of the scourge is lack of education, which in-turn limits access to useful information that would have helped victims to succeed in life. John (2002) suggested that education could not be separated from how HIV/AIDS can be reduced. They concluded that education has certain impact in reducing the spread of HIV in our society.

2.4 Conclusion

In recent years several prevention HIV/AIDS prevention programmes have been set up especially for the adolescents so as to have adequate knowledge of the HIV/AIDS pandemic, and to give their health priority above other things. After the introduction of these programmes, the question is, how effective, efficient and relevant are the programmes to the targeted society? South African government has put her health sector on the wheel of designing a model, which was introduced in 1994, to wage war against the disease (Coombe, 2000; Department of Health, 1994).

Despite the South African government's efforts to put in place strategies to fight the battle of HIV/AIDS pandemic, the eradication of the disease has proved illusive. There has been a steady increase in the spread of HIV (Coombe, 2000; Moore & Kramer, 1999). The rate at which HIV virus spreads among the young people has caught the attention of government, and non-governmental organizations (NGOs) at both national and international levels. This has necessitated the need for intervention and prevention programmes. If these programmes are properly monitored, the relevance of these programmes could be very high on the learners thereby increasing their knowledge on HIV and other sexually transmitted diseases (Kirby et al., 2005).

The relevance of a programme is highly important so that a programme is not set up for the wrong recipients, i.e. the right peg in the right hole (Caldwell et al., 2008). Several studies have evaluated the relevance of some of the intervention programmes such as health promotion and basic life skills. The evaluation of the Life Orientation Programme (LOP) has not been extensively carried out especially in the aspects of its effectiveness, efficiency, relevance and impact. Therefore, the aims of this study are to evaluate the perception of learners in LOP classes

and also to determine the efficiency, effectiveness, relevance and impact of the programme (LOP).

The evaluation of the perceptions of learners, educators and school administrators on the LOP in order to determine the effectiveness, efficiency, relevance and impact of the programme in secondary schools would be based on the theoretical framework derived from different sources (Ogunniyi, 1984; Sims, 1993; Herman, et al., 1987). These parameters are very good tools in carrying out adequate evaluation of a programme (Veney & Kaluzny, 1991). The results of the evaluation will lead to certifying, modifying or looking for an alternative programme that will meet the required goals. In the case where the required goals are not met, modification of programme would be necessary (Ogunniyi, 1984). This is to give room for improvement instead of terminating the programme. In some cases, termination of a programme to give room for substitution cannot but happen because a good programme may be badly implemented.

The fact that several learners now live with HIV/AIDS and more than 70% of new cases of infections are found among adolescents (Gallant & Maticka-Tyndale, 2004), seems apposite to study of learners' awareness of the disease. With the continuous upsurge of HIV/AIDS globally especially among learners, it is paramount that HIV education programmes be publicised. In addition, review of all the programmes that have been introduced as regard this (Govender & Edward, 2009) should be done. Also, despite the syllabus guide provided, there have been no significant changes in the increase of infection of the pandemic among the adolescents (Coombe, 2000; Moore & Kramer, 1999). Apart from this, it seems that the virus has created an imbalance among teachers and learners that most of them have lost their conduct and confidence in teaching the subject to the pandemic.

In view of the foregoing, the analysis I have made has shown that the educators that are affected are probably in a moral dilemma about how to handle HIV/AIDS education in such a way as to have the necessary impact on their learners. Helleve et al. (2009) in his survey measured the level of confidence of the 266 educators in South Africa that participated in the survey. In his study, analysis was made on programmes that were introduced earlier before LOP that did not

make much impact on the lives on the learners. He explained that many factors contributed to this.

The paramount factors that have been frequently mentioned in the literature include:

- Educators tend to lose confidence in their work because a considerable number of their colleagues are also victims of the pandemic (Ahmed et al., 2009)
- Many teachers involved in HIV/AIDS education have had formal training to teach the subject (Ahmed et al., 2009).
- Many educators teaching the subject lack sufficient teaching experience. (Paulussen, Kok, & Schaalma, 1994).
- Learners have also lost their confidence in teachers due to the inconsistency displayed by the educators during their lessons (Paulussen et al., 1994).
- Some of the learners cannot confide in their educators who are supposed to be their confidants (Paulussen et al., 1994).
- Some of the learners are in danger of losing their parents to the pandemic. This has caused them to lose their concentration in learning the subject (Harms, Kizza, Sebunnya, & Jack, 2009).
- Despite the syllabus that has been provided for the adequate teaching of prevention measures, most educators handling the subject have not demonstrated enough competence in teaching the topic.
- Studies in the area are still inconclusive about efficient, effective, relevant ways in which the HIV/AIDS prevention programmes can have a more lasting impact on learners' sexual behaviours particularly how to stem the tide of the rapidly spreading HIV/AIDS among learners.

It is against this background that the present study has been carried out with the hope that it might contribute further insight in this area. It is evident from the review carried out in this chapter that the issues surrounding the pandemic call for a systematic evaluation of the programme in order to suggest a more appropriate way to address the challenges posed by the pandemic. However, in view of the complexity and the systemic nature of the study and the constraints of access to schools for a lengthy period, only the feasible aspects of that system

namely, school environment, classroom environment, teacher characteristics and teaching methods were considered in the study.



CHAPTER 3

Research Design and Methodology

3 Overview

This chapter deals with the different methodological approaches used in this study. The methods used in data collection and in the analysis of the collected data are also described in this chapter. It also explains the researcher's encounter with the interviewees and the difficulties that emanated during data collection. According to (Babbie & Mouton, 2001) methodological approach deals with the process, precepts, techniques, laid down rules, techniques, and procedures used in collecting data. The school, located in the heart of Cape Town, like many other schools in the previously disadvantaged schools is known for gangsterism and all forms of undesirable behaviours. Many learners repeat classes while others drop out due to early pregnancies and unruly behaviours. Although the school is well staffed and well equipped with facilities, the learners' performance over the years has been very poor. This scenario probably prepared me to expect anything at the commencement of the study.

Evaluation of a programme entails collating relevant information on the efficiency, effectiveness, relevance and impact of the programme within a short period of the programme implementation (Bhola, 1998). Therefore, the information about a programme must be sought for from the stakeholders and the direct recipients of the programmes in order to determine the success and flaws of the programmes. This information may only be collated through a regular and coherent methodology (Seotsanyana, 2002; Mcmillan & Schumacher, 1993). The importance of coherent methodology in any study cannot be over-emphasized (Mcmillan & Schumacher, 1993; Seotsanyana, 2002).

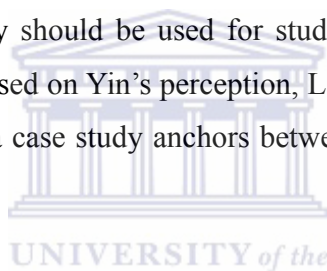
3.1 Research design.

Research design is the conception, directory, and the form in which a study takes (Babbie & Mouton, 2001). Research design is the root that holds all other aspects of the study together (Maxwell, 2005). Research design includes all the processes such as research questions,

theoretical perspectives/framework, data collection, data analysis, write up and validation (Creswell, 1998:5). This case study used a qualitative research design, an action-oriented participatory research, involving different stakeholders (school administrator, educators and learners), in identifying problems and possible solutions to the outcomes of the HIV/AIDS Life Orientation Programme (LOP).

Case study

An important question to ask about using a case study is, why use a case study? The merits and demerits of this methodological approach have been identified by several authors. However, only a few will be mentioned here. A case study is one of the main methods in gathering qualitative data (Dick & Ferguson, 2008). On the other hand, Yin (2002) sees case study as one of the unique techniques of qualitative analysis that is used to collect data directly from the source. He is of the opinion that a case study should be used for studies that are based on explanations, stories, experiences and events. Based on Yin's perception, Lamnek (2005) built his own support around Yin's idea. He added that a case study anchors between procedures and methodology of the research.



A case study encourages and gives room for freedom of expression. Because of its amenability to qualitative data, it is a widely used method in educational and social studies and the humanities. It helps a researcher to dig deep into the processes and problems faced by individuals, thereby providing solution to the problems without hassles (Merriam, 2009). Patton (1990) defines case study as a useful research tool to have in-depth knowledge of some particular problems or situations, and to improve on a programme by studying selected aspects of failures or successes of that programme. He stresses further that irrespective of the unit of analysis, a qualitative case study describes in-depth, in detail and in context the unit of analysis. Paton (1990) concludes by stating that, "Case studies are particularly valuable when the evaluation aims to capture... unique variations... from one program experience to another." (p. 54). The case study used in the study involved grade 8 (the class observation was extended to grades 10 and 11 learners to observe the behaviour of the senior learners) learners and the educators involved in LOP programme at *Dynamic High School*. The study involved a systematic gathering of data using various evaluation tools. This was done by observing the tradition; the practice as well as attitudes of the

participants towards LOP specifically aimed at teaching learners to develop responsible sexual behaviours.

In this study, the unit of analysis was based on the responses of school administrators, educators and the learners. The four instruments used for collecting data include: questionnaires; a test; interviews; and an observation schedule. Open-ended questionnaires and semi-structured interviews were used in this study to assess the effectiveness, efficiency, relevance and impact of the HIV/AIDS. Interviews were conducted with fifty (50) learners, eight (8) educators, and one school administrator.

3.2 Qualitative research methodology.

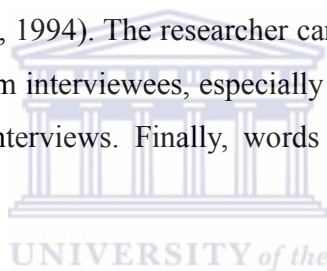
According to Bell (1989), the use of qualitative research methodology makes researchers concentrate mainly on understanding individuals' perceptions of the world and seek insight rather than statistical analysis. Hitchcock and Hughes (1991) define qualitative research method as an approach that enables researchers to learn, first-hand, about the social world they are investigating, by means of involvement and participation and by focusing on what individuals say and do.

Denzil and Lincoln (2003) maintain that qualitative research is mainly a situated activity that locates the observer in the world. It consists of a set of interpretive practices that render the world visible. The approach enables the researcher to interpret what is observed in a way that makes sense to other people. As stated in Babbie and Mouton (2001), "qualitative research is especially appropriate to the study of those attitudes and behaviours best understood within their natural setting as opposed to the somewhat artificial setting." Some of the positive characteristics of qualitative research as indicated in Babbie and Mouton (2001) are that "it allows a detailed encounter with the object of study. It is open to the various sources of data. It is also flexible, meaning that it allows the researcher to adapt and make changes to the study where and when necessary."

In his own view, Merriam (1998) indicated that qualitative researchers are interested in understanding the meaning people have constructed. The researcher is the primary instrument for

the data collection and analysis; it usually involves fieldwork, and it primarily employs an inductive research strategy. The product of qualitative study is richly descriptive. Despite the fact that qualitative research methodology will be used in carrying out this study, the shortcomings of this research method is not unnoticed. Qualitative research cannot be statistically tested because the information is collected in graphics such as pictures, videos as well as in words and not in numbers. In case the researcher is interested in giving some numerical interpretations, the approach is forced to be intermarried with the quantitative research approach (Neuman, 2003) as a mixed method.

Another shortcoming of qualitative research methodology is that it is time-consuming (Huberman, Mathew, & Miles, 1994). This is because, to pursue more valid and reliable studies, multiple research approaches should be applied in one study. Coding and analysis are also energy-absorbing (Huberman et al., 1994). The researcher can be overwhelmed with the flood of different ideas and perceptions from interviewees, especially when a researcher has to transcribe and sometimes to translate the interviews. Finally, words may be more unmanageable than numbers.



Qualitative research is especially fruitful studying people's attitudes and behaviours. It is best understood within their natural setting as opposed to the somewhat artificial setting. Some of the positive characteristics of qualitative research include the fact that: it provides a detailed encounter with the object of study; it is open to the various sources of data; and it is flexible in that it allows the researcher to adapt and make changes to the study where and when necessary (Babbie & Mouton, 2001).

3.3 Data collection

The method of data collection is a very important parameter that requires careful consideration. Collection of data for research purposes cannot be randomly selected without considering such parameters as the conceptual framework, research questions and sample of the research to determine how the data may be collected (Robson, 1993). As indicated earlier, some assessment instruments in the form of open-ended questionnaires, tests and semi-structured interviews were

used to collect the data in order to assess the effectiveness, efficiency; relevance and impact of HIV/AIDS programme (LOP) at the study site.

3.4 Criteria for selecting the sample

The selection of the purposive sample used in the study was based on the following criteria:

- The participants must be willing to participate in the study.
- They must be involved in one way or the other with the LOP at the site of the study namely, the *Dynamic High School*.
- The school must be within easy reach of the researcher.
- Participation in the study must be voluntary.
- Participants must be well aware of HIV/AIDS preventive measures especially the LOP at schools.

The questionnaires, test and interviews were administered to learners, educators and the school administrators. The learners range in age between 12 and 17 years old.

Table 3.1: Number of learner, educators and school administrator that participated in the study

Participant	No of participant
School administrator	1
Educator	10
Learners	50 learners

3.5 Interviews

Interviews are conducted to obtain a special kind of information; “the researcher may want to find out what is in someone else’s mind” (Merriam, 1998). Interview is a flexible tool for data collection and the order may be controlled while still giving space for spontaneity. Crisp, Swerissen, and Duckett (2000) postulate that interviews may serve three purposes, namely, it

may be used as the principal means of data collection; it may be used to test hypotheses; and lastly, it may be used in conjunction with other methods in a research undertaking.

Interviews are divided into four types; these include structured, semi-structured, informal and retrospective interviews. Frankel and Wallen (1993) described structured and semi-structured interviews as verbal questionnaires that can be formal and designed in a way to elicit specific answers from the respondents. On the other hand, informal and unstructured interviews are conducted with minimal control. In the case of informal and unstructured interviews, the responses of the interviewee were freely expressed.

An informal interview requires careful planning to ensure the establishment of rapport from the outset which is necessary to get the best results (O'Hanlon, 2003). Unstructured interviews centred round a topic may produce a wealth of valuable data when in skilled hands. However, such interviews require a great deal of expertise to control and a great deal of time to analyse (Bell, 1989). As a result, an unskilled or inexperienced interviewer may end up in interesting conversations that may not produce useful insights and may therefore lead to failure in acquiring necessary information (O'Hanlon, 2003). An interview for research purposes must be done accurately and the interviewer must display some levels of decency. According to Fontana and Frey (1998), there are some qualities an interviewer must possess while conducting the interview. Some of which include:

- Do not impose your will on the interviewee.
- Listening carefully to your interviewee.
- Do not argue with the interviewee, rather give the time needed.
- Do not judge or condemn ideas even though they may sound foolish or unreasonable.
- Know your limitation.
- Must be flexible.

In this study, all the above criteria were strictly adhered to. The semi structured interview was used to elicit information regarding the impact of LOP at reducing the spread of HIV/AIDS in *Dynamic High School* in Western Cape. Questions were written in a sequence and logical order in that neither the interviewer nor the interviewee was able to modify the questions (O'Hanlon,

2003). The school administrator was interviewed about her knowledge, the effectiveness and the impact of the HIV programme in her school. Educators in charge of LOP at the *Dynamic High School* were also interviewed individually and their general opinions about the LOP were sought.

The interview was recorded on digital audio device and notes were taken on some important issues raised by the school administrator and the educators. The ethical consideration was put in place by seeking the consent of the participants before the interview was recorded. The recorded interview was transcribed. The learners were also interviewed to give some questions clarity about LOP. Different days were chosen for the interview of educators and the learners. I personally consulted with the teachers and learners to agree on a date that will be convenient for them. For the questions posed to the school administrator and educators during the interview see Appendices A, B and C

3.6 Questionnaire

According to Goddard and Mellville (2001), a questionnaire can be defined as a printed list of questions that respondents are expected to provide answers to. Kumar (1999), described questionnaires as ideal research tools due to some advantages which include; 1) ability to be administered to large numbers of participants, 2) allows for anonymity, and 3) relatively more economical to use. However, the disadvantages of questionnaires, according to Kumar (1999), are; 1) limited to people that can read and write, 2) the rate of response may be low, 3) the researcher may not be able to clarify issues, and 4) the respondents are able to consult others.

Ogunniyi (1984) points out some of the advantages of questionnaire as including: a) no population limit, b) facts can be drawn without stress, c) personal experience and expression can be shared without prejudice, d) time is not wasted and e) cheap means of collecting data. However, despite the advantages, there are several disadvantages such as: a) it can only be responded to by people who are literate, b) poor return rate, c) lack of opportunity for clarification of issues that might be unclear to the respondent, and d) the inability by the researcher to ascertain possible interactions among respondents.

In this study, fifty (50) copies of the questionnaires were distributed to learners. Forty (40) out of these questionnaires were completed and returned. This implies that 80 per cent of the questionnaires given to the learners were returned. According to Sekaran (2001), questionnaires with more than 30 per cent return rate could be regarded valid and useful for research purposes. All the returned questionnaires were analysed for the purpose of this study.

The questionnaires (Appendix A and B) were administered by the researcher to both learners and teachers through the assistance of the LOP teachers. The administration of the questionnaires was done during their leisure time in order not to interrupt their lessons.

The same process for validating the questionnaires was also used for the interview schedule. It was submitted to the same panel above for critical comments and to rate both the interview and questionnaires prepared for the learners and educators. These were done by all without any influence from the coordinator. The rating was afterward compiled and randomly selected.

Prior to the distribution of the questionnaires to the learners, the school administrator was asked for permission to attend few lessons with the learners during the LOP lessons. This was to enable me to observe the nature of the interactions in the LOP classroom.

3.7 Test questions

Apart from the questionnaires distributed to the learners, a test consisting of 40 items was given to the learners in order to evaluate their perceptions about the effectiveness, efficiency, relevance and impact of LOP to which they had been exposed. Other items were designed in relation to the learners' culture and beliefs (Campbell & Scott, 2010). In total, 31 items were designed to address the different sections of the study. Seven (7) test items were designed to address the effectiveness of the LOP while ten (10) test questions were designed to address the efficiency of the programme. In addressing the relevance and impact of the LOP, six (6) and eight (8) items respectively were designed and distributed to the learners (Appendix B).

3.8 Classroom observation

Neuman (2003) and Seotsenyana (2002) opined that an observant researcher is always inquisitive to get involved about the relevant details on their area of research through careful listening and watching. Field researchers treasure this important aspect of evaluation because it is an important aspect of research which cannot be under-estimated. Walley and Hawkes (1996) support both Neuman (2003) and Seotsenyana (2002) as they contend that a great deal of valuable information can be collected by listening and watching both learners and educators in the classroom. Millien, Berger, and Dey (2000) added that for an observer to get accurate information from the participants, he/she needs not to reveal the main purpose of the data collection.

The school observation in this study comprised of data gathering on both educators and learners in the classrooms that were visited. There was an opportunity to discuss the lesson plans with the educators in terms of how the following were executed:

- Activities that took place during the lesson.
- Educators' content knowledge.
- The link between the aim of the lesson and what is actually taught.
- The nature or quality of teacher-learner interactions that promote learning.
- Educators' sense of self-efficacy (i.e. the ease and confidence) in teaching the lesson.
- Educators' ability to motivate desirable attitudes among learners.
- The nature and types of tasks assigned to learners.
- The supervision of learners in carrying out the tasks.
- The quality of assessment of assigned tasks.
- The educators' skills in questioning the learners on the lesson taught and so on.

Relevant documents were collected from the educators to know the relationship between the curriculum, lesson plan and the teaching of the subject. Although, all learners participated in the classroom observation but some were selected randomly for the interview.

With reference to the conceptual framework unpinning the study, the data gathered were analyzed in terms of the effectiveness, efficiency, relevance and impact of the LO programme during the teaching and learning process. Two weeks of the study was devoted explicitly to

classroom observations as well as the overall school environment. This was to acquaint myself with the ethos of *Dynamic High School*. Specifically, the class observations helped me to monitor the teaching of life orientation teachers and how learners responded to the mode of instruction used by the educator. The use of visual aids and diagrams and other supporting learning materials were carefully recorded. Also, the learners' comportment, punctuality of educators and learners, overall cleanliness of the school compound, cleanliness and appearance of the learners' were considered. One of the LO educators in grade 8 was observed in her area of specialisation. A special attention was given to grade 8 because that was the focus of the study. This was done in order to compare the competence displayed in teaching both subjects, as well as to compare the behaviour of learners in both subjects.

My class observations were done to monitor the teaching of life orientation teachers and how the learners responded in the classes. This entailed specifically the following:

- The effectiveness or otherwise of the way the educator used the visual aids and diagrams to illustrate how HIV/AIDS spreads or can be prevented.
- The clarity and sequence of the lesson.
- The nature of teacher-learner and learner-learner interactions during the LOP lessons.
- The learners' comportment during the lesson e.g. their enthusiasm or otherwise shown during the lesson.
- Learners' level of participation during the lesson, etc.

3.8.1 Observation schedule

The initial draft of the observation consisted 19 items on various aspects of *Dynamic High School* across four important parameters namely: the school environment; class environment; teacher characteristics and teaching methods. Like the other instruments, the observation schedule was scrutinized thoroughly by a panel consisting of 17 experienced educators and teacher educators involved in a workshop at the time of this study. After a thorough scrutiny by these experts and the useful suggestions they made in addition to those of my supervisor, the instrument was reduced to 13 items (Appendix D).

3.9 Reliability and validity of the instruments

Reliability or dependability and validity or credibility (Denzil & Lincoln, 2003) are important aspect of quality research. If an aspect of a research is discovered to be unreliable or untrue, such a research loses its value and does not worth or merit any effort being put on it (Crisp et al., 2000). There are procedures to be followed by researchers to measure the value and quality of the research. For example, before a validity and reliability can be authenticated, the trust and truth must be tested through some witnesses that are involved and participated directly or indirectly especially in the area of data collection (Granić, 2008).

Some of the different types of validity that exists according to Maxwell (2005) are: detail/ingredient validity- an exact account of what happened without any falsification, forgery or polishing of the data; conversion/translation validity- the demonstration of the in-built skills in researchers to copy out correctly the raw data collected from the field e.g. questionnaire, recorded audio(etc). Philosophical/ideological validity- explains the consistency of the researcher in coordinating and relating his/her discussion to the participants; appraisal/comparison validity- the result of the research is hereby linked to other group of people, situation, environment, circumstances, and events in order to solidify the result and evaluative/ feedback validity- a situation whereby validity is established through methodical willpower, determination of merit, worth and value of something. Although the study did not use all these conceptions of validity, it strived as much as possible to attain a strong relationship between the aim and the outcomes of the study (Ogunniyi, 1992).

Reliability is a product of correct information or consistency of outcomes. In terms of evaluation, it is concerned with the correctness or precision in the input and the output of a programme or system in question. This means, the quality of the outcomes is dependent on the quality of the internal and external input (Ogunniyi, 1996). Validity connotes the relationship between the data collected and why the data was collected. It emphasizes the need for the collection. In order to validate the data collected and also test the reliability, a panel of judges was drawn from members of the Science and Indigenous Knowledge Systems Project (SIKSP). My justification for using these experts was based on the fact that they were knowledgeable in both science and

indigenous beliefs that might affect the learners' attitudes towards HIV/AIDS. The panel scored the instruments which I later used to collect data for the study. The scores were then subjected to reliability or credibility, and validity or credibility tests (Guba & Lincoln, 1989) to ensure the data collected based on the instruments were valid for the purpose. Appendix B provides more details about how credibility and dependability of the instruments were achieved.

The proposed results of the questionnaires for the educators are; a) to know the effectiveness of teacher's instruction on learners, b) to know the methods of passing information to the learners, c) to know whether there are good relationships between teachers and learners, and d) to know how comfortable educators are while teaching HIV/AIDS and sex - related issues.

On the other hand, the proposed results of the questionnaires for the learners are; a) to know how learners cope with learning situation, b) to know their understanding of the programme (LOP), c) to know their challenges faced with the programme, and d) to know how life orientation has benefitted them or otherwise

Prior to the distribution of the questionnaires and the test questions to the learners of the *Dynamic High School*, it went through several revisions to increase its reliability and validity or more correctly, credibility and dependability respectively by seeking comments of post-graduate colleagues and experts. The questionnaire and the tests questions were given to a panel consisting of twenty-five (25) Master's and doctoral students as well as four (4) lecturers in a research project of which I was a member for comments. Each member of the panel was also asked to rate each item in terms of clarity on a five-point scale i.e. a poor item was rated 1, a fair item as 2, a good item as 3, a very good item as 4 and an excellent item as 5. The average pairwise ratings by four randomly selected panel members using the Spearman-Rank Difference formula stood at 0.99, 0.90, and 0.99 for the LQ, LT and EQ questionnaires respectively; thus suggesting the strong credibility and dependability of the instruments (Ogunniyi, 1992).

The validation of the observation schedule took the same process that all other instruments took. The inter-rater coefficients of three pairs of judges based a modified Spearman Rank- Difference formula (Ogunniyi, 1992) yielded an average of 0.98, 0.92, and 0.95 respectively which connotes a high level of agreement i.e. indicative of strong validity and dependability of the instruments

(Ogunniyi, 1996). The average and the standard deviation were also calculated. The minimum figure for the mean rating and standard deviations, respectively, were 16.3 and 2.19, a further indication of closeness or agreement of the ratings by the experts. The average tally ratings that I obtained during classroom observations are summarized in Table 4 reported in the next chapter. The findings are summarized in Tables 4.3-4.7.

3.10 Analysis of data

Data analysis is the process of systematically searching and arranging the interview transcripts, questionnaires, field notes, and other materials a researcher accumulates in order to generate a concise results for presentation to others (Merriam, 1998). Analysis involves working with the data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what to tell others (Bogden & Bilken, 1982 as cited in Merriam, 1998). Analysis of data is an arrangement, ranking and ordering of data according to their categories and similarities for a common goal to be achieved (McMillan & Schumacher, 1993). Yin (1994) supports the idea of Bogdan and Biklen (1982) as they suggested that analysis of data is an important aspect of the study which match–make all evidences that are alike. The data collected from school administrators, educators and learners were analysed separately.

The questionnaires and the interview transcripts generated in this study was read and compared. The findings were compared by looking for patterns in the data. The findings were sorted by putting the same information under one category. At the end of the process the comparison lists were brought together to construct the final list that served as the research findings (Merriam, 1998; Neuman, 2003; Huberman et al., 1994).

The audio-recorded interviews were listened to. This was done several times to get a clear understanding and to search for initial themes. The audio-recorded data was transcribed after the interviews were conducted. After all audio- recorded data were transcribed, the audio recordings were listened to again and crosschecked with the notes kept during the interviews to ensure that all data was captured. The data was encoded to facilitate the identification of common themes. A

table which listed all responses was constructed. This assisted me to establish similarities in responses of the participants. After this process of listening, writing and coding, the data was sorted according to the themes that emerged. The data collected was used to give answers to some of the research questions.

The responses of the participants to the questionnaires were read thrice and compared to identify patterns in the data. The findings were sorted by categorizing the responses. At the end of the processes, the comparison lists were brought together to construct the final lists that serve as the research findings (Merriam, 1998; Neuman, 2003; Huberman et al., 1994). The data collected from the various instruments (questionnaires, interviews and classroom observations) were specifically aimed at testing the learners' understanding and awareness about HIV/AIDS and the way the disease spreads or can be prevented from spreading.

3.11 Ethical consideration

There is need for researcher to explain to the participant in a research study what the research entails and why the data is being collected in the particular setting (Neuman, 2003). In addition, a researcher cannot leave the research setting without giving the results to the participants. The South African Health and Medical Research Council have stipulated conditions for protecting individual rights in terms of health, protection and welfare. In order to make this formal, ethical principles and statement guiding researchers have been laid down so that respondents' or participants' character, image, and identity are not tampered with in any research investigation. In the same vein, the mental, social and physical appearance of the individual must be protected without prejudice (Morrison, 1992). Before a research is carried out, consensus must be reached between the researcher and the participants, and the researcher must see to it that there is no breach of contract (Bogdan & Biklen, 1982). With the conditions attached to conducting research spelt out in the statement, proper procedures must be followed so that successful research can be conducted.

In line with the stipulation above, I obtained a letter of approval and permission to go ahead with my research from the Western Cape Education Department (WCED). An ethic statement was

agreed upon with a promise not to breach the agreement (i.e. the researcher and the participants). Throughout the study the rights of the participants were well observed. Written consent was obtained from the schools' administrators of the selected schools. Likewise, consent forms were given to students who participated.

The participants were informed of their right to withdraw any information if they wished to do so. The protection of the participants from harm, the assurance of the confidentiality of research data, and the question of deception of subjects were also highlighted as very important ethical principles (Frankel & Wallen, 1993). The protection through anonymity of the participants was considered crucial and given utmost priority in the study. Further, to comply with ethical principles, each participant met with me individually and the study was explained to him/her.

Finally, at the end of the research, the participants were promised to have access to the transcripts and to the research findings if they wanted to. I further reiterated to the participants that their participation was voluntary and that they could opt out and withdraw anytime they felt I had infringed on their rights without being pestered or humiliated for their withdrawal. This meant that the participants got involved in the study out of their own volition without being forced or compelled (Bennet, Desforges, Cockburn, & Wilkinson, 1994). After the reliability and validity tests have been carried out as mentioned in section 3.10, the questionnaires and test questions were distributed to selected learners, educators and the school administrators with utmost sense of responsibility. I further instilled in the participants a sense of ownership of their information by pledging to adhere strictly to ethical regulations. According to Fontana and Frey (1998) before a successful interview can be made, both the researcher and the participants need to be sure that they are secured with the other party, especially the participants must be sure that the researcher is reliable and responsible (Denzin & Lincoln, 2003).

3.12 Coding

For easy identification of the instruments used in this study, codes were given to the instruments. LQ indicates learners' questionnaire, LT indicates learners' test question and EQ indicates educators' questionnaire.

CHAPTER 4

Results and Discussion

4. Introduction

This chapter presents and discusses the results of the data collected from the study carried out to evaluate the Life Orientation Programme (LOP) in a high school. As a frame of reference, the study was concerned with determining the effectiveness, efficiency, relevance and impact of LOP intervention programme at reducing the spread of HIV/AIDS among learners in *Dynamic High School* in Cape Town. The views of the participants were gathered to determine whether or not the objectives of the life orientation programme have been achieved. The study was designed particularly to collect data using different assessment instruments in order to provide answers to the following questions:

1. What attitudes do learners, educators and the school administrators at *Dynamic High School* show towards the HIV/AIDS prevention LOP?
2. How skilful are the educators in disseminating knowledge about of HIV/AIDS to the learners?
3. What possible impact does the HIV/AIDS LOP as a prevention programme have on the sexual behaviours of learners?

This study received guidance from two conceptual frameworks which focused on programme evaluation based on the indicators of relevance, effectiveness, efficiency and impact (see Ogunniyi, 1984; Seotsanyana, 2002). I found the two frameworks appropriate for my study which was also concerned with the evaluation of the LOP at *Dynamic High School*. As has been suggested by Easton (1996) indicators such as effectiveness, efficiency and relevance can be subsumed under the concept of impact or behavioural changes noticeable among the recipients of a programme. According to him, impact is concerned with the domain “downstream” from the instructional programme itself to the knowledge or behaviours demonstrated by the target audience. In other words, impact deals with how the programme has affected the well-being of the recipients, in this case learners at *Dynamic High School*. Since I was not party to the

implementation of LOP at the school and could not access vital classified documents on the actual human and material investments, I concentrated on outcomes or impact of the programme on the recipients. This has also enabled me to undertake a more in-depth analysis of the data. In the section below I shall examine the four evaluation indicators alluded to in chapter 1 namely, effectiveness, efficiency, relevance and then link them to the impact using the three research questions (RQs) as my frame of reference.

It is apposite to state that the issues addressed by the three research questions are so inextricably interwoven that partitioning the presentation of the results separately on the basis of the questions alone might miss some other emerging issues. Also, this might call for the repetition of the same issues that permeate all the questions again and again thus increasing the text of a full thesis way beyond the 120-130 pages expected. Second, the issues of attitudes (Q1), pedagogical skills (Q2) and impact of LOP on the learners' behaviours (Q3) are closely related. Therefore, for ease of reference, considerable amount of relevant materials have been put in the Appendix section. The issue concerning the stakeholders' attitudes (Q1) is addressed first before treating issues relating to educators' pedagogical skills (Q2) and learners' sexual behaviours (Q3). However, to be coherent, and in view of their interrelatedness, allusions are made wherever deemed necessary to the other questions.

4.1 Q 1: Attitudes of stakeholders towards HIV/AIDS LOP

The attitudes that the stakeholders namely, learners, educators and administrators at *Dynamic High School* show towards LOP on HIV/AIDS cannot easily be divorced from their perceptions of the success or otherwise of the programme in terms of its relevance, effectiveness, efficiency and finally its overall impact. In other words, and as stated in chapter 1, one cannot talk about the overall impact of a programme without considering the prerequisites conditions namely: the effectiveness, efficiency and relevance of that programme (Veney & Kaluzny, 1991). Neither can a programme be considered to have had any meaningful impact unless it affects the attitudes and behaviours of the stakeholders or recipients. In other words, the LOP at *Dynamic High School* cannot be considered to be effective, efficient, relevant and to have any meaningful impact unless changes are reflected in the behaviours of the recipients. Hence, if learners at the school

still continue in their irresponsible sexual behaviours, even after being exposed to the programme, then we would conclude that it has not impacted on their lives.

Attitude is a subtle and complex, value-driven metaphysical phenomenon which pervades people's dispositions towards a given subject matter which they have encountered as in the case of LOP at *Dynamic High School*. Though real, it is very difficult to pinpoint or quantify (Ogunniyi, 1992, 2007a & b). A deep philosophical analysis of this meta-ethical issue is certainly beyond the scope of this study. Nevertheless, attitudes of people very often are reflected in their behaviours and can be evaluated indirectly even from the pattern of responses to assessment instruments as the Learners' Questionnaire (LQ) and tests, Educators' Questionnaire (EQ) and the interviews.

4.1.1 Relevance of LOP

Items 1-7 are concerned with finding out of the learners' awareness about the HIV/AIDS LOP at *Dynamic High School*. Relevance deals with whether or not recipients feel that the programme is actually needed or appropriate for them (Veney & Kaluzny, 1991). Question 1 of the learners' questionnaire (LQ) (Table A1 in Appendix A) is concerned with determining the age of the learners as a way to determine to what extent the LOP is appropriate or relevant to their age-related experiences. One would assume that the learners' age might make them more aware of the pandemic than otherwise because they are sexually active. However, this is only an assumption as a number of studies have shown even younger children than the ones involved in the study have been known to be sexually active even before they became teenagers (e.g. UNAIDS, 2004; Department of Health, 2002; Pettifor et al., 2004; Pettifor et al., 2005). This issue will be addressed in greater detail in the discussion section later on.

Table 4.1: Frequency and percentage of learners according to age

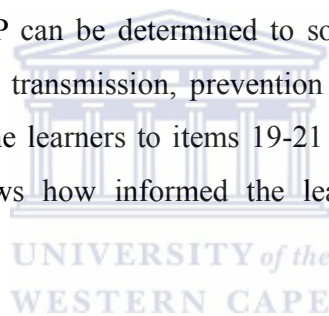
Ages	No of student	Percentages (%)
13	7	17.5
14	29	72.5
15	2	5
16	2	5

The age group of the learners that participated in the study are shown in Table 4.1. Altogether forty (40) learners randomly selected from each of the four arms of grade 8 in *Dynamic High School* filled out the LQ. The data revealed that, out of the forty (40) learners that participated in the study, thirty-six (36) (90%) were between 13 and 14 years old while only four (4) (10%) of the participants were between 15 and 16 years old. Based on Table 4.1 it is safe to say that the majority of the learners are in the sexually active stage. But the question is, “Are the learners aware of the relevance of LOP to their sexual behaviours or simply regard it as just another school subject to be passed? Questions 2-7 of the Learners’ Questionnaire (LQ) might provide some clue.

Questions 2-7 of Appendix A2 are concerned with finding out the learners’ level of awareness about HIV /AIDS. This awareness is indicated by such key words as: “heard” or learnt” about how to prevent HIV/AIDS. Table A2 indicates that of the 40 learners, 23 claimed that they have heard about the disease while all claimed that they had been taught about it. Furthermore, out of the 40 learners 14 each claimed that they learnt about the disease from their educators and peers. Only two learnt about it from other unspecified sources. Also judging from their responses to questions 7-8 that the majority of the learners (93%) of the learners had been taught about how to prevent the spread of HIV/AIDS, is indicative of their awareness. From this data set it is evident that the learners were well aware of the disease. From this high percentage of awareness one could assume that the learners found LOP to be relevant to their life - worlds and hence important in moderating their sexual behaviours. Whether or not this is in fact the case will be revealed later on in the chapter.

Questions 9-15 of the LQ deal with the learners' knowledge of how HIV/AIDS spreads as a result of being exposed to LOP. An examination of these questions indicates that 35 of the 40 learners' knowledge of HIV/AIDS prevention methods ranging from good (8), very good (17) and excellent (1) respectively on account of having been exposed to LOP at the school. However, a look at question 10 shows that only about half of the learners thought that their educator was confident in discussing sex education in class. The learners' perceptions about their educators' confidence in discussing the subject is likely to affect their overall attitude to what was taught. For instance, they might not see the relevance of what was being conveyed to them and this has implications for the attitudes they display towards the disease. The implications of this for the learners' sexual behaviours are certainly worthy of closer consideration in future studies.

In addition to the relevance of age to awareness (Table A2, Appendix A) is the question of knowledge. Relevance of the LOP can be determined to some degree by the knowledge they demonstrate about HIV/AIDS, its transmission, prevention and its effects on their health. A critical look at the responses of the learners to items 19-21 of the learners' test questions (LT) (Table B3 of Appendix B) shows how informed the learners were about HIV/AIDS, its transmission and prevention.



The responses of the learners to LT designed to determine the relevance of LOP suggest that some of the learners are still in the dark as far as the LOP and its usefulness are concerned. For instance, more than seventy percent (70%) of the learners agreed that HIV can be contracted by using the same toilet with a person already living with the virus. Only 17.5% disagreed while the remaining 7.5% were not sure whether people can be infected by sharing the same toilet seat with person already living with the virus (Table B3 in Appendix B).

Specifically, the responses of the learners to items 20 and 21 (Table B3 in Appendix B) showed that more than eighty percent (80%) of the learners agreed that having sexual intercourse with a virgin can destroy the virus. These responses from the learners show that the learners are ignorant about the role of sexual intercourse in the spread of HIV/AIDS, despite their claim that they are aware of the LOP (Table A2 in Appendix A). Hence, although the LOP is relevant to the learners as a means to curb the spread of the disease, their belief about the disease is greatly

mistaken. In other words, and in line with the findings in the area, the propensity for the majority of the learners falling prey to the disease is relatively high (Department of Health, 2002; Edelstein & Gonyer, 1993; Pettifor et al., 2004, 2005; Oyedunni & Oladepo, 2000).

4.1.2 Efficiency of LOP

As earlier stated in section 1.11 that one of the limitations of the study was inability to have access to vital information in terms of the cost of human and material resources invested in the LOP, the effort and time expended on the programme are the main determinant used in this study to measure the efficiency of the programme. According to Ogunniyi (1996), the effort, devotion and dedication of staff, recipients' incentives, and the warm reception by the community, which cannot be quantified, should also be considered to determine the efficiency of a programme. In addition, the measure of the efficiency of LOP at *Dynamic High School* is somehow connected with the attitude of the learners, educators and the school administrator toward the programme. In other words, if the attitudes of the stakeholders is positive toward the LOP, the effort and time expended on the programme will be commensurable with the 'output' of the programme. This will in turn have positive impact on the sexual behaviour of the learners.

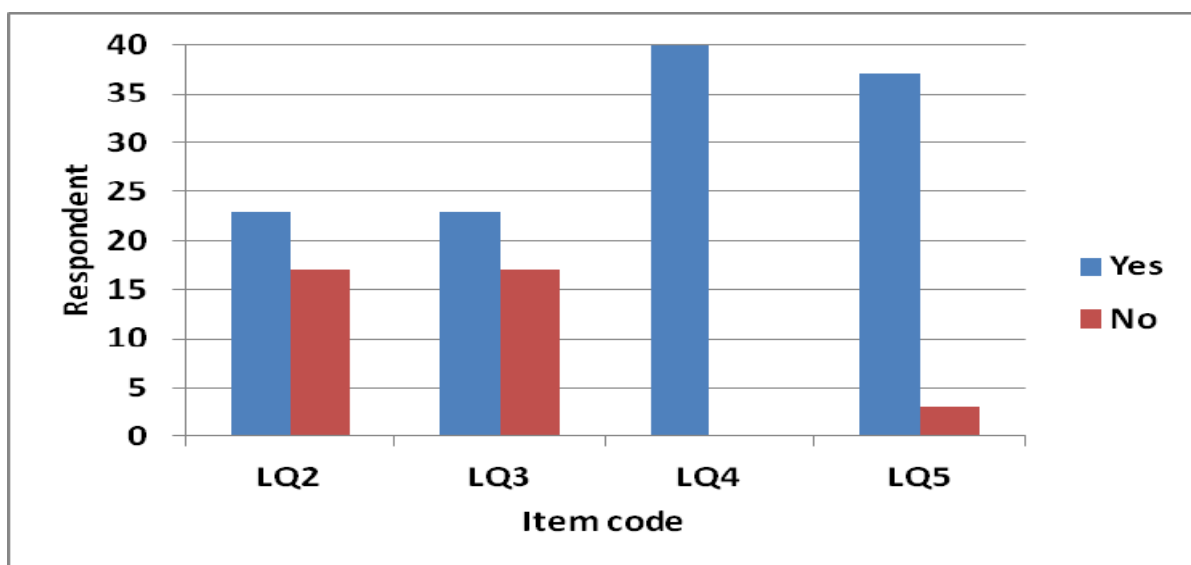


Figure 4.1: Frequency of learners' expressed knowledge of LOP

NOTE: *LQ2 = Item 2 - Have you heard about life orientation programme in your school?*
LQ3 = Item 3- Have you heard of HIV prevention programme for learners in your school?
LQ4 = Item 4- Have you been in class where the teacher taught on how to prevent yourself from contracting the virus
LQ5 = Item 5- Do you have adequate knowledge on how to prevent yourself from contracting the virus

Figure 4.1 shows the frequency of learners' responses to questions aimed at finding out the awareness of the learners and the efficiency of the LOP. As indicated in section 4.1.1 above, items 2-4 of the LQ (Table A2 in Appendix A) seeks for the learners' awareness about LOP as an HIV/AIDS prevention programme. In addition, the responses of the learners to the questions gave an insight into the efficiency of LOP. For instance, the responses of learners to items 2 to 5 of LQ, which was graphed as shown in Figure 4.1, indicate that over half of the learners were well aware of the programme. Specifically, 23 of 40 learners claimed they have heard of LOP while all have attended classes where the teacher had taught them ways of preventing HIV/AIDS infection (Figure 4.1). 37 (92.5%) out of 40 learners that participated in the study also claimed they had adequate knowledge on how to protect themselves from contracting the virus.

Although, all the learners (as indicated in item 4 of the LQ (Table A2)) claimed they have been in a class where the educator has taught them how to prevent themselves from contracting HIV, the responses of some of the learners showed contrary looking at their answers to items 2 and 3 of the LQ. These responses could imply that the learners might have heard about the HIV/AIDS prevention from other sources apart from the LOP educators e.g. the global awareness of HIV/AIDS programmes or others sources, in which they are still much in the dark on how to translate their awareness into their life - world situations, practically.

Considering the responses of the seventeen (17) out of forty (40) learners to the items 2 and 3 of the LQ, one could also say that the overall target of the LOP has not been met as every learner in the school, where the programme is being implemented, is supposed to be well aware of the programme. In a situation where almost half of the learners that participated in this study are not fully aware of the programme or how to prevent themselves from contracting HIV, it is an

indication that the programme is not efficient. Efficiency, as described earlier, deals with achieving set goal without dissipating too much time, effort and money (Wojtczak, 2002). It is concerned with knowing how judiciously or otherwise the human and material resources have been expended (Seotsanyana, 2002). Therefore, the responses of the 17 learners imply that the effort and the time spent on the programme by the government or educators have not yielded the desired results. In addition, the responses could be attributed to the attitudes of the learners, educators and the school administrator toward LOP at *Dynamic High School*, which will be discussed further in the subsequent sections in this chapter.

Items 8-17 of the learners' test questions (LT) (Table B2 in Appendix B) are concerned with finding out how efficient the LOP is at *Dynamic High School*. These items aim at getting more insight into the attitude of the learners toward the programme. For instance, the responses of the learners to item 8 of the LT as presented in Table B2 showed that 52.5 % agreed² that unclean sharp object (such as needle) shared with the person living with the HIV can cause someone to be infected. It is somehow worrisome that despite the exposure claimed by the learners to the LOP and HIV/AIDS awareness, 47.5% either strongly disagreed, disagreed or did not know that sharing unclean sharp objects with people already living with the HIV can transmit the HIV. Although, this response is not enough to conclude that the programme is inefficient, it is just a pointer to the fact that more attention is needed on the implementation of the LOP at the school if the desired goal is to be achieved. The level of awareness of the learners was further revealed by their responses to item 9 of the test questions as 52.5 % of the 40 learners strongly agreed and agreed that "*HIV can only be spread through sex and blood transfusion*" (Table B2). These responses are indications that most of the learners that participated in the study were not familiar with the mode of HIV transmission which again questions the efficiency of LOP in the *Dynamic High School*.

Even though most of the learners agreed to items 10 and 11 of LT as presented in Table B2, their responses to item 13 which says "*Having sex with a virgin can cure HIV/AIDS*" is not encouraging as 95% of the 40 learners (both male and female) agreed that having sex with virgin will cure HIV/AIDS. Although, these learners might have gotten this erroneous belief from

² See footnote 3 in the appendix

people outside the school environment, it seems that if the LOP has been efficiently implemented the learners might have had a different view to this superstitious belief. Even if the programme has been efficiently implemented, it is not reflected in the learners' sexual attitudes. Before these erroneous beliefs can be erased from the mind of the learners completely, educators need to demonstrate their efficacy (ease, competence and confidence) in the teaching and discussing sex education in a more efficient way. The belief by most of the learners that having sex with a virgin can cure HIV/AIDS will possibly have negative implications on the attitude of the learners toward sex and will have negative impact on the spread of HIV/AIDS. The different views of the learners about contracting and cure of HIV/AIDS indicate that the LOP is not efficient enough. However, there are still shortcomings in the implementation and efficiency of the programme.

When asked if "*LOP has been very efficient in their school*", 57 % of the 40 learners agreed that the programme is efficient while 43 % disagreed (item 17 of Table B2). They were of the opinion that the LOP has not in any way increased their knowledge on HIV prevention, neither has it influenced their sexual behaviour. The responses of the learners to the efficiency of the LOP corroborate their responses to items 2 and 3 of LQ (Figure 4.1) on the awareness of the programme, where almost half of the learners said they were not aware of the LOP. This is an indication that the LOP may not have achieved the desired goal after several years of its introduction into the secondary school's curriculum.

A programme can only be successful when the benefactors of such a programme are fully aware of the programme and put into practice what they have learnt from the programme. There is a general consensus among researchers that efficiency (i.e. the ability to perform well or achieve a result without wasted energy, resources, effort, time or money) is one of the keys to the success of any programme, not least the LOP and similar programmes worldwide (Freiberg & Waxman, 1990; Scheerens & Bosker, 1997). If what has been observed in this study is prevalent in other schools then it is reasonable to suggest that the efforts put in by the government to introduce LOP into the secondary school curriculum may not have completely yielded the desired results. The level of inefficiency of the LOP at *Dynamic High School* was amply demonstrated in the learners' responses to the test questions given by the researcher (Appendix B; Table B2). If truly the learners are aware of the LOP and have been taught on how to prevent themselves from

contracting HIV as they claimed, their responses could then be linked to the attitudes of the learners and educators toward what they have learnt and taught respectively. The attitudes of the educators and the school administrator will be discussed later in the subsequent sections.

On the other hand, the fact that some of the learners are not properly informed about the LOP and the mode of HIV/AIDS transmission and prevention may be, to some extent, due to lack of proper introduction of the programme to the learners by the educators. The lack of proper introduction of the LOP to the learners could either be that the educators have assumed that learners should have known much about HIV/AIDS prevention or due to lack of adequate training of the educators. According to the responses of the educators to item 6 of the educators' questionnaire (EQ) (Table C1 in Appendix C), only one of the educators teaching LOP subject has had formal training on how to prevent the spread of HIV/AIDS.

Although, all the educators that participated in this study claimed to be involved in the LOP at the *Dynamic High School*, the fact that they were not formally trained could have affected their performance and boldness to teach the subject. This also might have impacted negatively on the efficiency of LOP at the school. According to Cartageria et al. (2006), the extent to which a programme has been implemented successfully and the degree to which they have the desired outcomes are indispensable to programme managers, stakeholders and policy makers. The lack of proper training of the LOP educators therefore, is indicative of the poor way in which the programme has been implemented. It is also a reflection between the idealization of the programme and actual practice in the classroom setting. Often, the performance of a programme is measured by the comparison of the outputs and inputs.

To determine the efficiency of a programme, one needs to assess the amount of service provided to the number of clients involved in the programme and then compare these measures against the output. The input in terms of educators attitude to the LOP is very important to measure the efficiency of the programme. In items 7 and 8 of EQ (Table C1 in Appendix C), it was revealed through the responses of the educators that two out of the six life orientation educators only go to class to teach the learner once in a year. This is not a good 'input' to a programme designed to change the negative attitude of learners to 'healthy' sexual behaviours. To make the LOP more

efficient, the learners need to be taught regularly if possible on daily basis. This is because it is very easy for the learners to forget what they have been taught if not repeatedly mentioned. The poor attendance of some of the educators teaching the LOP subject at *Dynamic High School* could be a reflection of the attitudes these educators and the school administrators toward the importance of the programme. The issue will be highlighted later on in the subsequent sections.

4.1.3 Effectiveness of LOP

Items 1-7 of the learners' test questions (Table B1 in Appendix B) deal with finding how effective the LOP is in the *Dynamic High School* as a result of the attitudes of the learners, educators and the school administrator. The responses of the learners to item 4 of LT showed that 40% of the 40 learners (Table B1 in Appendix B) believed that anyone who has sexual intercourse with someone who already has sexually transmitted diseases such as gonorrhoea, syphilis, etc cannot be infected with HIV while 33% did not know if item 4 of LT is true or not. Surprisingly, about 75% of the learners did agree that anyone who has unprotected sex with the person living with HIV cannot be infected. This high percentage coupled with the responses of the learners to items 3 and 4 of LT (Table B1 in Appendix B) indicate that the LOP needs more attention in order to achieve the set goals. These responses clearly indicate that the learners were not well informed about the means by which HIV can be transmitted. This state of affairs certainly casts doubts on the effectiveness of the LOP at *Dynamic High School*, which could be attributed to the attitudes of both the learners and the educators.

The learners' responses to questions item 6 of LQ (Table A2 in Appendix A), dealing with knowledge needed to prevent HIV virus infection, show that only 35% out of the 40 learners have acquired that knowledge through the LOP educators at the school. This gives an indication that, though the learners had the knowledge, it has not been effectively communicated to them by their educators. The ineffectiveness of the LOP based on the responses of the learners is a pointer to the attitude of the educators toward the programme. The attitude of the educators is further revealed in their responses to items 2 and 8 of the EQ (Table C1) which also was corroborated by the responses of the learners to item 8 of LQ (Table A3). Majority (63%) of the learners claimed that their educators did not attend classes often. There is a common saying that "you teach only

what you know” meaning that one can only deliver only what one has. In situations where educators were not specifically trained to teach LOP, one should expect lack of confidence which could lead to absenteeism. The same ineffectiveness of the programme at the school could also be linked to the attitude of the school administration particularly the principal who claimed to be a caretaker and so did not see reason to familiarise himself with the programme being run in the school (details in section 4.2.1).

A programme can only be effective when the stakeholders rise up to their responsibilities and the benefactors are fully carried along (Helleve et al., 2009; de Walque, 2007). However, most researchers contend that programme effectiveness is a multifaceted concept, which makes its definition and subsequent analysis difficult. For example, a specific definition of effectiveness may depend upon the outcome of the education programme being examined (Seiler & Campbell, 2006). If the claim made by all the 40 learners that they were knowledgeable about LOP HIV/AIDS prevention measures were valid (see their responses to items 11 and 12 of LQ, Table A5, Appendix A) then how come that the same learners and some educators displayed such a lackadaisical attitude towards the programme?

As stated earlier, this awareness could not be attributed to what the educators had done. The learners’ responses to item 6 of LQ showed that the information on how to prevent learners from HIV/AIDS was not only from the educators but mainly from other sources. As stated above, LOP is not the sole source where learners are supposed to be informed about HIV/AIDS, but since learners spend most of their times at school, it is expected that bulk of the information on HIV/AIDS prevention should come from the educators. Some of the sources of information such as “from friends” may not give adequate information and there is no assurance that the learners will not be misinformed by people with inadequate knowledge about HIV/AIDS. Ahmed et al. (2009) argued that educators are purposely put within the school system to facilitate change and to disseminate knowledge and skills in order for learners to be equipped and well mannered for appropriate sexual decision-making. Certainly, a situation whereby one third of the learners got their information from other sources apart from the school environment calls for closer attention. In the same vein, Lohmann et al. (2009) has stated that the attitude of educators in handling programmes to a large extent will determine the attitude of learners towards such programmes.

The responses of the learners to item 1 of the LT designed to determine the effectiveness of the LOP (Table B1 in Appendix B), showed that about 82% of the learners agreed to the thrust of the item namely that, “HIV/AIDS is a deadly disease.” But despite this apparent awareness of the danger posed by the disease disagreement by 15% of the learners that disagreed is worrisome. However, the responses of the learners to items 3 to 5 of LT (Figure B1 in Appendix B) revealed much about the knowledge of the learners about HIV/AIDS transmission with respect to the effectiveness of the LOP. For instance about 85% of the learners believed that HIV could be spread by touching, shaking hands, kissing and hugging.

4.1.4 Impact of LOP

Items 14-15 of the learners’ question presented in Table 4.2 are concerned with finding the overall impact of the LOP on the sexual behaviours of the learners as relate to the attitudes of the learners, educators and school administrator. The ability of an education programme to elicit positive outcomes will be highly dependent on the quality and appropriateness, efficiency and effectiveness of the programme. If these factors are poorly implemented their overall will also be minimal.



Table 4.2: Learners’ perceived impact of LOP at *Dynamic High School*

Key concepts and categories	Number of response	No of learners in %
14: Has the HIV prevention programme in your school increased your knowledge of how to avoid the virus?	Yes – 34 No – 11	85 % 15%
15: How does the HIV/AIDS programme influence your sexual activity	Positive 34 Negative – 0 Neutral 11	85% - 15%

The response of the learners to item 14 of LQ (Table 4.2) showed that 34 learners (85%) agreed that LOP’s HIV/AIDS prevention programme in *Dynamic High School* has increased their knowledge on how to prevent themselves from contracting the diseases, only 6 learners (15%)

are not sure of the impact of the programme in their sexual activity. It is not clear why even this small number of learners remains unaffected by the programme. Eighty five - percent (85%) of the learners also agreed that LOP has positively influenced their sexual lives and activities while as stated above 15% thought otherwise. The views of the learners indicates that there are still lots of attention needed for the effectiveness of the LOP. The fact that two out of the six life orientation educators go to class to teach the learner once in a year, as indicated in the educators' responses to items 7 and 8 of EQ (Table C1 in Appendix C), shows that educators need to improve on their attitudes toward the programme so that their learners' attitude in turn can be influenced through them. The responses of the learners and the attitudes of the educators to class attendance partly provided an answer to one of the research questions of this study which states, "*What attitudes do learners, educators and the school administrators at the Dynamic High School show towards the HIV/AIDS prevention LOP*"? The results presented in Appendix C show the different attitudes of educators to the LOP. Although four (4) out of the six (6) educators involved in the LOP go to class often, the poor classroom attendance of the two educators does not portray a positive attitude of these educators toward achieving the goal of the programme and this can negatively affect the attitudes of other educators and the learners towards LOP as well. The comments of learners revealed that the learners are yearning for a change. Should there be a change in the attitude of educators toward the programme, there may be a change of attitude of learners (Tiendrebeogo, Meijer, & Engleberg, 2003). Likewise the educators in charge of LOP in the school should avail themselves of the various workshops that have been mounted by the Department of Education. To have impact not only the educators should be involved even the school administration should give the needed support.

The impact of the LOP programme on the learners' sexual behaviour was further revealed by their responses to items 24 to 31 of LT (Table B4 in Appendix B). Their responses to these items were not encouraging despite the efforts put up by the government to reduce the spread of HIV/AIDS in South Africa. For instance, about 88% of the learners believed that HIV/AIDS do not exist and that it is based on lies by pharmacists who want to sell their drugs (item 25 of LT). This response was contrary to their claims in Table 4.2, which could make one doubt the claims of the learners. The reason for the negative perceptions of some learners could be as a result of the wrong information they might have acquired from peers or other sources outside the school

community. This implies that, even though they have heard about HIV/AIDS in the LOP class, the LOP has no significant impact on their perceptions about HIV/AIDS. Cooperation and efforts made by the educators in charge of the LOP at *Dynamic High School* seems desperately needed to ameliorate the unsavoury situation at the school.

The fact that a considerable number of the learners were not sure whether people infected with other sexually transmitted diseases could result in HIV/AIDS infection as indicated in item 24 of LT (Table B4) is also a pointer to lack of impact on the learners. The Holy Bible says “*my people perish for lack of knowledge*” (Hosea 4:6). This is more so considering the strong religious ethos noticeable in the community surrounding the school. In order to really impact the lives of the learners with the programme, the learners must be taught on how to be selective in whatever they listen to on the radio, read in the papers or watch on the T.V, so that their minds would not be corrupted with information deleterious to their well-being.

The expectation of government and other stakeholders when introducing the LOP is change. Often this change correlates with professional development, which leads an individual to perform better in his/her work (Seotsanyana, 2002). The philosophy of professional development and improved performance of any programme is maintained by the stakeholders such as: the government; public (including parents, learners, educators and community members); and the non-government organizations (Wight et al., 2002).

It is apposite to mention that curbing the rate in which HIV/AIDS pandemic spreads requires a more comprehensive community-based approaches rather than solitary efforts. There is need to design a programme to solve the problems of negative attitude of the educators. Veney and Kaluzny (1991) state that programme designers should have a concern for the programme's decision as well as ensure that the results of the programme are as expected. They need to be aware about where the programme has failed to meet its stated objectives and to take necessary measures to ameliorate the situation. The educators involved in LOP at *Dynamic High School*, the administrators in the school and the government at large must focus on the proper running of the LOP programmes in order to have positive impact on the learners.

4.2 Q2: The skill of the educators in disseminating knowledge about of HIV/AIDS to the learners

This section presents and discusses the results of the interview that was held with the school administrators and the educators of the *Dynamic High School*. The school administrator and educators were interviewed separately. The real names of the participants are not mentioned in this study. This section focuses on providing answers to some of the research questions such as “*How skilful are the educators in disseminating knowledge about of HIV/AIDS to the learners?*” Although, the research question 1 that asked “*What attitudes do learners, educators and the school administrators at Dynamic High School show towards the HIV/AIDS prevention LOP?*” has been dealt with in section 4.1, some answers to research question1 (RQ1) is also reflected in this section. This is because as indicated earlier, the interviews provide additional insights not to only to just one but all the questions. Details on the answers to the research questions are provided in the analysis of the interviews in sections 4.2.3.

4.2.1 The school administrator

The school administrator was the first person to be interviewed, but unfortunately the principal said that he was a “caretaker” principal and knew nothing about the LOP. This restrained him to fully participate in the interview section. He then promised his support to make the interview and the study a success. The response of the school administrator speaks volumes of his attitude to the activities of *Dynamic High School* which include the LOP. In my view, being a caretaker principal should not be an excuse for not knowing anything about any programme in your school. In a situation where the principal of the school (in whatever capacity) did not know anything about a programme namely the LOP, how then can he properly monitor the programme. This type of attitude from the school administrator encourages laziness and absenteeism from the classroom as displayed by the two of the six educators in charge of LOP who only attend class once in a year. If anything at all, claims often made about the dysfunctional state in which many schools operate has been again been corroborated by the lack of awareness of the *Dynamic High School’s* principal of a programme in his school.

Although I had expected to obtain much information from the principal who gave me permission to conduct the study in his school, unfortunately it proved to be a non-starter for me.

Nevertheless, the information from the educators I interviewed proved informative and useful in understanding the contexts in which LOP had been implemented in the school. The real names of educators were not used in this study because of the confidentiality issue. The responses of educators from the interview are reported in the section 4.2.2 below.

4.2.2 The educators' interview

This section presents the analysis of the responses of the educators to the interview conducted by the researcher in order to evaluate the role of the educators at achieving the goal of LOP at *Dynamic High School*. The interview was a focus-group one, as only two out of the six expected educators teaching LOP were willing or had the opportunity to sit together to respond to the questions I posed to them. Certainly this puts some limitations on the data. Nevertheless, in view of the constraints particularly time, and other constraints I mentioned earlier on in chapter 3 about the anomalies caused by the FIFA world Cup, it was fortunate for me that two of the educators (Mrs Clarke and Mrs Jeffson) agreed to be interviewed. The other four educators gave some personal reasons for not being able to be part of the interview. The interview could not be conducted on the educators individually due to time constraints on their part.

The interview was handled in such a way that all the questions were answered one after the other by the respondents. The following responses reveal the perceptions of two educators (teachers) at the *Dynamic High School* about the LOP at the school. Issues considered in this regard include: a consideration of the relationship between the purpose of such programme and the end result; the qualifications of the educators; which aspects of the programme were working or not working; the commitment and involvement of the educators in the programme; the perceived importance of the programme by the recipients; status of the human and material resources at the school to make the programme sustainable over time; and the perceptions of the recipients about the effectiveness of the programme.

The comments of the interview transcription below indicate some of the reasons which motivated the two educators I interviewed to teach the LOP even though they were not qualified

to do so. However, despite this limitation on their part they believed that what they had been teaching was beneficial to the learners at the *Dynamic High School*:

Researcher: Good morning to you.

Both educators: *Good mornings (Chorus response)*

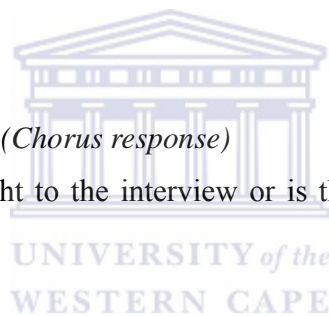
Researcher: And how was your holiday?

Both educators: *fine, fine, fine (Chorus response)*

Researcher: I am here to interview you on your role in LOP in order to understand its impact on the learners.

Both educators: *You are welcome (Chorus response)*

Researcher: Can we just go straight to the interview or is there anything you will want me to know before we start?



Mrs Clarke: *No, it is fine. If at all there is anything, we will talk about it during the interview.*

Researcher: Thanks very much. If I may ask, what is your perception about Life Orientation?

Mrs Clarke: *Usually I feel life orientation....., Em..., I think..., I feel very positive about life orientation programme at schools because I think it revives um..., the learners with concrete life skills at school. Um..., they cover um..., a lot of aspects. They are taught about preparation for their career and they explore their personality, the intrigue, the skills and they learn to match that with their career. They are told how to compile um..., information about their career choices; they are guided in making important decisions about their lives. They deal with health, they are taught about correct diet, and in that respect, a lot of the silent killers in South Africa: diseases like diabetes, TB, high blood pressure, all those things can be prevented because*

learners are taught about corrective eating at the beginning, at the early stage of their lives um..., what and what.....

Researcher: Is there any emphasis on HIV/AIDS?

Mrs Jeffson: *Yah, yes, there is absolutely*

Mrs Jeffson: *Okay, absolutely and um..., where we know, where I know, where we are successful, is when learners are hastened about knowledge on HIV/AIDS, they almost always get that right. Am I right?*

Mrs Jeffson: *Yeah*

Mrs Clarke: *Okay*

Researcher: What is your opinion about these two questions?

Mrs Jeffson: *My opinion?*

Researcher: Yes, your opinion

Mrs Jeffson: *Um..., life orientation is very important here at school. Um..., in other subjects like in religious studies and PT, um..., they find a way of allocated space, but we try as much as possible to manage the time given to us effectively, we try our utmost best to guide our learners in making the right choices. As far as we are concerned we take them out to the field where we do exercises because they become frustrated. We do that on a regular basis. Um..., we, we, we, try to teach the necessary skills in life to actually see they make the right choices in later on.*

Mrs Clarke:

Back to the first question, yah, like eh Life orientation programme that eh..., the way it's done now um that is good, it's of course a vital need in the child's life at school. Children are taught um, many things basically bordering on life skills which is the one subject that will carry them

through in life because they are taught morals and values that sometimes parents don't teach them because for example on personal development, they are taught um... correct responses on how to deal with stress um..., what is an appropriate eh response in a challenging situation. They are taught strategies about how to deal with stress through motivation, also mood and depression, okay.

Researcher: Your contribution

Mrs Jeffson: *No, she has actually said everything.*

Researcher: What motivates you to teach the subject?

Mrs Jeffson: *I love the subject, I love the content, I love working one on one with learners. Um..., I love carrying my passion for the subject over to the learners and they can be passionate about the subject because a lot of people don't feel the way we do about LO, but, um, I have joy teaching adults.*

Mrs Clarke: *But you need to have....., not every teacher can teach life orientation, you need to have the desire to help the children, so that you can em..., you need to recognize diversities among our children and to have empathy from where they..., what background they come from and in that way if you, if you, if you teach life orientation, you can um really make a difference in a child's life. That is what I like about life orientation*

From the educators' perspectives, there is a wide variety of activities that are embedded in LO programme, but there are no qualified educators to interpret the curriculum and teach the recipients adequately.

Researcher: Did you go for any training, seminars or attended some courses related life skills before teaching LO?

Mrs Clarke: *Yes, but I had university training in psychology at honours level. I do counselling and I studied human behaviour but when life orientation was introduced at school we were not really, we were not really given training for life orientation. So it is the knowledge that I required*

in my training in psychology and later doing vocational guidance at school that helped me, but otherwise you are to rely on your knowledge and textbooks and your knowledge help you

Mrs Jeffson: *No, I don't have any formal training as actually is what I know is my experience. I want to give my passion for what I do carry me through um and then I do rely on textbooks quite a lot for the content.*

Researcher: Do you really lay emphasis on how to play it safe?

Mrs Clarke: *Yes, um, all the learners have the knowledge. They might not be able to answer all questions on HIV but some of them will engage in um...em... sex that they em sexual intercourse, they haven't thought through, they haven't planned, but majority of them, the message, I am sure has made an impact on those learners, so that when they are confronted with that choices in life that knowledge will um have an influence on the decisions they made. Others, they don't pay attention, they have the knowledge but somehow they don't pay attention to what they have learnt because we still find school girls becoming pregnant early in life. Then you see that it wasn't well thought out. But the majority of them of them um gained from the knowledge. Most of the educators expressed their interest in teaching the subject but have not got adequate the actual training to help them deliver the programme with great success. This contributed a setback in achieving the set goals of the programme.*

Researcher: Do you feel comfortable to teach sex in LOP classes?

Mrs Jeffson: *They do enjoy discussing sex with us. A lot of them do not feel free to talk to their parents and, and, and, they do come to us, um, I try to teach them about sex and they do come to us um, I, I, don't then think that it is a taboo, um it is a subject they must free to discuss what they do, can stand before choices I'm sure and, and some of them have..... What we have discussed in class have made a difference compared to when they were ignorant of those information*

Researcher: Do you think teaching of LOP is effective and efficient enough to impact the learners positively especially in the area of HIV?

Mrs Clarke: *Yes, em--- because you teach them that they should take responsibilities and consequences of their actions. Through this teaching, many of them act responsibly. They are these (few) percentage who will engage in risky behaviour, but umm---, I don't believe that it is majority of them, I think is a minority.*

Researcher: Do you feel comfortable while teaching HIV/AIDS and sex education?

Mrs Jeffson: *Yes, I do*

Mrs Clarke: *Yes, I do, if you as a teacher is comfortable teaching sex and they are able to get the vision through you, they will be free to ask you questions afterwards. Some might not do it in class, some might come afterwards. And if you---, if you make them believe that um---, it is wrong to talk about sex, they would keep on wondering about it and ask their friends, but get the wrong answers. So I try to be open-minded when it comes to it.*

Mrs Clarke: *Yes like I said earlier, I don't, I'm not really, eh---, I'm not comfortable talking about sex and sexuality because em--- you do that is the --- one area where the learners can discuss it out of their home and it is important to give them the right information because they can em---be exposed to the media that gives them wrong idea or information. The media basically promotes promiscuity and the learners think that it is the norm. So it is important to have em forum where they can discuss it openly but they can also discuss it factually.*

Researcher: if you are to access LOP, can you say in your own view that it has been able to achieve its set targets?

Mrs Clarke: *Well as part of the curriculum now, um--, they have a lot of information, booklet, CDS, and they have a lot of organisations, there are a lot of NGOs coming to do plays and to*

discuss the issues with them. The learners are constantly bombarded with information on HIV/AIDS.

Researcher: can you say categorically the impact of LOP on learners?

Mrs Clarke: *Yes um--, because it is important part of the curriculum, I mean life orientation. So, you have to teach it and discuss it with the learners. So in that way, the learners do have access to information. And the forum where they can express themselves and em—the various um—impacts from the learners as well*

Researcher: What are your contributions towards the success of LOP?

Mrs Clarke: *To teach a profession, to make available factual information about HIV and sex and sex education, to provide forum where learners can discuss to encourage them to, to, to, engage in conversation about their and perceptions and in that way assist them.*

Mrs Jeffson: *They know that you there for them. They know that they can come to you and discuss whatever within confidentially, in this case, I think you have made breakthrough.*

Researcher: Was there any programme existing before LOP?

Mrs Clarke: *Yes, we have the school guidance where the learners used to get a programme one period a week where they would discuss em a variety of topics that teachers and learners decide on. But this one is structured, it is factual, there are activities, they are texts, they are resources that based on it. So teachers of course teach it in a particular manner. They have all resources at hand.*

Mrs Jeffson: *You see the difference now between life orientation and school guidance in the past. Life orientation, the learners are assessed as part of their curriculum. They need to pass the subject so they are forced in a way to pay attention to the subject seriously. In the past I didn't have that much of impact when we did um school guidance because learners will choose em may*

be not to have discussion, or to focus on other issues, now they have to. So making it part of the curriculum was, is actually brilliant and initiative.

Researcher: Can you please a general comment on the learners' attitudes towards the LOP programme, and what do you think can be done to make the programme more effective?

Mrs Clarke: *yes um---, if you are just talking about HIV now, or I n general, um--, if I compare the knowledge of learners before we started life orientation programme. When we started um--, the knowledge now compared to grade now and grade 8, 5 or 6 years ago, there is vast difference. Grade 8 learners now know how to prevent themselves from HIV. They know um---, they even know like when you contract HIV, um--, that it is important to have a healthy lifestyle. Um---, they are very knowledgeable in all aspects of HIV, yes.*

Researcher: What else do you want to say, do you want to add anything?

Mrs Clarke: *Yes, teachers must just be em--, the problem in schools is that life orientation is used----, teachers have to teach a certain amount of periods. So if they have not, so say for example, they teach English and if they have to teach say 38 periods, and they allocated say 35 periods for them in English, then they need 3 periods more to make up, they give such teacher life orientation to make up for her periods, not minding his or her background. This means that the teachers who are trained to do, who have the skills to teach life orientation, they are sometimes denied and not given the subject to teach and you find teachers being given the subject who don't have the skills or the liking for the subject and in that way, em justices isn't done to the subject so if they can have... if they can appoint people in that position and maintain stability in the life orientation department and you have say 3 or 4 teachers who teach in life orientation, we would know that they do or they are doing it and they are the people who love the subject. Then it would be better managed at school. Because at the moment in our school, we have about 15 teachers teaching the subject, and em I know that not everybody put in what we put in because I am very passionate about the subject. My colleague here also, Ms Jeffson, is also very passionate but she only manages to teach how many classes*

Mrs Jeffson: *Only one*

Mrs Clarke: *only one.... and she would love more. So now, the subject is spread over too many teachers just to fill in the quota of teaching periods; so, if, if that can change, management that, then it would be more effective.*

Mrs Jeffson: *I would like to have more periods if they want to give more because.... though it was just to add to my total period for the year, so they only give me one class*

Researcher: So which of the methods do you emphasize most for the learners to prevent themselves from contracting HIV?

Mrs Clarke: *Abstinence, that is better. They don't have sexual partner and they don't have sexual intercourse and peradventure if need be for them to have sex, they should use condom; but the most unfortunate thing is that some of them just learn and do not apply it*

Researcher: Is that so?

Mrs Clarke: *Some of them don't, because if you see the number of girls that are pregnant in the school, they are about like 5 or 6 and they will be complaining, then you will know that they have not implemented the knowledge.*

Researcher: Exactly, exactly.

Mrs Clarke: *But there are also like 300 kids, so, yes, there are a lot of them who err.*

Researcher: It is very wonderful having this kind of an interview with you

Both educators: *Pleasure* [a simultaneous response].

Researcher: Your effort is highly appreciated. I am sure next time, if I come around to seek this kind of assistance from you, you will not hesitate

Both educators: *Very well* [a simultaneous response].

Researcher: Once again, thanks so much and enjoy your day further.

4.2.3 Analysis of the educators' interview

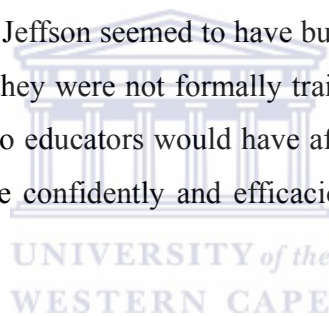
A perusal of the responses of Mrs Clarke and Mrs Jeffson above, it seems evident that these educators were not formally trained on LOP. This revelation about their skills corroborates the responses of the educators to item 2 of the EQ (Table C1 in Appendix C). Only one of the educators was formally trained on LOP. Despite this, they made considerable effort to implement the programme. According to Mrs Clarke, “...*We were not really given training for life orientation. So it is the knowledge that acquired in my training in psychology and later doing vocational guidance at school that helped me...*” Also, there is sufficient evidence that their teaching did impact their learners' sexual behaviours especially in regard to take preventive measures that would not make them victims of the pandemic. The following statements are indicative of the effort they made to accomplish the goal of the programme:

- Mrs Clarke: “... *I feel very positive about life orientation programme at schools because I think it revives um..., the learners with concrete life skills at school. Um..., they cover um..., a lot of aspects...*”
- Mrs: Jeffson: “*we try our utmost best to guide our learners in making the right choices...*”
- Mrs Clarke: “*they are taught morals and values that sometimes parents don't teach them...*”
- Mrs Jeffson: *I love the subject, I love the content and I love working one on one with learners. Um..., I love carrying my passion for the subject over to the learners and they can be passionate about the subject because a lot of people don't feel the way we do about LO, but, um, I have joy teaching adults.*”
- Mrs Clarke: “...*the message, I am sure has made an impact on those learners, so that when they are confronted with those choices in life that knowledge will um have an influence on the decisions they made... The media basically promotes promiscuity and the*”

learners think that it is the norm. So it is important to have em forum where they can discuss it openly but they can also discuss it factually.”

- Mrs Jeffson: *“They do enjoy discussing sex with us. A lot of them do not feel free to talk to their parents and, and, and, they do come to us, um, I try to teach them about sex and they do come to us um, I, I, don’t then think that it is a taboo, um it is a subject they must free to discuss what they do, can stand before choices I’m sure ...[that] what we have discussed in class have made a difference compared to when they were ignorant of those information.”*

The excerpts above suggest that though neither of the educators specialized in teaching LOP their contribution had had some positive impact on the effectiveness, relevance and impact of the programme relative to the sexual behaviours of some of the learners at *Dynamic High School*. In other words, “Mrs Clarke and Mrs Jeffson seemed to have built- up their confidence over time in teaching LO subject even though they were not formally trained on to how to implement it”. In the real sense of it, training the two educators would have afforded them the needed knowledge and skills to implement LOP more confidently and efficaciously than was the case during the period of the study.



It seems from the foregoing excerpts of the interviews that the acquired training aspect of the programme has been seriously compromised. The experience or efficacy i.e. the ease and the confidence required to implement a new programme, not least, the LOP cannot be assumed to emerge in a vacuum. It should have arisen naturally through training, re-training and upgrading of those to implement that programme.

Resource availability both human and material is important in implementing any programme if the desired goal is to be achieved in terms of efficiency, effectiveness, relevance and impact (Easton, 1996; Ogunniyi, 1984; Seotsanyana, 2002). However, if the resources are scarce or limited then the expected outcome from the programme will not be achieved (Barrow, 1996; Brock, 1996). The LOP at the *Dynamic High School* certainly faces resource constraints particularly human, hence, the inability of the programme to meet the requirements of efficiency,

effectiveness, relevance and impact. It is obvious that the LOP at the school is not fulfilling the expected goals in terms of knowledge and application of that knowledge by the learners.

Also, as earlier indicated, the programme was underfunded and this has automatically affected the efficiency and use of scarce human and material resources available. It is paramount that the little fund released for the programme must be used judiciously so as to produce effective products for the world of work (Seotsanyana, 2002). This of course implies that the implementers have been trained to implement the programme efficiently without much wastage of the available resources. It would be expecting untrained personnel in a programme to perform beyond the level of their competence. As Easton (1996) has succinctly put it:

Though impact thus represents what might be called a “second order” effect of educational intervention, it nonetheless has a great deal of importance, particularly in situations...where the underlying goals of intervention are in fact not only to increase knowledge, but also to contribute to personal empowerment... (p.242)

The LOP is an empowering programme that can equip learners with the knowledge and skills to make wise decisions on critical life issues. As a matter of fact, the knowledge and skills acquired in the programme has the potential to save learners from contracting a life-threatening disease like HIV/AIDS, a current scourge in many developing countries with South Africa at the forefront.

The scenario painted by the interviewees is very worrying. The teachers who are not trained are also not given sufficient time to teach the subject (LOP). It appears that the LOP at *Dynamic High School* is seen as a “no man’s land”, so to speak. It is a subject that any teacher can teach either qualified or otherwise. Some educators were asked to teach LO subject in order to fill their teaching quota whether they are skilled to teach it or not. In such circumstance, is it near impossible for the programme to run in an efficient, effective and relevant manner or to have noticeable impact on the lives of the learners at the school. Hence, the implemented LOP at the school is a far cry from what the developers intended. The problem, however, is not only because of the poor training opportunities for the teachers, inadequacies in human and material resources,

but also administrative bunkering. It seems untenable for the school principal under the guise that he was only a care-taker principal not to show a modicum of interest in the programme. Another confounding factor is of course, the implementers themselves. Where are the implementers in the Department of Education? What have they been doing to ameliorate this unsavoury situation at *Dynamic High School* and perhaps others relative to the LOP?

In short, the problem at *Dynamic High School* relative to the LOP is a systemic one. New programmes take time to flourish. They require proper nurturing, monitoring and concerted efforts by all the stakeholders. The need to address the systemic issues surrounding the LOP at the *Dynamic High School* and perhaps others certainly warrant urgent attention in future studies. In the light of what Easton (1996) has highlighted above, there can be no meaningful real impact of the LOP on the sexual behaviours of learners at *Dynamic High School* if the educators are ill-prepared to implement the programme because they have not been trained, there is insufficient learning materials or the school administrators do not give necessary support.

4.3 Q 3: The impact of LOP on the sexual behaviours of the learners

This section presents and discusses results of interview that was held with learners of *Dynamic High School*. The learners were interviewed separately. The real names of the participants are not mentioned in this study. This section focuses on determining the impact of the LOP on the sexual behaviours of the learners. Apart from mainly providing answer to the third research question of this study that says “*What possible impact does the HIV/AIDS LOP, as a prevention programme, have on the sexual behaviours of the learners?*” answers to other research questions that have been dealt with in sections 4.1 and 4.2 are also provided in this section. Details on the answers to research questions are provided in the analysis of the interviews in sections 4.3.2.

4.3.1 The learners’ interview (case study)

This section presents the responses and the analysis of the responses to the questions that I posed to the learners during the interview. The questions asked during the interview were designed to provide answer(s) to the question on how the LOP has affected their sexual behaviours. Although

it was a focus group interview due to the difficulty to meet the learners individually, but the questions were posed to each of the learners in order to express their view on the LOP in their school. Each of the learners responded to specific question one at a time. It is important to stress that, for ethical reasons, only the anonymous names of the learners were used in the excerpts below. Some case studies that were taken into consideration are presented below;

Case study 1

Julian

Julian, a loving 14 year-old girl in grade 8 in *Dynamic High School*, was interviewed. In an interview with Julian she says:

Faithfulness to a sexual partner is the best option to stay away from HIV/AIDS....If you have too many sexual partner, it makes things difficult to keep them happy and most, you don't know which one has been infected with HIV because if you can't trust yourselves, to be with one person, how can you trust the next person to be faithful to you?... LO [meaning, LOP] is the main source of information and facts about HIV. LOP is effective, efficient and relevant to my day to day living. LOP gives me the understanding about different diseases around us, the causes, and how to prevent it.

Although LOP entails other things, but emphasis is being laid on HIV so that learners can prevent themselves from contracting HIV/AIDS. Most people especially learners are practising safe sex now unlike before when LOP was not incorporated into the school curriculum. If learners didn't have life orientation, some of the learners wouldn't have known about the cause, effect and prevention. LOP has impacted my life to the extent that I feel that without LO I cannot survive. Life orientation is going to tell you about it, but it is going to be about yourself and for your benefit and your own choice for that matter, because if I want to have sex now, I can say to hell to life orientation, but it is like I don't know and I don't care about life orientation, I want to feel good now, then it is my own decision that there is going to be either my benefit because I am going to reap the consequences of whatever action I do or say.

The excerpt above suggests that Julian has benefitted from the LOP in her school. Although she has not stated directly whether or not she is sexually active, her comments show that she has acquired considerable knowledge about sex and ways to prevent being infected with the HIV virus. In this regard, it can be assumed that the LOP has been successful as far as Julian is concerned.

Case study 2

Kischel

During an interview with Kischel, a 14 year-old girl in grade 8, stated that:

I still have a boyfriend that I am going out with at the moment but we do not do any deep things. LO taught us to abstain and so by the time you get married you can go places want to go. But it is you that will have to know how to caution yourself so that you can get fixed on the things that you do and never shift focus...I am determined and ready to take the counsel of my LO educators on how to protect oneself from AIDS, how to prevent it and how to have a safe sex to keep the disease outside the body. Sometimes, condom doesn't work if it is not fixed appropriately, some they still find a way of getting into your body and thereby you are taught total abstinence while you are unmarried and faithfulness when you are married. I approve life orientation in schools so that need to be known about one's life and diseases around us will be exposed...

I have been taught that whatever action you put on can be a burden on you as well, and this can bring either positive or negative consequence. I made up my mind to stay positive with the right information I have received from LO lessons. With the experience I have acquired from LO lessons, I plead that LO must be sustained [or] sustained. I suggest that LO lessons especially HIV classes must be extended to children right from grade 4. I strictly emphasize the anchor of the LO which [is] that as an expert, you must always condomise... when our mothers were growing up, they were never opportune to have LO as a subject. There are subjects like English, Afrikaans to offer, but they couldn't learn about what is happening around them like diseases, how to treat these diseases like HIV and TB. They tend to go with the flow and they are okay. They have to go for the test and the stuff, that is all they know, but now we see and learn through LO,

through it you got to know the causes of different kind of deadly diseases especially HIV. Now we can see and know how to prevent ourselves, she stated.

Like Julian, Kischel seems fully aware of the LOP in her school and what benefits she could derive from the programme. She feels more privileged of having acquired so much about from the philosophy of the programme in comparison with her parents at her age. Her resolve to stick to abstinence is certainly an admirable quality that she must maintain.

Case study 3:

Garon

Like Julian, Garon, a beautiful 13 year-old girl in grade 8 at *Dynamic High School* said she is well aware of the benefits of the LOP in her school. Her statement below suggests she is very well-informed about the requirements for practising safe sex. During the interview she stated that:

I won't defile myself. I will keep my sanctity until my wedding day, despite all persecutions from friends, classmates and folks. I am ready to stand by my pledge through thick and thin. I have every cause to defile myself, but I am determined that I will not allow any man to mess me up. I have made up my mind when I was young that I won't lose my virginity to the man I will not marry, and the grace keeps on sustaining me, and this was strengthened when I started attending LO lessons.

I have full of determination and will not allow anything to spoil or dent my bright future for me. I have made up my mind not to have boyfriend so that my future dream will be realized. I have no boyfriend and I am not ready to have until I am fulfilled. I think they should keep life orientation because there is much that you can learn and you can learn from what you have learnt from educators who know more than you do. They know actually much more than what you have learnt. So they have to... I say they have to keep life orientation in schools. For instance, I want to become an Air hostess, that has been my dream, and I am looking forward to walking into my dream.

Garon stated further that she cherished the way her mother also counsels her to complement LO educators' effort realising that her mother didn't want her to fall into the same pit she fell into. Another driving force for Garon perhaps is her ambition to be an Air Hostess. She affirms her resolve to remain a virgin until she is married.

That is why one of the rules that I learnt as myself to keep my dignity intact because I know that is not cool now. For me to get to the pick of my career, I must maintain the standard that I must not compromise my body. The boys of today they say they love you but they don't mean it in any way. And if they say they love you, the first thing you should think is if they say they love you truly, the first thing for you to think about is if they really love you or they just want other part of you and how you should, you should think about what you do at that moment because that will determine your future, resist all temptation from him, and if he knows he is wrong to talk to someone like you, if he really mean business with you, he will wait for you until you are ripe enough for marriage.

It is not that it is not only good to involve yourself in any sexual activities now; you must also complete your studies. Some educators think they should teach us more about like how to take us to higher level through LO. They tell us why we shouldn't have sex and be focused on how to attain and achieve a brighter future for ourselves and other reasons like that. There are many rotten eggs among us. They make noise, and when the educator told or corrected them, they tell the educator that the time to teach us is over. Such students are not ready to learn, and if they want to learn, they won't make a noise. Although our educators are trying their best to impact, but there are no physical evidence in form of visual aids to back their teaching up. There were some other information I was expecting from our LO educators that have not been passed across duly. Children must be exposed to LO lesson right away from grade 4.

Garon seems to have come from a religious background which I believe has tremendously helped her in keeping herself away from sexual immorality. According to her, the LOP is just a plus to the type of orientation she has got from her mother who advised her not to make the same mistake she made. Garon expressed her determination to maintain her virginity even when other

girls talk about their boyfriends with pride. She believes she is not ready to her commitment to remain a virgin by having a boyfriend who could tempt her to yield to his sexual demands. Her desire to be an Air Hostess might have contributed to her resolve not to defile herself with premarital sex as that might ruin her career ambition. Again, and despite the deplorable stage in which the LOP has been handled in the school, Although Garon seems to have benefitted from the programme she is of the view that more learning aids should be made available to concretize their learning.

Case study 4

Lann

Lann, a good looking 15 year-old girl in grade 8 had one or two boyfriends last year, but not anymore. According to her:

The moment I was exposed to LO lessons and I was taught the danger of having multiple partners, I decided to keep myself so that I will not put my life in any danger. I started having boyfriends late last year shortly before I came to High School. I have been one of the fortunate girls that was privileged to attend LO lessons that exposed [us] to deadly diseases especially HIV that has claimed several lives in South Africa ...The government must keep life orientation in schools because um..., like if people don't go to school and suffer like these young children who are innocent and victims of the virus.

Majority of the people that are living with the virus today are learners because they are sexually active, and a lot of them fall pregnant and we have life orientation. If there is no life orientation, you can imagine disastrous life would be. In life orientation, they teach and exposed us to all of those stuff and so that is why we need and like to know more through life orientation, infection, protection, condom, and everything but it is already late now for those who have been infected or fallen pregnant... Children cannot talk or confide in their parents about that because the parents of today don't understand. No, you must not do it, so they overprotected you, and spoil your future.

Lann is one of the few girls that believed that if a man loves you, he must be an encouragement and must be ready to wait for you. She observed that there are some learners who neither hear nor listen to the instruction of LO educators and most of them make costly mistakes, she added. With the impact LO has made in the life of Lann, she concluded that they must talk about sex right away from grade 3, they must be taught about sex because if you come to high in ignorance where everything started, it may be a bit difficult for them when they get to higher grades. To Lann:

Learners must at least have some hint of what one would meet before coming into the high school. I believe that learners have heard and talked about sex while in grade six. They must talk about LO and sex and what is the cause of sex, they have LO in early grades, but they are talking about other stuff. Learners must be exposed to sex education right away from primary school, she concluded.

She further emphasized that through this exposure, their minds will be prepared for what lies waiting for them in the future. Children must be guided by acceptable norms and values of the society, because of the impending danger and consequences that await the ignorant. Learners are bound to heed to instructions when they are exposed to this truth early enough since they don't want to end it badly in life.

Case study 5

Lemon

Lemon, a 14 year-old girl in grade 8 had had two boyfriends before the interview but to be now single. When asked to talk about her past sexual life, Lemon said calmly that she started having boyfriends as early as 12 years old. This suggests she probably have been exposed to sexual activities as early as when she was in primary school. She confessed that life orientation must be introduced to learners in primary schools so that, they could commit themselves into not doing the same mistake she has found herself in. She earnestly pleaded for life orientation to be sustained in schools because it has impacted her in various ways especially her sexual life. She stated further that, "Life orientation has taught me how to abstain from sex till I am led to the altar to say I do, she said;

I think that they should keep life orientation because it is like you ... Already know everything; it is like you learn a lot of stuff in life orientation about yourself in life orientation and yah.”

The above statement seems to capture the yearning of this little girl so that all other learners will benefit from this programme. She wishes that, “More space should be allocated for the programme to accommodate us and our plight.”

Case study 6

Norma

Almost in tears, Norma, a 13 year-old grade 8 at *Dynamic High School* made the following statements at the interview:

Let our educators be punctual to classes and our attitude to LO will change. Our educators say that a boyfriend is not a bad thing... You experience quite a lot by having at least a boyfriend”. I know and appreciate what LO has done in my life, and I can’t afford to mess with it now. My educator only comes to our class once in a year, but I am privileged to have a good relationship with other LO educators, which gives me the opportunity to have heart to heart talk with them. But not all learners are as privilege as myself. That is why there is need for punctuality of our educators is required. Some of our parents believe you must know right from wrong and they bother less to teach the acceptable norms and values. In LO, necessary values are imbibed in you especially how to prevent yourself from HIV virus.

Case study 7

Clover

Clover, a 14 year-old loving girl in grade 8 of the *Dynamic High School*, in her response said that even though she has a boyfriend at the time of the interview, she did not toy with sex because she believed that sex is for the married people. She confessed that abstinence is the best policy and should be embraced as their LO educator has taught them.

Case study 8

Josa

According to Josa, a 13 year-old grade 8 girl stated that:

LO has mended my horrible life for me. I used to keep 3 or 4 boyfriends at a time before I was finally exposed to LOP. I started having boyfriends while I was in grade three, and this has really exposed me to a lot of things. I have got only one boyfriend due to the counsel of my LO educators. We don't do deep things now. We only keep it calm because I have been exposed to the danger and consequences of having sex at early stage in life. Not this alone, I have also been taught the danger of having unprotected sex...

Eh, life orientation also like em, you get em, you get to know yourself, also, your classmates, you learn more about yourself, about your body and how to get prevented away from the dreadful diseases, you learnt things about diseases stuff like that... We learn a lot about life orientation, we learnt a lot of things, like a lot. You can learn about safe sex and all these things about HIV, how to stay healthy. All these things now, you can be taught by changing the ways, by stopping sex without condom. Life orientation must be kept in school. I think they should keep life orientation because it is like young children of nowadays are having sex without condoms and they don't know what to do. They get babies early morning of their lives and early years and that stuff. Now without life orientation, you can do nothing without it. You don't know if you don't go to school and you want to go to University, you don't know what subject you must choose and that, so yes Ms.

Life Orientation has completely changed my attitude towards sex. All what LO has impacted in us are so valuable that cannot be bought with money, let it continue please. It is my only hope or else, I am doomed was the resolution of

Case study 9

Fatimat

Fatimat, who was a 14 year-old grade 8 learner at *Dynamic High School*, got impressed with LO as a programme and boldly declared that LO has helped her greatly to change her attitude towards sex. In her own words she said that:

We have been taught how to prevent ourselves from the deadly diseases. Even the causes have been taught... LO must be sustained in schools, so that healthy living will be maintained. I think they should keep it because without what can we do if we don't have it, we wouldn't have known all those stuff that have helped us thus far.

The above was Fatimat's comment when her opinion was sought during the interview about impact of the LO programme. Fatimat confessed further that her mother has never for once cared or looked after her. She had never enjoyed parental guidance until she got to high school where LO is made to substitute for such guidance. She added the following statements:

I have been exposed to sexual activities early in life, because there was no guidance. It was when I got to high school I was taught through LO to change my risky behaviour...We did learn about it, but if you have sex with anyone living with the virus and you have condom on, you won't have HIV. Ms, but you will also have to be careful, because it doesn't work always... Some of the learners that still live a reckless life are the bad eggs in our midst who will neither listen nor obey useful information passed by the educators.

She urged the educators to put in their best and suggested that LO must also be introduced to primary school learners, she concluded.

4.3.2 Analysis of learners' interview (case study)

The inability to interview the learners separately without the other learners knowing how their colleagues responded the questions posed to them during the interview is a challenge. One may have the feeling that, the fact that they all seated together can influence the responses of most of the learners to the questions during the interview. Nevertheless, the boldness and the seriousness that some of them displayed during the interview could be an indicator that some of them were actually saying was reasonably honest. The responses of the learners to the general questions

asked during the interview show that the learners have been positively impacted to some extent, even though the expected goal of LOP has not been completely met. For instance, when asked whether they have boyfriends, some of the learners said they used to have many boyfriends but the numbers of their boyfriends have reduced and even one of the learners said she is now “single”. Although the comments of one of the learners (Garon) during the interview did not directly say that the reduction in the numbers of their boyfriends was due to the LOP, the learners’ responses to the question asking them whether they have been taught in the class about HIV/AIDS and the ways to protect themselves gives an impression that the “improvement” in their sexual activities was as a result of the LOP.

The comment of one of the learners (Case study 6) that “*Our teachers say a boyfriend is not a bad thing...You experience quite a lot by having at least a boyfriend*” further revealed the lack of proper training for the educators teaching the LOP subject. Although it is generally believed that the learners are sexually active at the age group of the learners that participated in this study from Dynamic *High School*, it may be inappropriate for an educator to encourage the learners to have boyfriends. At the age group (13-15 years) of the learners, and the fact that they are at a stage where any decision taken would either make or mar their future, abstinence should be the advice of the educators to the learners. I strongly believe that if the educators have been trained and retrained on the LO programme, they would know the proper and normal advise to give to the learners. Hence, the educators need to be well trained and the programme would need some modifications to make more impact in the sexual behaviours of the learners.

Visser et al. (2004) claimed from their study that LOP has made some impact in the lives of the learners. They suggested that the programme would have greater impact if its implementation is simplified into more sequential steps in line with the level of development of the learner. It is also clear that all the stakeholders and the community concerned in particular must be put into consideration if a meaningful achievement is to be attained. As stated earlier, the systemic nature of the programme should not be ignored as educators alone cannot do everything. Apart from the educators, the parents or guardians must also be involved to reinforce what learners have learned at school.

As indicated earlier, the implementation of the programme in South Africa has not been successful due to issues like limited resources, instability and different communities which are not put into consideration. On the other hand, educators are the main facilitators of the programme must not only be seen as the brain behind the success of the programme (Ahmed et al., 2009) but must be well trained. The haphazard way in which LOP is allotted to educators at *Dynamic High School* is a sure recipe for failure. One would have expected the school administrator to make a concerted effort to recruit qualified educators who could teach LOP than has actually been the case. Even if the posting of educators was centrally done by the Department of Education one would still have expected the administrator to alert the Department of the dire need in his school of educators who are not only professionally qualified but also competent to implement the programme. However, judging from his rather lackadaisical attitude one could conclude that he did not seem to see the programme as a priority. It seems that as a matter of urgency, there is need to recruit specially trained educators to implement the life orientation programme in the school. The issue should be high in the agenda of the School Board and the parents and Teachers Association at the school.

Generally, from the responses of the learners to the interview, it seems that the success of LOP does not depend on a particular component, but also on the collective effort of all stakeholders (Kasirye & Hisali, 2010). In other words, the impact of the LOP requires a collaborative effort of all and sundry. However, the effectiveness, competencies, ability, or otherwise of the LOP educators are ultimately judged or measured in terms of the performance of programme especially the level of the changes that the programme has brought on learners' behaviours (Wight et al., 2002; Seotsanyana, 2002).

4.4 Classroom observation

4.4.1 Introduction

Important as the subjects' responses to the questionnaires and interviews are they do not provide sufficient information on which an evaluator might make valid judgments about the success or otherwise of such programme. Hence as a way to gain further insight I undertook three weeks of

school and classroom observation. I observed both learners and educators in classroom transactions. I watched the educators' ability to enact LOP in their classrooms. I even took the liberty of the educators' generosity to observe them while teaching other subjects. It was my view that observing them in action in other classroom contexts might help me gauge better their competence and sense of self-efficacy (i.e. the ease and the confidence) in performing their tasks. Indeed, it would have been difficult to talk about these evaluation indicators without observing the way they taught or managed their classrooms.

In the following paragraphs I shall briefly present a few snippets of my experience during my school visits to illustrate my experience at *Dynamic High School*. Later on I shall make brief comments on my experience as a way to show the challenges facing educators at *Dynamic School* and perhaps similar schools in South Africa. The section that follows provides a brief analysis of the classroom data that I collected during my school visits (Tables 4.3-4.7). For clarification purposes Tables 4.3 to 4.7 should be construed in terms of their intuitive and pragmatic appeal rather than as the empirical justification of the qualitative data. In view of the complexity of the sub-elements, overlaps in certain cases and the collapsing of such qualitative entities into averages one should avoid making any gross generalization. What seems reasonable is to regard the Tables merely as a bird's eye view of the overall picture or impression that one might have about the effectiveness, efficiency, relevance and impact or otherwise of LOP at *Dynamic High School*.

4.4.2 Results of classroom observation

As stated earlier, the caveat regarding the interpretive summary of Table 4.3-4.7 that follows should be to avoid making gross generalization about the presumed contribution of each of the four parameters (school environment, class environment, teacher characteristics and teaching methods) to the overall quality of LOP at the school. This is important because rating human activities does involve some element of subjectivity. Hence, the data presented in Table 4.3 and others should be construed as providing only a quantitative reflection of the observations. This is an instance of the limitation of ordinal data. Tables 4.3 to 4.7 present only the average ratings that were allocated to the interactions in four different classes. Considering the rating of each

item (1=very poor; 2=poor; 3=good; 4=very good; 5=excellent), the maximum average rating that can be achieved on a given items across the four parameters (i.e. school environment, class environment, educator characteristics and teaching methods) is 20 and the least is 5. For instance, the distance between the ratings are not necessarily equal (Ogunniyi, 1984).

Even if the specific contributions of the parameters were known, it would be naive to assume that the sum total would add up to 100%. Besides, it might still be difficult to make causal inference considering the complexity and the global nature of each parameter and constituent elements across 13 items of the observation schedule (Appendix D). Nevertheless, considering the rigour involved in developing the rating scale of the observation schedule described in chapter 3, the ratings could be taken with some level of confidence (though cautiously) as a dependable and credible indicator of the overall quality of LOP and related activities at the school. However, when the results of this quantitative analysis are combined with qualitative data as depicted in the interviews and questionnaires, a more robust picture of LOP at the school is attained.

The results shown in Table 4.3 indicate that with the exception of the school environment with an overall average of 3 all the other three parameters are less than 3 with the class environment having the least i.e. 2.4. More details of the parameters are provided in Appendix D.

An examination of Tables 4.3 and 4.4 suggests that the teachers responsible for LOP at *Dynamic High School* need to put in more effort to achieve the objectives of the programme. The picture one gets from the data in Table 4.4 is similar to that of Table 4.3 with the school environment having the highest mean score.

Table 4.3: Average ratings of grade 8a situations or interactions during the visits

Items	Item description	Sch. environ.	Class environ.	T character	Teaching meths
1	Sch. cleanliness, class. environ., tr. dominance, policy vs. instructional practice	5	4	2	3
2	Cooperation among teachers, supervision of tasks, flow of lesson, qual. of lesson plan	3	2	3	2

3	Quality of resources, space for group work, lesson presentation, lesson plan	1	4	3	2
4	School organiz, cooperation among lrs. lesson aim vs. assigned tasks, use of A/Vs	4	1	2	1
5	Staff punctuality, tr/lr/mat. interactions, qual. of counselling, tr. centred lesson	3	3	2	3
6	Learner punctuality to school	2	1	1	2
7	Sch. uniforms, lr. commitment, handling of lrs' problems, qual. of assignments	4	3	4	4
8	Boys-girls interactions, learning resources on HIV/AIDS, A/V materials, tr creativity	1	1	1	1
9	Lrs.' co-curr. activities, opportunity for ls' Qs, inclusive teaching, feedback from tr.	4	3	1	4
10	Ls' knowledge of HIV/AIDS, ls' roles in gp. work, tr's appearance, lr-centred lesson	5	2	4	3
11	Qual. of sch management., cl. discussions, tr's communication skills, lesson summary	4	2	3	2
12	Qual. of tr. counselling, supervision, self-efficacy in teaching & org. of group work	1	2	3	3
13	Correction of misconceptions, ls' interest in LOP, lesson application, structure of lesson	2	3	3	3
Total		39	31	32	33
Overall Mean		3	2.4	2.5	2.5

1= very poor; 2=poor; 3=good; 4=very good; 5=excellent; T = teacher or educator

However, none of the parameters in Table 4.4 was accorded an average mean score of 3; again implying a low rating of the effectiveness, efficiency, relevance and impact of LOP at the school. But as cautioned earlier, this should be regarded only as a gross impression though it coincides closely with the qualitative data obtained from the interviews.

The picture or impression above about the performance of the programme at the *Dynamic High School* seems to have a positive twist when the data presented in Table 4.5 are considered. In Table 4.6 all the parameters had an average rating above 3 i.e. 3 (for teacher characteristics), 3.5 (3.5 for both school environment and teaching methods) and 3.6 (for class environment).

Table 4.4 Average ratings of grade 8d situations or interactions during the school visits

Items	Item description	Sch. Environ.	Class environ.	T character	Teaching meths
1	School cleanliness, classroom environ., teacher dominance, policy vs. instructional practice	5	4	2	3
2	Cooperation among teachers, supervision of tasks, flow of lesson, qual. of lesson plan	3	2	3	2
3	Quality of resources, space for group work, lesson presentation, lesson plan	2	4	3	2
4	School organization, cooperation among lrs. lesson aim vs. assigned tasks, use of A/Vs	4	3	2	1

5	Staff punctuality, teacher/learner/material interactions, qual. of counselling, tr. centred lesson	3	2	2	3
6	Learner punctuality to school	2	1	2	2
7	Sch. uniforms, learner commitment, handling of lrs' problems, quality of assignments	4	3	3	4
8	Boys-girls interactions, learning resources on HIV/AIDS, A/V materials, tr creativity	1	1	1	1
9	Learners' co-curr. activities, opportunity for learners' Qs, inclusive teaching, feedback from tr.	4	3	1	4
10	Learners' (lr.) knowledge of HIV/AIDS, ls' roles in gp. work, teacher's appearance, lr-centred lesson	4	2	4	3
11	Qual. of sch. management., cl. discussions, tr's communication skills, lesson summary	4	3	3	2
12	Qual. of tr. counselling, supervision, self-efficacy in teaching & org. of group work	1	2	3	2
13	Correction of misconceptions, ls' interest in LOP, lesson application, structure of lesson	3	3	3	2
Total		37	33	32	31
Overall Mean		2.8	2.5	2.5	2.4

1= very poor; 2=poor; 3=good; 4=very good; 5=excellent; T=teacher or educator

The same pattern but perhaps a better performance picture seems to emerge for grade 11 (Table 4.6) with average ratings of 3.5 (for school environment), 3.6 (for teacher characteristic), 3.8 (for teaching methods) and 3.9 (for class environment). Again this impression is corroborated by the qualitative data obtained from interviewing the educators and the learners. The bizarre scenarios described later regarding the sexual behaviours of the learners in grade 8 were not found among grades 10 and 11 learners.

Considering the overall average ratings (obtained by dividing the average ratings of the four by 13 and further dividing this value by 4) the overall impact of LOP on the sexual behaviours of the learners at *Dynamic High School* seems to revolve around the mean. Both grades 8a and 8d had an average rating of 32.6 (i.e. below a minimal or average impact of 3) while grades 10 and 11 scored 3.4 and 3.7 on the average signifying a better impact (Table 4.7). As stated earlier, whatever other interests are of value to stakeholders relative to a programme, the issue of impact is perhaps the most important. According to Easton (1996), is usually designated as the effects of educational programmes on specific aspects of social life, in this instance the sexual behaviours of teenagers towards LOP a HIV/AIDS preventive programme implemented in all South Africa schools.



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Table 4.5 Average ratings of grade 10 situations or interactions during the school visits

Items	Item description	Sch. environ.	Class environ.	T character	Teaching meths
1	Sch. cleanliness, class. environ., tr. dominance, policy vs. instructional practice	5	4	2	3
2	Cooperation among teachers, supervision of tasks, flow of lesson, quality of lesson plan	3	3	3	3
3	Quality of resources, space for group work, lesson presentation, lesson plan	3	4	4	3
4	School organization cooperation among learners. lesson aim vs. assigned tasks, use of A/Vs	4	4	2	2
5	Staff punctuality, teacher/learner/material interactions, qual. of counselling, tr. centred lesson	4	4	3	4
6	Learner punctuality to school	4	4	3	4
7	Sch. uniforms, learner commitment, handling of learners' problems, qual. of assignments	4	4	4	4
8	Boys-girls interactions, learning resources on HIV/AIDS, A/V materials, tr creativity	3	3	2	3
9	Learners' co-curricular activities, opportunity for ls' Qs, inclusive teaching, feedback from teacher.	4	3	1	4
10	Leaner's' knowledge of HIV/AIDS, learner's roles in gp. work, tr's appearance, learner-centred lesson	4	4	4	4
11	Qual. of school management., cl. discussions, teachers' communication skills, lesson summary	4	4	4	4

12	Quality of teacher counselling, supervision, self-efficacy in teaching & organization of group work	1	3	4	4
13	Correction of misconceptions, learners' interest in LOP, lesson application, structure of lesson	2	3	3	3
Total		45	47	39	45
Overall Mean		3.5	3.6	3	3.5

1= very poor; 2=poor; 3=good; 4=very good; 5=excellent; T=teacher or educator

The relatively low impact (and subsumed parameters in this case of effectiveness, efficiency and relevance) of LOP at *Dynamic High School*, the site of the study, is a matter that should be of great concern to all the stakeholders: government; non-governmental organizations; parents and guardians; learners; educators, curriculum developers and the general public. Of course, one should not underrate the minimal impact of LOP at the school in that none of the average ratings is below 3. Also, changes in attitudes or behaviours of people are not easy to achieve (Ogunniyi, 1992).



Table 4.6: Average ratings of grade 11 situations or interactions during the school visits

Items	Item description	Sch. environ.	Class environ.	T character	Teaching meths
1	Sch. cleanliness, class. environ., tr. dominance, policy vs. instructional practice	4	4	4	4
2	Cooperation among teachers, supervision of tasks, flow of lesson, quality of lesson plan	4	4	4	3
3	Quality of resources, space for group work, lesson presentation, lesson plan	2	4	3	2
4	School organization, cooperation among lrs. lesson aim vs. assigned tasks, use of A/Vs	4	4	2	4
5	Staff punctuality, tr/lr/mat. interactions, qual. of counselling, tr. centred lesson	4	4	4	4
6	Learner punctuality to school	4	4	4	4
7	Sch. uniforms, lr. commitment, handling of lrs' problems, qual. of assignments	4	5	4	4
8	Boys-girls interactions, learning resources on HIV/AIDS, A/V materials, teacher creativity	4	4	5	4
9	Learners' co-curricular. activities, opportunity for learners' Qs, inclusive teaching, feedback from tr.	4	3	1	4
10	Ls' knowledge of HIV/AIDS, learners' roles in group (gp). work, teachers' appearance, lr-centred lesson	5	4	4	4
11	Qual. of school management., cl. discussions,	4	4	4	4

	teacher's communication skills, lesson summary				
12	Qual. of teacher. counselling, supervision, self-efficacy in teaching & org. of group work	1	3	4	4
13	Correction of misconceptions, learners' interest in LOP, lesson application, structure of lesson	2	4	4	4
Total		46	51	47	49
Overall Mean		3.5	3.9	3.6	3.8

1= very poor; 2=poor; 3=good; 4=very good; 5=excellent; T = teacher or educator

4.4.2.1 School environment

The overall cleanliness of the school compound was high. It was a point of attraction. At the entrance of the gate was stationed a security guard that inquired, gave out visitors card and a register to fill. The moment I spotted the school, I concluded that both the staff and the learners must be very neat. Both staff and learners appeared attractive including the cleaners of the school. There were no traces of refuse of any sort e.g. any papers, dried leaves or nylon/plastic bags littering the floor of the school compound.

The school was structured and organized to accommodate both educators and learners' interests. The school timetable was developed in a way that learners were allowed to have breaks at intervals to reduce boredom. The time was managed effectively, and bells were rung at intervals to indicate change of lessons or activities, so that the time and the activities allocated for each period were carried out effectively. As indicated earlier a high percentage of the staff and learners were punctual, and only a few were absent or absent during the observation. In terms of the Observation Schedule I used, the school environment was rated 80%. As was the case when the study commenced in 2010 during the FIFA games, the school was involved with a lot of co-curricular activities during my actual classroom visits.

During the three weeks of classroom observation, I met the school in the middle of their carnival. So very little was achieved in terms of academic activities even though I was able to see how learners and educators participated in the co-curricular activities. The principal, educators and learners gave me a warmth reception and hence it was not difficult for me to adapt to the school environment. On the first day of my observation, I visited two of the grade 8 classes since they are my main focus in the study. Each lesson lasted for 40 minutes. The first class was so noisy

and boring. Despite the fact that the educator made them know that I came to observe them, this did not change their attitude toward the educator teaching them. They paired themselves in groups and did not listen to the educator. For example, two girls were sent out of the lesson never to come back for the rest of the day. There was another case of a boy and a girl that the boy was helping her to dress her hair in the class. Some learners were sent out for misconduct, with the educator thinking that this would serve as deterrent for others. It was rather unfortunate that 40 minutes spent for the lesson recorded little success because of the disruption that came from learners.



Table 4.7: Average ratings of school/class situations or interactions of grades 8a, 8d, 10 and 11

Items	Item description	Grade 8a	Grade 8d	Grade 10	Grade 11
	Sch. cleanliness, class. environ., tr. dominance, policy vs. instructional practice	14	14	14	16
2	Cooperation among teachers, supervision of tasks, flow of lesson, qual. of lesson plan	10	10	12	15
3	Quality of resources, space for group work, lesson presentation, lesson plan	10	11	14	11
4	School organization, cooperation among lrs. lesson aim vs. assigned tasks, use of A/Vs	8	10	12	14
5	Staff punctuality, teacher/learner/material interactions, qual. of counselling, teacher- centred lesson	11	10	15	16
6	Learner punctuality to school	6	7	15	16
7	School uniforms, learners' commitment, handling of learners' problems, quality of assignments	15	14	16	17

8	Boys-girls interactions, learning resources on HIV/AIDS, A/V materials, teacher creativity	4	4	11	17
9	Learners' co-curricular activities, opportunity for learners' Qs, inclusive teaching, feedback from teacher.	12	12	12	12
10	Ls' knowledge of HIV/AIDS, learners' roles in group work, teachers' poise and appearance, learner-centred lesson	14	13	16	17
11	Quality of: school management, class discussions, teacher's communication skills, lesson summary	12	12	16	16
12	Quality of: teacher counselling, supervision, self-efficacy(ease & confidence) in teaching & org. of group work	9	8	12	12
13	Correction of misconceptions, learners' interest in LOP, lesson application, structure of lesson	11	10	11	14
Total frequency		136	135	176	193
Overall mean		2.6	2.6	3.4	3.7

Note: The educator for Grades 8a, 8d, 10 and 11 are Mrs Clarke, Mrs Jeffson, Mr Brown and Ms Green respectively.

The second lesson was not much different from the first. There was a girl who was drunk and wanted to sit on the lap of the educator. She told the educator that she was in love with me. The educator corrected her that she should say she was in love with me but rather she might either say she loved me or she liked me. The 40 minutes was almost a waste of time because she took charge of the class and the educator was unable to make her stop what she was doing. After the lesson the educator decried her inability to instil corporal punishment on learners' gross misconduct because it conflicted with the new education policy.

The second day was not but eventful. Both the educators and learners came late to the class except one student teacher that came from a higher institution to undertake her teaching practice. The grade 8 class that I observed was so noisy and the learners were unruly. Learners came in and out of the class freely without caution. As the lesson was going on, some of the learners gathered themselves in small groups to discuss irrelevancies. There was gross indiscipline on the part of the learners because very few of them were listening to the educator. I guessed that this chaotic situation was not unconnected to the child's right promulgated in government policy. That policy explicitly states that educators cannot beat or use abusive languages on learners.

There is an adage that says, spoil the child and spare the rod. The educator complained bitterly about the unruly behaviour of the learners and her inability to discipline them.

On the third day I observed a grade 10 class. Although this was not strictly the focus of the study, I assumed that being a higher grade with presumably more mature learners their behaviours would be better. I could not observe grade 9 alongside with 10 because their examination started the week I resumed the observation. I then decided to observe two out of grade 8 classes, grade 10 and 11. The educator came late to the class, so also were some learners. The educator later told me that she was queried by the principal for coming late. However, the educator was lively and seemed ready to work with me. The class was more matured probably because of their age and grade. The class was peaceful and there were sort of harmony and cooperation displayed by the learners to both their mates and the educator. The class was in order and the educator was able to have her normal class without any interruption.

The fourth day was hectic. As was in the first two days, the third class I observed was chaotic. Boys from other classes came to disrupt the class. In the course of the lecture, a learner who came with her boyfriend looked drunk and smelled like she had smoked some sticks of cigarettes before coming to school that morning. The class was disrupted with her behaviour. In the process of sending her boyfriend away by the educator, the girl ran to the door to leave it wide open. This distracted the learners. After much effort, the educator prevailed to send the boy away. The most unfortunate thing was that the girl was brilliant. All questions asked by the educator were well answered by her.

The fifth day was different from all. My expectation was high on learners because they were in grade 11. There was a mutual cooperation that existed among learners. They did not forget to extend this to their educator also. They were supposed to go for outdoor activities after the lesson. The educator was too lazy to lead the learners to go for the activities. Instead of learners to allow this period to be a waste, most of them structured themselves into different groups. Some learners brought musical instruments from home as they entertained the whole class during this period. Some of the learners who had not finished their project concluded them during this

period. Some of them who were not fascinated about the entertainment engaged in useful discussions.

The most unfortunate thing in the grade 11 in question was that as most of the learners were involved in one useful activity or the other, there was a section of the class which showed gross indifference to their classmates who engaged themselves in productive activities. A pair of “lovers” was busy with romance at one corner of the class. When the pair was later discovered by the educator, she told them simply to disengage themselves. I was moved with anger to ask from educator why she had decided not to punish them. She answered me austere that she could not instil further discipline as government policy was against any form of punishment. I was badly shaken of what I saw in that grade 11 classroom.

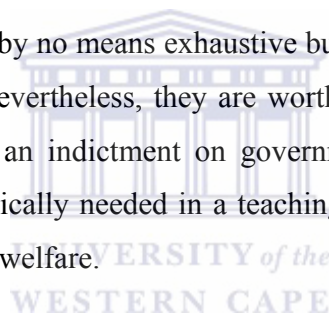
I was at home in the evening of the last day of my school observation in the school when a letter was brought to me at home. The letter reads thus: “We need you urgently @8h00 or soonest @school. Principal will speak to you but please sms me your number via this number: 002341002.” When I got to the Principal in the morning, he was pleased with me and asked me to be part of the school activities by allowing me to be part of evaluation team of grade 12 LOP scripts. What an experience for a visitor to suddenly become a member of the LOP evaluation team of *Dynamic High School*!

In view of the unfortunate scenarios observed during the classroom observation, I wondered if a school like *Dynamic High School* could be considered as a site for learning. I wondered whether the spread of HIV/AIDS in the school could ever be controlled. Below are some of the questions that haunted my mind as a result of my experience during my school visits:

- Are these grade learners (especially grade 8 learners) aware of why they came to school?
- Has the new education policy not to use corporal punishment in schools added to the dysfunctional state in which schools like *Dynamic High School* has found itself?
- In view of the socio-political history of South Africa is the policy on child’s rights premature? Are the systems in place to implement the policy?
- Are existing training programmes for LOP educators adequate?

- How could the grade 8 educators observed have ameliorated their learners' misdemeanours?
- If the gross misconduct of the learners in grades 8 and 11 are not corrected what hope is there for these learners coming a previously disadvantaged community?
- With the present jaundiced policy on child right, how could the rights of learners who want to learn be protected in the school?
- How does one assist these demoralized educators to improve their professional practice?
- In view of the chaotic situation at *Dynamic High School*, is the success of the LOP policy feasible?
- What urgent step is needed by the school administration and the Department of Education to ameliorate the deplorable situation at *Dynamic High School*?

No doubt, the questions above are by no means exhaustive but the pursuance of them is certainly beyond the scope of this study. Nevertheless, they are worthy of closer consideration in future studies. The scenarios above are an indictment on government policy on child rights at the expense of orderly behaviours critically needed in a teaching-learning environment particularly in a subject critical to the learners' welfare.



4.4.2.2 Class environment

As indicated in chapter 1 the four indices of evaluation used to judge the success or otherwise of LOP in *Dynamic High School* are: efficiency i.e. how well something is being done, and with the best way of doing it or the ability of a person or programme to perform well or achieve a result without wasted energy, resources, effort, time or money (Wojtczak, 2002). Effectiveness on the other hand is concerned with whether or not the intended goal has been successfully accomplished (Abraham, 2008). It is a measure of the extent to which a specific intervention, procedure or service has produced a desirable result e.g. solving a social problem (Wojtczak, 2002). Relevance implies whether or not a programme or service is needed (Veney & Kaluzny, 1991) while impact is concerned with the totality of what the programme is doing (Anderson, 1990).

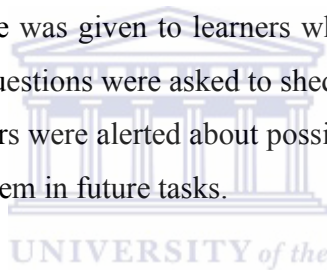
Based on the lesson plans it was evident that most of the lessons I observed were ineffective, inefficiently organized and very unlikely to have impact in helping the learners to develop responsible sexual behaviours. Neither could a class in which two learners were deeply involved in romance without any sense of shame be considered suitable for learning. The quality of lesson plans in terms of aim, specific objectives, and method of presentation and organization of learning tasks were not quite encouraging in the two grade 8 classes that I observed. Only one educator was able to present her lesson plan on LOP. The lesson plan was written skeletally, and was not followed properly. However, both educators were able to present their structured lesson plan in their main subjects. The relationship among the educators especially among LOP educators were highly encouraging. One of the educators in grade 8 told me she lost her LOP textbook early in the year and she had been borrowing from her colleague to teach since then. What a tragedy! This connotes that LOP was not seen by the educators as one of the subjects to be handled with passion and a sense of responsibility. After all, as stated earlier LOP was used by some to fulfil workload requirements.

The classroom seats of two grades 8, 10 and 11 that I observed were strategically well arranged. There were fixtures on the walls and display of instructional materials of other subjects. No LOP instructional materials were displayed in any of the classes I visited except grade 11. Some of the headline inscriptions on the posters on the walls include: “Meeting the Challenge of AIDS”; “The Language of AIDS”; “Women and AIDS”; “Talking to your child about AIDS”; “When I grow up I want to be alive”; “Talking to partner about AIDS”; “When you meet a person with AIDS”; “I have AIDS, please hug me”; “I can’t make you sick”; “Where to go for advice on the economy”; “Tuberculosis and AIDS”; “AIDS in Africa”; “Sexually transmitted diseases” etc.

The posters were beautifully displayed in some eye-catching and noticeable places in the classroom. Apart from the maturity displayed by these grade 11 learners, the issue of displaying valuable posters on the walls probably created a sort of caution in them that made them know they had a future to pursue and if this future is to be achieved, there is need for them to exercise restraint with respect to sex i.e. through total abstinence. There were neither rooms nor opportunities for either arguments or discussion except in grade 11 where their outdoor activities

were denied them and they decided on their own to get involved in useful discussion. Learners were not engaged in group task during the observation. I was only informed by the educator that grade 10 had just submitted their group task. Educators were not thrilled to supervise the task assigned to learners. For instance, in the course of my observation, there were two ladies that missed one of the LO periodical test. Permission was granted them to write the test.

The most unfortunate thing that happened in the same grade 11 class was that as soon as the girls were given the writing materials and the questions, the educator went out and asked one of their classmates to invigilate them. However, this may possibly mean two things. Firstly, the educator may not be fascinated by the learners' lack of interest and commitment to assigned tasks. Secondly, this may be due to the fact that LOP was not her subject. For instance, in the technology class I observed there was a sense of commitment on the part of the educator assigned to the learners. Assistance was given to learners where needed to complete their tasks successfully. Thought provoking questions were asked to shed more light on what was to be done on the tasks given. Also, the learners were alerted about possible errors and the corrections of the tasks were done properly to help them in future tasks.



In comparison to the LOP class where learning resources were not provided in the lessons as was the case in the other school subjects e.g. English and technology. In the English and technology lessons learning materials were adequately provided in terms of visual materials, texts, charts, teaching and learning aids for both educators and learners. Learners misused the opportunities of making the best of asking useful questions from the educators. Rather, they preferred to chat and to engage in unprofitable discussions. This may not be unrelated to their misconceptions about the purpose of schooling. Learners were not allowed to perform any specific roles or tasks in class.

With the exception of one grade 11 classes where learners were involved in useful activities all the lessons were teacher-oriented. Most of the learners were enthusiastic about sports, games and other outdoor activities than studying. With respect to the former the school carnival was very successful. However, the same could not be said of the latter. In a context where fun was the goal and learners' behaviours ran riot, it should be no surprise why many learners in the school fell

pregnant. On the whole and in terms of what I observed LOP at *Dynamic High School* did not have as much impact on the learners' responsible attitudes towards sex as would be desirable. Although no statistics on learners with HIV/AIDS were available, it would not be surprising if the percentage was high.

The overall lessons I observed in grades 10 and 11 would have been rated very well had the educators not dominated the classroom instead of allowing their learners to have the freedom for expression. Even though, the educators were not committed to the teaching of LOP when compared to their real subjects, but the maturity displayed by the learners they taught helped them to produce a better classroom atmosphere. In grade 8 lessons which I investigated also, educators gave no room for learners' expression and gave no sufficient for questioning and responses. There were no relationship between assignments and purpose of the lesson except in grade 11. Grade 11 educator was able to relate assignment with purpose of the lesson. Two of the excerpts of the learners' assignment were shown to actually show the relationship between the lesson purpose and assignment. Learners were not exposed to consultations and counselling as there were no counselling/counselling rooms as well as consultation hours on the time table. Teachers' were insensitive to learners' needs as there were no counselling organised for the learners especially the female ones. Their complaint was that they had too much work load in their main subject. This affected their commitment to LO programme.

At this juncture it is expedient to say that with the way LOP was implemented in *Dynamic School*, it is doubtful if the programme has had any meaningful impact. Ogunniyi (1994) and Yeo and Kanpol (1999) stressed the need to make the teaching-learning process an enjoyable activity. Both to be enjoyable and rewarding for learners the educator must adopt a radically approach to teaching by creating a more interactive classrooms where learners are engaged in productive individual and group activities. Ogunniyi (1994) stated further that school is boring, especially when teachers depend solely on the lecture method instead of well-organized group work actively facilitated by the educator.

Seotsanyana (2002) suggested that the process of teaching and learning is supposed to lead to knowledge and attitudinal transformation among learners. However, if the educators do not

understand the concept of the subject, so as to explain to learners the purpose of the subject, then the objective of teaching and learning the subject will be defeated. Thackaway (1997) furthered the argument that the orientation of teaching and learning must be changed from what it used to be. He argued further that education must be a tool to restructure and mould learners; and if the sources of the knowledge were not genuine and the educators conversant with the concepts, the goal of the programme may be forfeited. Various indoor and outdoor activities are likely to increase interactions and consequently enhance both educators' performance and learners' interest.

Of course, activities for activities sake will be meaningless unless well organized. It requires both the educator's active participation and mutual engagement in discourses that would lead to fruitful results on the long run. Unfortunately, what I saw at *Dynamic High School* relative to LOP was a far cry from what could lead to a desirable end. This has affected the overall lack of impact of LOP on the learners. Although, emphasis is being laid on LOP shaping the future of the learners in terms of not allowing them to be victims of HIV/AIDS, what I observed was that teaching was largely examination oriented. Examination influences the teaching and much time was not devoted to counselling, some of the lessons were done rather casually and were hardly applied to real the real life experiences of the learners. In this kind of situation, little or no extra effort and skills will be in place to assist learners achieve their goals in lives.

4.4.2.3 Teaching methods

The educators had little or no time to prepare for their LOP lessons. As indicated earlier, when the observation done in technology in grade 8 classes was compared with LOP in the same class, it was seen that the lesson was well structured. Even in LOP lessons when the aims and specific objectives were spelt out in the lesson plan, emphases were not laid on them for the learners to learn from them. Though, it was emphasized in the curriculum that learners must be aware of the aims and specific objectives of the programme very little connection was made in this regard. Seotsanyana (2002) and Iwanick (2001) argued that meaningful learning cannot take place unless challenging aims are in place. In a similar vein, Wojtczak (2002) expatiated on why learners

were needed to be exposed to aims of the lessons. This needs to be done so that learners will be involved in the learning strategy to aid their understanding.

Some of the educators did not prepare any lesson for LOP. Also audio-visual materials were not used to aid learning process. Even though learners were not taught as expected, it was a surprise to see that their assessment files indicated that all the activities suggested had been covered. The educators were not creative and resourceful enough in adopting ways that could have made their lessons enjoyable and fruitful in terms of knowledge building and desirable behaviours. Most of the lessons were dominated by the educators. No room was given to learners to demonstrate experiential and self directed learning. Group work was not emphasized and hardly used even in topics that could have been better tackled through fruitful discussions. As in an earlier study the educators were less concerned lesson plans, aims, specific objectives, sequence, introduction, body of the lesson, what to cover, how it should be covered, the appropriateness of the materials, summary of the lesson and recapitulation (Seotsanyana, 2002).

Furthermore, it was seen that educators did not bother about asking thought-provoking questions from the learners. Seotsanyana (2002) has argued that the use of the conventional way of teaching and asking questions will bring about the same measure of answers. The observation showed that more attention was needed on the part of the educators to make the programme achieve a desirable end. Apart from making the subject examination oriented, the educators did not assist their learners to apply the programme to their day to day living. In short, it seems that the LO programme at *Dynamic High School* is a colossal failure. Effort must be put in place to make the programme achieve the intended goal.

4.5 Discussion

Teenagers like the learners in the study are easily influenced by their peers either negatively or positively. Sloane and Zimmer (1993) observed that the behaviour of youths could be linked with their susceptibility to peer influences as they go through stages in life. In the same vein, Edelstein and Gonyer (1993) and Oyedunni and Oladepo (2000) have observed that the youth at a stage in life turn to their peers as their most important and credible sources of information,

especially in areas such as human sexuality, drugs and alcohol. Since almost all the students that participated in the study are in early mid-adolescence (Table 4.1), it can be assumed that the learners involved in this study are likely to be easily susceptible to peer influences with respect to sexual behaviours. The age groups (13-15 years) are considered to be sexually active (UNAIDS, 2004; Department of Health, 2002; Pettifor et al., 2004; Pettifor et al., 2005) thereby making the learners prone to sexually transmitted diseases and HIV/AIDS.

Teenagers, being very sensitive to being bullied or ostracised, might become involved in undesirable sexual behaviours just to please their peers. It is for the same reason that I assumed that LOP as a HIV/AIDS prevention programme is relevant for the learners at *Dynamic High School* as the appropriate targeted community for this study. Of course, age is not only the factor responsible for a person's behaviour; a plethora of studies have found adolescents' susceptibility to peer influences to be very high (Department of Health, 2002; Edelstein & Gonyer, 1993; Pettifor et al., 2004, 2005; Oyedunni & Oladepo, 2000).

Although the issue of age is relevant to this study, its connection to actual sexual behaviours of learners at *Dynamic High School* was not explored mainly because it is a sensitive matter. Apart from ethical consideration, using the age of the learner is out of the consent given by the school authority, and it might influence the dependability of the data collected as the learners might be afraid of possible disclosure of their private matter. Besides, it is strictly not the focus of the study.

The responses of the stakeholders to the questionnaires and the test questions revealed the perceptions of the stakeholders on the impact of LOP in the *Dynamic High School*. Apart from this, the responses give insights to the attitudes of learners, educators and school administrators to the LOP. Addressing the attitudes of the stakeholders to LOP, the response of the school principal during the interview that "he was a "caretaker" principal and knew nothing about the LOP" speaks volume of the attitude of the principal toward the programme. It is expected, even as a caretaker principal, to familiarise yourself with every programme going on in the school. On the part of the educators, their attitudes toward the LOP can be considered averagely good as only two of the six educators in charge of LOP subject failed to attend classes regularly.

Based on the data summarized in Tables 4.3-4.7, it seems obvious that though the school environment might seem attractive the state of the classrooms interactions that I observed was anything but desirable. In a situation where learners could do what they liked and the educators were indifferent to learners' behaviours, it is unlikely that positive achievement in LOP and perhaps other subjects would be a rare commodity. There was sufficient evidence that teaching and learning were ineffectively and inefficiently done. It was doubtful if many learners in the school considered the various lessons as relevant to their sexual behaviours or their lives in general. Judging both the qualitative and quantitative data analyzed in this chapter it is doubtful if LOP had much impact on the learners' behaviours. In other words, class settings where educators seem to lose control could not be regarded as being effective, efficient, and relevant and as having any meaningful impact.

Despite the minimally positive impact of the LOP programme, it is safe to state that the overall goal of the programme in the *Dynamic High School* has not been properly achieved. The non-achievement of the target goal of the programme was not only on the negative attitude of some of the learners towards learning but also on the attitude of the educators. One of the learners that was interviewed complained about not regularly having the LO educator teach in her class. She mentioned that she was able to acquire the basic knowledge on HIV/AIDS and sex because of her personal relationship with other LO educators. The lack of punctuality on the part of some LO educators revealed the rather lax attitudes of some educators to the programme. In situation where some learners only hear about HIV/AIDS and its prevention once in a while is not good enough to bring about the desired positive change in the sexual activities of the learners. Hence, achieving the goal of the LOP programme is jeopardised. The lackadaisical attitudes of such educators to their duties namely, teaching the LO subject regularly, may not be unconnected with their lack of formal training. It will definitely be difficult for any educator who is not properly trained to be effective and be bold to teach the LO subject.

As indicated in chapter 2 the impact of a programme on the target group is an important indicator for judging the quality of that programme (Chipeta & Mannathoko, 1993; Veney & Kaluzyn, 1991). The effects of a programme may come in two forms. The strong effects may either be in

positive or negative form. Easton (1996) adds that impact can be observed in the social behaviours of the people exposed to that programme. He stresses further that a programme should empower the recipients to be able demonstrate skills, attitudes and behaviours they were unable to display before the intervention to which they were exposed. In that regard, it is doubtful if learners at the *Dynamic High School* had been so empowered to display responsible sexual behaviours critical to the reduction of HIV/AIDS in their communities.

Although teaching LOP as a school subject regularly may improve the knowledge of the educators at Dynamic School who did not have formal training on LOP, lack of adequate knowledge through training and re-training can negatively affect the attitudes and performance of the educators. The fact that only one of the six educators handling the LOP subject is trained could negatively affect the effectiveness and the impact of the LOP in the *Dynamic High School*. In the study carried out by Sultana, Irum, Ahmed, and Mehmood (2012) on the impact of training on employee performance, they concluded that the training of employee of any organization will enhance the employees' performance as well as their competencies and skills. The responses to the test questions posed to the learners on the impact of LOP on their knowledge of HIV/AIDS prevention was positive with 85%. The responses also show that the LOP has reduced their sexual activities to some extent. The fact that the learners sexual activities has been reduced and their knowledge on the HIV/AIDS prevention has increased could indicate that the impact of the LOP in the *Dynamic High School* was averagely good despite several constraints such as lack of trained personnel.

In addition, the responses of the stakeholders to the interviews conducted were very crucial as it they provide additional insight into the roles of the policy makers, the school administrator, educators and the learners on the implementation and at achieving the goal of the LOP programme. This also reveals the impact of the LOP programme on the sexual activities of the learners. Based on the responses of the learners and my observation of the behaviours of the learners, it was clear that that the LOP programme has impacted the lives of most of the learners positively in the following way:

- Many learners have become more aware of the dangers associated with unhealthy sexual behaviours.

- Some learners have become more aware of HIV/AIDS preventive measures.
- The learners attitude towards the believe that HIV/AIDS is not real has positively changed
- Learners have learnt to be faithfully to their partners

Even though the educators were not restricted from attending workshops on HIV/AIDS and its prevention, most of the educators did not see reason to attend the workshops organised by government and non-governmental organisation. This attitude, from my observation during my interaction with the educators, was because most of the educators were not originally designated to teach the LO subject. The lack of punctuality in the class by the educators and lack of formal training give a clear picture of the poor implementation and monitoring of the LOP programme in the *Dynamic High School* by the school administrator and the policy makers. The monitoring of the LOP programme in the *Dynamic High School* was found to be very poor as the school administrator did not know anything about the LOP programme when interviewed and there was not specific educator or administrator to co-ordinate the LOP programme. It clearly shows the negative attitude of the policy makers towards the effectiveness, efficiency and the impact of the programme. Some of the stakeholders are doing their best but the desired goal of the LOP can only be achieved if the educators are well trained and properly monitored by the administrator and the government.

The results of the different instruments used in this study gave an insight into the effects of LOP on the sexual behaviours of learners in *Dynamic High School*. There were instances of success that accrued from, especially considering the moving statements of what they learned from LOP classes. On the other hand, there were certain serious issues that were exposed during the course of the study that needed urgent attention. The effectiveness of the programme received positive ranking from all that were concerned (the administrator, educators and learners). For instance, the learners made me to believe that their educators were effective in discharging their duties. Most of learners commented that their educators created a sort of awareness that helped them understood LOP. This was contrary to what I observed during the classroom observation conducted on the *Dynamic High School*. Where does the problem then lie? Clearly, the learners may be far from speaking the truth during the interview and when providing answers to the

questionnaires. Probably, they thought I might reveal their comments to their educators. However, the comments of the educators suggested something else. The educators confessed that they seldom went to LOP workshops because of the workload of their primary assignment. These and many other reasons might not have allowed the programme to fulfil the desired goal.

The only class that was found being involved in group activity and discussion was grade 11. They were not able to achieve the expected goal because they received little encouragement from their educator. Lack of motivation and encouragement may have denied the learners from doing more (Seotsanyana, 2002; Thamae, 1998). In his study, Fuller, Cheetmen, Medov, and Petch (1992) argued that almost all educators are used to the old system of teaching and that they are not usually ready to change this old style of teaching i.e. a teacher-centred approach. Although this approach does have some value but certainly it should not be the only method used by the educator (Ogunniyi, 1996). On the contrary, Gibson argued that paying attention to learners' participation in the class may help them perform better in the class. This may develop creative thinking and ability in them. They would not only acquire skills for examination purposes alone, but will also help them in their future endeavour (O'Donoghue, McMahon, Doody, Smith, & Cusack, 2011; Goodman, 1998). One of the significance of this study is to assist in suggesting useful information for LOP, as well as the implementers of the programme. LOP educators must be made stable so as to concentrate on the content of the curriculum.

Notwithstanding all the problems that have alluded to above, the programme certainly had some positive impact, at least on some of the learners in the school. For example, almost all learners agreed that the programme has useful information which could not be accessed outside the school. This has really affected their orientation about HIV/AIDS. Similarly, some educators affirmed that the programme has helped them to gain confidence. Although some educators said, they were shy to teach some aspects in LOP. Some of the educators said their religion was against this, while some of them said those children were not ripe for such information. Despite all this, learners still concluded that the programme impacted them. With this inadequacy in teaching LOP; it would be better to explore ideas of O'Donoghue, et al. (2011) and Ogunniyi and Ogawa (2008). Educators that will be allowed to teach LOP must be exposed to training and re-training so as to be active in the course of discharging their duties. During my observation, I

observed that some of the educators teaching of LOP in *Dynamic High School* only taught certain aspects of the subject for examination purposes. This attitude may not help the learners to develop on what they have learnt. This may pose a major problem in applying what they have learnt to real situations (Thackaway, 1997).

A relevant programme must be full of hope and redemption for benefactors of the programme and the society at large (Darling-Hammond, 1999). LOP was designed to create awareness or prevention for learners that have not contracted HIV virus as well as intervention for learners that are already living with the virus. According to the only qualified LOP educator in *Dynamic High School*, Mrs Clark, the learners' orientation and perceptions about HIV virus has changed. The rate of pregnancy girls in the school seemed to have reduced probably as a result of the programme. In view of this, the implementers must be advised to modify the flaws of the programme so that it may be more relevant (Ahmed et al., 2009, Wolf, 1998). In my observation, it was noticed that all the educators' style of teaching was in theoretical form (Stuart, 1991). Their teachings were not related to life situations.

The inability of the teachers not to involve learners in creative thinking and their failure to incorporate other activities like exercises and practical, are good examples of this case. However, both educators and learners affirmed and applauded the relevance of the programme to learners both in school and outside the school environment. Some of the recommendations that were suggested to improve on the relevance of the programme are: a) educators must be exposed to how to write a good lesson plan b) they should be trained to give learners authentic information about HIV virus c) they should incorporate other activities as curriculum speculates d) they should have access to useful materials that will improve their skills e) funds should be made available for provision of necessary facilities. Assuredly, if these suggestions are strictly adhered to, while the problem may seem daunting, it may not be an insurmountable challenge.

Looking critically on the results of this study, daunting problem bedevilling LOP was inadequate funding. The educators expressed their concern about how the programme was handled under limited funding. All the educators bought the textbooks at their own expense. One of the educators expressed her pain that since her textbook got lost; she could not afford to buy a new

one. She normally borrows from her colleague anytime she wants to teach the learners. All these facilities were supposed to be made available for both educators and learners (O'Donoghue, et al., 2011; Zohar, 2008). The problem of library and counselling services were referred to as the major cause of limitation to efficient running of the programme (World Bank, 1998; Freiberg & Waxman, 1990).

Ahmed (2009) and Seotsanyana (2002) argued that availability of human and materials helps programme to achieve and hit its set target. This helps the recipient to have access to the dividend of the programme and the society at large. Barrow (1996) and Brock (1996) advised that as good as funding of any programme is, this may not yield little or no impact if the fund is not properly monitored. Another issue about funding is that since money spent on education and related programmes is on long investment and does not yield immediate dividend; this may not attract nongovernmental organisation to come to the aid of the programme. Other industries like sports, drama, and entertainment may attract more funders since it yields immediate dividend. Nevertheless, since children are the future of any nation, government must not relent in helping this programme grow. A means of increasing funds must be devised to increase the efficiency of the programme in all high schools in South Africa. Government should get this problem of funding attended to so as to reduce incompetency and lack of funds to get necessary equipment and facilities (World Bank, 1998; Visser, 2005).

4.6 Answers to the research questions

This section highlights the answers provided to the research questions of this study. As stated earlier, all the research instruments such as questionnaires, test questions, interviews and class observation designed to evaluate the perception of learners, educators and administrator on the relevance, effectiveness, efficiency and the impact of LOP in the *Dynamic High School*, all-together answered the research questions.

Answer to research question 1: “*What attitudes do learners, educators and the school administrators at the Dynamic High School show towards the HIV/AIDS prevention LOP*”?, is reflected in the response of the school administrator during the interview (section 4.5.1). Much

was expected from the administrator on the programme in the school but unfortunately the administrator of the Dynamic High School was a “caretaker” administrator who said he knew nothing about the LOP. This gives an impression that LOP is being run solely by the educators without proper monitoring by higher authority. Lack of proper monitoring could lead to the lackadaisical attitude toward the LOP by the educator thereby negatively affect the effectiveness and the efficiency of the programme.

The effect of the ‘I don’t know’ attitude of the administrator reflected in the attitude of two of the educators who only attended the LOP class once in a year (item 8 of Table C1 in Appendix C). The poor classroom attendance by the educators, which was revealed when providing answer to item 8 of the educators’ questionnaire (Table C1), does not show a good attitude toward achieving the goal of the LOP programme in the *Dynamic High School*. This attitude can also demoralise other educators and can also have negative effect on the overall attitude of the learners toward the programme. Observing the attitude of the learners toward the LOP, the study shows that the learners are interested in the programme. They actual want the programme to continue as they believe it has positive impact in their lives. This was revealed during the interview conducted where one of the learners said “*Most people especially learners are practising safe sex now unlike before when LOP was not incorporated into the school curriculum. If learners didn’t have life orientation, some of the learners wouldn’t have known about the cause, effect and prevention. LOP has impacted my life to the extent that I feel that without LO I cannot survive*” (Case study 1; Julian).

The research question 2 which says “*How skilful are the educators in disseminating knowledge about of HIV/AIDS to the learners?*” was answered by the responses of the educators to items 2 and 7 of the educators’ questionnaire (Table C1 in Appendix C) where it was revealed that only one out of six (6) educators was formally trained on LOP. Although, some of the educators have been teaching LO subject since 2004, the fact remains that you can only adequately disseminate information on a subject if you know much about it. The study shows that most of the educators in the *Dynamic High School* are not trained on LOP, which may in turn affect their performance negatively in the classroom. The responses of the educators to item 10 of educators’ questionnaire (*How comfortable are you to discuss HIV/AIDS and sex with your learners?*) show

that they are comfortable to discuss HIV/AIDS and sex in the class. However, their comments on the challenges they faced during the LOP class show the effect of not being properly trained (item 12 of Table C1 in Appendix C). According to one of the educators, “*The learners are so unruly and they believe they know more than their educators*”. This comment shows that the learners have no ‘respect’ for their educator because they have discovered they know better than most of the educators.

The responses of the learners to items 11-15 of the learners’ questionnaire (Tables A5 and A6 in Appendix A) summarizes the impact of the LOP on their sexual behaviours (Q3). For instance, all the learners that participated in this study know ways to prevent themselves from catching the HIV virus (Item 11 of Table A5) while 85% of the learners said the LOP in the *Dynamic High School* has increased their knowledge on how to avoid the virus and influenced their sexual activities positively. Although, it may be difficult to say that the goal of LOP has been achieved in the *Dynamic High School*, the sexual behaviour of the learners has been positively affected by the introduction of LOP.

4.7 Conclusion

The data collected in the study showed that the educators involved in teaching LOP at the *Dynamic High School* were not trained for this particular purpose. The question on what formal training do the educators have to qualify them for the teaching of LO was rated very poorly, because out of the 15 educators that were handling LO in *Dynamic High School*, only one of them is qualified to teach LO. Although the effectiveness, efficiency, relevance and impact were rated average, but considering the quality of the product, the educators are ill equipped and insufficient in number and qualification. Most of the educators have no training on how to teach life orientation as a school subject. This factor to a great degree has certainly compromised the quality of their teaching and the results emanating from their teaching. The two educators that were interviewed expressed their concern about this and wish government could do something about this to ameliorate the unsavoury situation regarding LOP at the *Dynamic High School*. Two of the options suggested by the teachers are that:

1. Government should send educators that are already trained to the schools.
2. Educators teaching the course who are not yet trained should be trained.

As Lohmann et al. (2009) have found in their study, the educators who went for formal training on HIV education were able to perform better than those not specifically trained to do so. It is necessary that educators are trained from time to time to upgrade and improve their knowledge about HIV and the best effective method to reduce the high risk behaviours among learners. The study further revealed that educators that taught HIV education confidently were those that attended one training or the other in relation with HIV education.

An observation made by Helleve et al. (2009) was similar to that of Lohmann et al. (2009) above. The majority of the educators that taught HIV education confidently have attended training on HIV education. This observation emphasizes the need for further empowerment and strengthening of the knowledge of the educators in order to solidify the implementation of the LOP programme. Ahmed et al. (2009) observed that the limitation of not having adequate HIV education by the educators has affected the performance of the educators even though majority of them have zeal in helping learners out of the dilemma of the HIV pandemic.

During my visits to *Dynamic High School* I observed that the classrooms used for teaching LO are not for teaching the course. Likewise, offices are shared with other members of educators who are not teaching LO. The offices are small and do not give room for counselling the learners. This is a general shortage of instructional materials to teach the course and classrooms are inappropriate to teach the course.

According to Seotsanyana (2002), lack of teaching and learning resources e.g. teaching aids are likely to hamper the way any course is taught. From the above mentioned observation, it is pertinent that a building must be allocated for this purpose if the programme will be able to realize its set goals. Workshops must be organized from time to time to train and retrain educators. Unfortunately, this particular programme lacks fund and this makes it very difficult for them to train educators. In the same vein, this has denied the programme of physical facilities and instructional materials.

Akpe (1992) argued that lack of instructional materials can limit the realization of particular programme. This means proper attention needed to be given to instructional materials to achieve

its set goals. Ogunniyi (1995) also argued that lack of instructional materials in schools may lead to falling standard of education. He compared lack of instructional materials to farmers without necessary tools. It is therefore noted from this that unless more attention is given to the training of educators and the needed material resources, attempts to make the LOP succeed in schools would be a futile effort.

From the foregoing, it is noted that despite the difficulties bedevilling the LOP at the *Dynamic High School*, it has had some impact on the learners, especially on how to prevent themselves from HIV/AIDS. Also, learners seemed to appreciate the programme even though some of their educators do not come to classes regularly. Most of the learners felt they had gained a lot of lessons from LO classes while some felt that LO programme is a waste of time, because it has never impacted them in any way.

4.8 Summary of the findings

- From the responses of the educators to the questionnaires and interview conducted, it was revealed that majority of the educators that are participating in the LOP at the *Dynamic High School* are not qualified to teach the subject because of lack of formal training.
- It was observed that lack of instructional materials did not give adequate room to emphasise the practical aspect of the subject in order to authenticate the theoretical aspect of the subject.
- Separate classrooms were not available for effective teaching of the subject and this did not allow proper counselling.
- This study shows that the programme is under-funded and this denied of physical facilities that would have helped the programme achieve its set goals.
- Despite the inadequacies on the part of the educators and the school administrator, the results of this study has shown that LOP at the *Dynamic High School* has, to some extent, help educators to instil some moral lessons beneficial to the learners' welfare.
- Although the result of the finding showed that there were some misinformed learners in the school, but this does not mean there are no learners who are obedient and have been impacted to some degree by LOP

- The feasibility study of the programme when compared to the earlier findings showed that there is need for the programme to be sustained. During my interview with the learners, all the learners supported the sustenance of the programme and confessed it has helped them thus far.
- The results of the class observation revealed that the overall impact of LOP at *Dynamic High School* has been minimal

In the next chapter I shall show some of the implications of the findings reported in this chapter for the various stakeholders. Finally, I shall make some recommendations.



CHAPTER 5

Conclusion, Implication and Recommendations

5. Introduction

This chapter presents the conclusion and recommendations of this study based on the findings presented in chapter 4. The chapter provides a brief overview of the study. In line with the thrust of most programme evaluation studies, the study collected data to determine whether or not the expected goals of the programme have been achieved. The focus has been to determine the effectiveness, efficiency, relevance and impact of LOP at *Dynamic High School* in moderating the sexual behaviours of the learners in that school. A corollary to this is to know to what extent the findings can be used to inform practice on the part of the educators and decision making on the part of policy makers. This is important because evaluation data are supposed to provide the evaluator and other stakeholders useful information about the success or otherwise of the programme in attaining the intended goals (Herman, et al., 1987; Ogunniyi, 1984; Seotsanyana, 2002; Sims, 1993; Veney & Kaluzny, 1991). In this regard, it would be expected that a successful LOP would provide the learners in the school with useful knowledge that they could use to prevent them from contracting HIV/AIDS.

5.1 Overview

The good use of both prevention and intervention programmes such as LOP are suitable to meet the needs of the learners sexually. This was mirrored and echoed in the response of the participants' questionnaire, test and interviews. Even though there were positive remarks from the participants, that did not stop them from requesting for improvement, alteration, review and amendment of the programme before it can be suitable to correct learners towards sexual irresponsible behaviours.

The summary conclusion of the study draws on the LOP and the research questions which were mentioned in chapter one were detailed and worked out carefully. Also, the relevance of the

conceptual framework was enumerated where necessary. The limitations of the studies that justify reasons for further investigation will equally be indicated in this chapter.

5.2 Summary of the findings

This study attempted to provide answers to the three research questions, namely, the attitudes that the learners, educators and the school administrators at *Dynamic High School* show towards the LOP; how skilful the educators in the school were in disseminating knowledge about of HIV/AIDS to the learners; and the impact of the programme in moderating the learners' sexual behaviours.

Although the expected goal of LOP has not been met based on the findings in this study, a large number of the learners involved in the study had changed their attitudes from the position of indifference or ignorance to a more proactive attitudes towards sex. Many of the learners attributed their change in attitude to sex to the impact of LOP. However, the impact of LOP on the sexual behaviours of the learners would have greater if the educators were formally trained and attended classes on a more regular basis instead of once in a while. This is because, at the age group of the learners that participated in this study, they can easily be influenced either positively or negatively depending on the quality of the programme to which they have been exposed.

Whatever, justification the educators might have in terms of constraints, they have a moral duty to attend classes as scheduled in the school time-table. It is a well-known fact that peer pressure among teenagers is very high (Prinsloo, 2007). When this is combined with teachers' indifferent attitude to their work the overall consequences for the learners can be quite enormous especially for a life-threatening disease as HIV/AIDS.

This study found that most of the negative information acquired by the learners about HIV/AIDS and its transmission were from external influences. As indicated above, the teachers are duty bound to ameliorate the problems of HIV/AIDS infection not compound it through their lackadaisical attitudes toward their teaching responsibility. As observed during this study, most

of the educators that teach the LOP classes saw the LOP lesson as a secondary subject which did not demand their concerted effort. As mentioned in discussing the results, the observed attitude of some of the educators to the teaching of the LOP provides answer to one of the research questions on the attitudes of the educators and the administrator. The fact that only one of the six LOP educator was formally trained also provides answer to another research question that ask “*how skillful are the educators in disseminating knowledge about of HIV/AIDS to the learners*”? It will be extremely difficult to properly disseminate knowledge when the educator is not properly trained or informed about the programme.

Although, receiving advice or acquiring information from the neighbourhood may have its positive role to play in the lives of the learners, the learners would have gained a better understanding about HIV/AIDS prevention if their educators had taken their teaching responsibly more seriously and if the school administrators or the policy makers had provided the needed support. Apart from classifying the LOP as secondary subject, some educators did indicate that they lacked the courage to teach sex education. In the comments of one of the educators that were interviewed, she stated clearly that she could confidently stand in front of the learners to teach sex education. The attitude of that educator, for whatever reason is unjustifiable. Indeed, it would be difficult for such an educator to positively impact the knowledge or attitudes of her learners towards sex.

The response of the school administrator during the interview shows that he did not know much about the LO programme. In situation where the school administrator was not aware of the programme in his school, it will be difficult to motivate or encourage both the educators and learners towards reaching the set goal of the programme. The school administrator is supposed to be one of the key personnel to drive the programme. Learners are very sensitive to this weakness, and the moment they notice any trait of lack of enthusiasm on the part of either the administrator or the educator, the programme may not be taken seriously by the learners.

The overall relatively low impact of LOP at *Dynamic High School*, after several years of implementation, is indicative of the poor and belligerent attitudes displayed by some educators and the school administrator towards the programme. This is of course, not to exempt the

learners from the blame. They also have a role to play in ensuring that they take seriously what is critical to their lives and well being. In fact, the negative attitudes of some of the learners at the school despite the emphasis in the media and other sources of information they could not pretend or assume that the pandemic would not affect them. Many of them are not unaware of many in their families who may have to succumb to the disease.

A common adage is that one cannot give what he/she does not have. This applies to the educators that are involved in the teaching of LOP as a subject. They can only teach the subject based on their knowledge of HIV/AIDS. In other words, the ability of the educators to effectively teach the LOP subject is a function of the level they have acquired through formal training. This study shows that most of the educators teaching the subject were not formally trained. This indicates that majority of the educators teaching life orientation only rely on their experience or information from the media. They confessed in the interviews some of them indicated that there were areas in the programme which they could not handle effectively due to lack of training.

The fact that some educators are uncomfortable teaching life orientation but used it merely to meet the requirement of their workload poses a great obstacle to their performance. However, for life orientation programme to have significant impact in the lives of the learners, the educators who were allowed to teach life orientation subject due to lack of sufficient qualified educators must be trained and retrained on regular basis. The exposure of educators to workshops and training will equip and expose them to the content of the programme.

Educators must also device unique ways of passing information across to learners. Teaching done with instructional materials expresses deep meaning and the significance of such teaching is thereby pointed out. Instructional materials with adequate illustrations that portray true- life experience can help learners relate their own experience to understand better the teaching of the educators. This can facilitate learners' listening abilities instead of totally relying on theoretical aspect of the programme. Of course, even this cannot be done flawlessly without adequate training. Training is an essential ingredient that will make prospective and practicing educators to perform satisfactorily. When the necessary knowledge and instructional skills are it can be

assumed that learning would follow and the overall impact would become visible in the terms of learners' changed behaviours.

5.3 The study inferences

The findings of this study should provide are worthy of closer consideration by all the stakeholders such as the government, non-governmental organization, parents and guardians, learners, the school administrators and the educators themselves. Specifically, the implications of the results of this study are designated and ranked as follows: government; school administrators; and educators and their trainers.

5.3.1 Government

One of the findings of this study shows that LOP was not properly monitored and was underfunded. From the responses of the school administrator and the educators to questions asked during the interviews, this study has revealed that government did not have separate fund allocated for the running of LO programme. This has affected the way the programme has been implemented at *Dynamic High School*. At the school, LOP is being run alongside with other school programmes without proper attention paid to its uniqueness as a cross-curricular rather than a co-curricular subject. When the latter is the case the subject is not normally accorded the status it deserves. In other words, it becomes a sort of “stop gap” for meeting workload requirements. It is pertinent that a special fund must be created for proper running of the LO P at *Dynamic High School* and perhaps others.

The success of any programme in the face of little or no funding specifically set aside for that programme needs to be reflected upon deeply and necessary adjustment made. If the condition of LOP at *Dynamic High School* reflects what is the state of affairs in other schools then it is incumbent of government to pay more attention to the programme. The government must make available all the resources needed for the smooth running of the programme. Information collected during my school visits showed that there is no fund available for either the management or LO educators to promote the programme in schools. LO programme is seen as one of the subjects offer (or even less) in schools, thereby special allocation for the programme is

not made available. Several activities that would have been introduced by the educators are constrained by limited funds. As a result, the awareness and information needed by the learners are seriously inadequate.

Funding must be provided such that LO educators from time to time can update themselves through workshops specifically designed for HIV/AIDS infection among learners. Unless this is done the expected goals of the programme cannot be realized. My analysis of the syllabus of the programme shows that the programme is rich in content and should be able to impact on the learners if properly funded and properly taught. As has been shown in the literature (El-Khawas, Depietro-Jurand, & Nielsen, 1998; Ashcroft & Palacio, 1997), any programme that is underfunded is unlikely to provide the essential knowledge or skills critical to the prevention of HIV/AIDS pandemic. Similarly, the little money provided will be a waste because the programme may never be able to realize its intended goals (Vilakazi, 2000). Adequate funding must be made available, for proper awareness and purchase of necessary equipment. Although the realization of the programme heavily lies on educators, but all concerned will have to play their roles for the success of the programme to be achieved. With all hands on the deck, the likelihood of the programme to succeed is much higher.

It should be part of the responsibilities of the government, after the introduction of any programme, to make sure that the programme achieves the desired goal. This can be done by regularly monitoring or evaluating the programme. The classroom observation carried out actually gave me first hand information on how the LOP programme is being implemented in the *Dynamic High School*. The attitude of both the educators and the learners toward the LOP programme calls for serious concern. The proper monitoring and training of the educators is very important if the goal of the programme will be achieved. In this regard, the training, retraining and upgrading of the knowledge and skills of educators on what is required of them in LOP must be paramount to the government and training institutions. Apart from training the educators by the government, provision must be made for sufficient fund to buy whatever material is needed for effective teaching in the classroom. The exposure to little or no practical experience through instructional materials has negatively affected the impact of the programme on the sexual behaviours of a considerable number of learners involved in the study. Life

orientation programme was expected to impact learners to a functional upshot (end result) that will propel others to embrace good behaviours such as acceptability of norms and values of the society, change in sexual behaviours e.g. through the practice of total abstinence and if not, to “condomise.”

The poor resources in form of audio-visual materials such as texts, charts, teaching and learning aids for proper implementation of LOP at *Dynamic High School* should be of major concern to government. The ugly scenarios I observed at the school seem to be indicative of moral breakdown in the school. The teachers seem to have lost control. Both educators and learners display a *lassie faire* attitudes even on a serious and life threatening pandemic as HIV/AIDS. With the exception of the grade 11 classes that I observed where learners were involved in useful activities, the other classes painted for me a rather sombre picture of a school at the verge of chaos. A school setting where learners did what they liked regardless of the consequences was an indictment on government policy on child rights. To me rights without a sense of responsibility are a thrash. Most of the learners at *Dynamic High School* were enthusiastic about sports, games and other outdoor activities than studying. For instance the school carnival captivated the whole school for days and much precious time that could have been devoted to teaching and learning were wasted on frivolous activities. This of course is not to state that children having fun is necessarily bad but when this is done at the expense of their moral attitudes to sex, then such a fun has missed the desirable goal.

5.3.2 School administrators

The school administrators have a significant role to play by ensuring that adequate attention is given to the programme in order to achieve the desired goals. The success or the failure of any educational programme ultimately depends on the attitude of the school administrators. The monitoring of any programme by the school administrators goes a long way in determining the success or failure of the programme. The school administrator of the Dynamic school used as case study was not fully aware of the existence of the LO programme in his school. In this situation, it will be difficult for the desired goal to be attained. It is presumed that proper monitoring can bring about the required efficiency, effectiveness, relevancy and impact of the

LO programme among the learners. The implication of this is that the learners who have been effectively taught, monitored and given necessary counselling are less likely to fall into peer group pressure or other undesirable sexual behaviours such as: keeping multiple boy/girl friends, practising unprotected sex; and other unhealthy behaviours which were mentioned by some learners at the interview.

5.3.3 Educators and training institutions

One of the targets of life orientation is to purposely create awareness among learners about HIV/AIDS and its modes of transmission in order to reduce or if possible totally eradicate the spread of the disease, especially amidst sexually active adolescents. The programme is supposed to establish a cordial relationship between the educators and also exchange ideas among the learners. Nevertheless, these aims have not been fully achieved because the illustrative way of teaching in the curriculum has lost its hypothetical and proposed value.

Apart from the above mentioned effect, lack of instructional materials, lackadaisical attitude of educators toward the teaching of LO, absenteeism of most of the educators and lack of confidence from the educators have affected the effectiveness, efficiency, relevance and the impact of the LOP on the learners at *Dynamic High School*. Also, the lack of confidence on the part of some educators to teach the subject might have had a “knock-on” effect on the learners. An educator who does not have enough confidence to teach a subject may not be able to appropriately apply or interpret the content of that subject. In order to positively impact the lives of the learners through the LOP, educators must develop interest in the programme and be ready to be trained.

Further, the training institutions have an important role to play by equipping educators with necessary knowledge and skills on sex education particularly in relation to the prevention HIV/AIDS. I am aware that some of the higher institutions have programmes designed for this purpose; however, there is need to organize follow-up programmes for beginning educators as well as in-service programmes for practising educators with respect to HIV/AIDS education to ensure that what they have imparted have been well implemented. Otherwise, the impact of such programmes would be minimal.

The poor resources available for the teaching of LOP at *Dynamic High School* should be a major concern to educators. Visual and teachings aids were not provided in the lessons as was the case in the other school subjects e.g. English and technology. In the English and technology lessons learning materials were adequately provided in terms of visual materials, texts, charts, teaching and learning aids for both educators and learners. Learners misused the opportunities of making the best of asking useful questions from the educators. Rather, they preferred to chat and to engage in unprofitable discussions. This may not be unrelated to their misconceptions about the purpose of schooling. Learners were not allowed to perform any specific roles or tasks in class.

With the exception of one grade 11 classes where learners were involved in useful activities all the lessons were teacher-oriented. Most of the learners were enthusiastic about sports, games and other outdoor activities than studying. With respect to the former the school carnival was very successful. However, the same could not be said of the latter. In a context where fun was the goal and learners' behaviours ran riot, it should be no surprise why many learners in the school fell pregnant. On the whole and in terms of what I observed LOP at *Dynamic High School* did not have as much impact on the learners' responsible attitudes towards sex as would be desirable. Although no statistics on learners with HIV/AIDS were available, it would not be surprising if the percentage was high.

5.4 Conclusion

Evaluation study is one of the effective ways of assessing the impact or otherwise of any programme. As indicated earlier, impact reflects what might be regarded as “second-order” effect of an educational intervention, especially as with those of the HIV/AIDS education where the underlying goals are not only to increase knowledge, but also to contribute to personal empowerment (Easton, 1996) of both educators and learners in developing the right attitudes towards the pandemic. In view of the findings reported in the last chapter, it is imperative that rapport between policy makers, curriculum designers and educators can be well enhanced through the provision of necessary resources and training programmes. In the same vein, when educators have been empowered to teach what they have learned, in a conducive school

environment, learners are likely to benefit considerably. In fact it is in such a context that educational evaluation can appraise clearly the success or otherwise of the intervention programme.

The government could boost the confidence of the educators through training, workshops and seminars. However, adequate measures to monitor the performance of educators must be put in place by the government. Summarily, the findings of the study show that LOP to some extent has been beneficial to the learners in several ways which include: preventing learners who have not been infected with the virus to remain so; educating the learners who are already HIV positive about how to maintain a healthy life style; empowering learners with necessary knowledge and skills which enhance their capability not to fall prey to the pandemic; and enriching the learners' understanding of sexual behaviours that could result in the spread of the disease. Despite the impact of the programme on the learners, however, there are some lapses which have slowed down the achievement of the programme. Suitable amenities are very essential in order to improve on the effectiveness, efficiency, relevance and impact of the programme on learners. Notwithstanding, as long as anomalies of the programme are tackled, there is every possibility that LOP will stand out as both prevention and intervention programme for adolescents who are in school.

5.5 Recommendations

Having stressed out the impact of life orientation programme on the sexual behaviours of the learners, the following suggestions/recommendations are hereby proposed to help all stakeholders to make the programme better.

- LOP lessons must not be taught in abstract. Educators must relate LOP to life world of learners for easy understanding.
- Educators especially at *Dynamic High School* must introduce different types of teaching methods and techniques such as group discussion, counselling, drama, quiz, debates, exercises, games, group activity, prose and the like to encourage and serve as incentives to the learners in LOP.

- The practical aspect must be well-focused so that learners do not misconstrue the exercise as mere fun; but also as a motivation for developing responsible sexual behaviours.
- Many of the educators at *Dynamic High School* who have not been specifically trained to teach the subject must be given the necessary administrative support to do so. Otherwise, the current anomaly in the school would persist.
- Educators at *Dynamic High School* need to deploy more effective ways of communication and impartation of knowledge about HIV/AIDS that was the case at the time of the study where the traditional mode of instruction prevailed. For example the educators should ensure that discussions in the HIV/AIDS lessons encourage learners to exchange ideas, express their viewpoints freely without intimidation, clear their doubts such that increment in knowledge and even change of views in the light of new ideas gained during such discussions occur. The attainment of such instructional skills presumably depends on whether or not the educators have been equipped in their pre-service or in-service training as alluded to earlier.
- Policy makers need to ensure that adequate resources are made available for running LOP in the school.
- The school administrator should be well informed about LOP in his school. It is untenable for him to be unaware of the status of LOP in his school. If what has been found in the study reflects the situation in other schools then LOP can be considered to be in serious trouble.
- Periodic systematic appraisals of the programme must be done to regularly monitor, modify or amend different aspects of the programme found to be malfunctioning. Such appraisals should be done by researchers, non-governmental organizations (NGOs), and the Department of Education in order to ensure that LOP is running smoothly.

As a result of my observation during the study and due to the responses of the stakeholders (administrator, educators and learners) at *Dynamic High School*, I would like to suggest the different ways in which the programme can be made suitable for both learners and learning environment. Some of the suggestions include:

1. Adequate time allocation to accommodate different activities.
2. The subject should not be handled by over too many untrained educators.

3. Educators (including prospective educators) need to be well trained and continuous professional development by attending workshops from time to time to equip them adequately to teach LO.
4. Instructional materials must be made available for educators.
5. Adequate funds must be made available for running of the programme.
6. Physical facilities must be provided to enable LOP educators to counsel learners.
7. Educators must apply different methods other than teaching and learning process.
8. All the stakeholders (educators, school administrators, including the government, non-government organizations as well as parents and guardians) must be involved if the expected goal of the programme is to be realized.



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APPENDICES

Appendix A: Learners Questionnaire (LQ)

Table A1: Learners' responses to the questionnaire

Question	Age/No of student			
	13	14	15	16
1: How old are you and what grade are you in high school	7	29	2	2

Table A2: Learners' responses to the questionnaire contd.

Question	Response	
	Yes	No
2: Have you heard about life orientation programme in your school?	23	17
3: Have you heard about HIV prevention programme for learners in your school?	23	17
4: Have you been in class where the teacher taught on how to prevent yourself from contracting the virus	40	
5: Do you have adequate knowledge on how to prevent yourself from contracting the virus?	37	3
	Answer	No of respondent
6: If yes, by what means did you acquire this knowledge?	A). Through educator B). Through friends C). Through the media D). other sources	14 14 10 2

Table A3: Learners' responses to the questionnaire contd.

Key concepts and categories	No of learners that said yes and their %	No of learners that said no and their %	No of learners that did not respond and their %
7: Do you have educators in your school who teach how learners can protect themselves from catching HIV/AIDS?	37 learners (92.5%)	3 learners (7.5 %)	0
	Answers	No of Respondents	Percentage (%) of response
8: If your answer to LQ7 is yes, how often does your educator teach you in the class	A) Very often	13	32.50%
	B) Often	2	5%
	C) Not often	17	42.50%
	D) Once a while	3	7.50%
	E) Not sure	5	12.50%

Table A4: Learners' responses to the questionnaire contd.

Key concepts and categories	Answers	No of Respondents	Percentage (%) response
9: What is your view about the HIV prevention programme in your school?	Excellent	10	25%
	Very good	17	42.50%
	Good	8	20%
	Poor	2	5%
	Very poor	3	7.50%
10: How confident is your educator at discussing sex education	A) Very confident	20	50%
	B) Confident	4	10%
	C) Slightly confident	3	7.50%
	D) Not confident	8	20%
	E) Not confident at all	5	12.50%

Table A5: Learners' responses to the questionnaire contd.

Key concepts and categories	No of learners that said yes and their %	No of learners that said no and their %	No of learners that did not respond and their %
11: Do you know ways to prevent yourself from catching the HIV virus?	40 learners (100 %)	0	0
	Answers	No of Respondents	Percentage (%) response
12: If your answer to 11 is yes , mention at least two ways:	A) Abstinence	15	37.5%
	B) faithfulness	8	20%
	C) condom	8	20%
	D) other ways	9	22.5%
13: Which of the two ways are you comfortable with?	A) Abstinence & faithfulness	20	50%
	B) Condom & faithfulness	13	32.5%
	C) Abstinence & condom	2	5%
	D) other ways	5	12.5%

Table A6: Learners' responses to the questionnaire contd.

Key concepts and categories	Number of response	No of learners in %
14: Has the HIV prevention programme in your school increased your knowledge on how to avoid the virus?	Yes – 34 No – 11	85 % 15%
15: How does the HIV/AIDS programmes influence your sexual activity	Positive 34 Negative – 0 No influence 11	85% - 15%



Appendix B: Learner's test questions (LT)

Table B1: Responses to learners' test questions addressing the effectiveness of LOP in *Dynamic High School*

No	Key concepts and categories	SA	A	SD	D	IDN
	Effectiveness					
1	HIV is a deadly disease	60	22.5	2.5	12.5	2.5
2	HIV is quite different from other sexually transmitted diseases because of its peculiar nature	12.5	37.5	10	30	10
3	HIV can be spread by touching, shaking hands, kissing, hugging, etc	37.5	47.5	0	5	10
4	Anyone who has sex with someone who already has sexually transmitted diseases such as gonorrhoea, syphilis, etc cannot be infected with HIV	20	20	5	22.5	32.5
5	Anyone who has unprotected sex with the person who is already living with the virus cannot be infected	55	25	5	2.5	12.5
6	Unprotected sex, sharing needles, blood transfusion can spread HIV	90	7.5	2.5	0	0
7	The best and surest way of protection from contracting HIV is total abstinence	37.5	15	7.5	5	35

Table B2: Responses to learners' test questions addressing the efficiency of LOP in *Dynamic High School*

No	Key concepts and categories	SA	A ³	SD	D	IDN
Efficiency						
8	Unclean sharp object shared with the person living with virus can cause someone to be infected	32.5	20	17.5	22.5	7.5
9	HIV can only spread through sex and blood transfusion	32.5	20	17.5	22.5	7.5
10	HIV positive pregnant mothers can infect their unborn babies with the disease	45	35	5	15	0
11	HIV can be spread through unprotected sex, drugs and wounds	52.5	32.5	5	5	5
12	If you smoke cigarettes ,you will catch HIV	55	40	2.5	0	2.5
13	Having sex with a virgin can cure HIV/AIDS	72.5	25	0	0	5
14	Once you have only one sexual partner, you cannot catch HIV	32.5	35	12.5	7.5	12.5
15	HIV can be transmitted through bites from spiders, mosquitoes, or other insects	40	30	7.5	7.5	15
16	HIV can ruin one's future	42.5	15	7.5	35	0
17	LOP has been very efficient in our school	20	32.5	12.5	5	30

³ Data under 'SA' and 'A' which indicate strongly agree and agree respectively are considered as agreed during the discussion of the results in order to avoid confusion.

Table B3: Responses to learners' test questions addressing the relevance of LOP in *Dynamic High School*

No	Key concepts and categories	SA	A	SD	D	IDN
	Relevance					
18	Through LOP, lives has been saved	35	30	7.5	7.5	15
19	HIV can be contracted by using same toilet seat with a person already living with the virus	40	35	5	12.5	7.5
20	Having sexual intercourse with a virgin can destroy the virus	62.5	25	5	0	7.5
21	HIV can be avoided by having sexual intercourse with virgins all the time	60	20	2.5	7.5	10
22	I am very attentive in LOP lessons, because of the useful information being passed during the lesson	40	32.5	2.5	0	25
23	I found it easy to discuss my sexual life with my LOP teacher, he/she teaches with confidence and wisdom	15	27.5	15	20	22.5

Table B4: Responses to learners' test questions addressing the impact of LOP in *Dynamic High School*

No	Key concepts and categories	SA	A	SD	D	IDN
	Impact					
24	Other sexually transmitted diseases like syphilis, gonorrhoea, etc can put someone at the risk of being infected by the virus	20	30	7.5	2.5	40
25	HIV/AIDS don't exist. It is based on lies by pharmacists who want to sell their drugs	65	22.5	2.5	2.5	7.5
26	HIV is common among blacks alone	37.5	35	20	2.5	5
27	Unfaithfulness to one's partner has nothing to do with contracting HIV	20	20	15	32.5	12.5
28	LOP has helped me to see the danger in practicing unprotected sex	60	22.5	0	0	17.5
29	LOP teaches on how to avoid being infected with the virus	42.5	25	5	5	22.5
30	LOP teaches us on how to protect ourselves	45	35	0	2.5	17.5
31	Heterosexual sex is one of the easiest way of contracting HIV	12.5	5	5	22.5	55

Appendix C: Educator's questionnaire (EQ) and response

Table C1: Educators' responses to the questionnaire

Item No	Questions	Responses from educators					
		Educator 1	Educator 2	Educator 3	Educator 4	Educator 5	Educator 6
1	<i>What class are you teaching?</i>	<i>Grade 8 and 9</i>	<i>Grade 8-12</i>	<i>Grade 8, 9, 11 and 12</i>	<i>Grade 8 and 11</i>	<i>Grade 8,9, 11 and 12</i>	<i>Grade 8</i>
2	<i>What is your subject of specialization?</i>	<i>Technology</i>	<i>Geography</i>	<i>School guidance & Afrikaans</i>	<i>History</i>	<i>History and English</i>	<i>Life orientation</i>
3	<i>For how long have you been teaching the subject?</i>	<i>6 years</i>	<i>18 years</i>	<i>6 years</i>	<i>3 years</i>	<i>29 years</i>	<i>6 years</i>
4	<i>Are you involved in the life orientation programme?</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
5	<i>If your answer to question is yes, when did you start teaching life orientation?</i>	<i>2010</i>	<i>2004</i>	<i>2006</i>	<i>2010</i>	<i>2010</i>	<i>2004</i>
6	<i>What formal education did you have on how to prevent HIV/AIDS?</i>	<i>None</i>	<i>None</i>	<i>None</i>	<i>None</i>	<i>None</i>	<i>Formal training on HIV/AIDS</i>
7	<i>Have you taught learners on how to prevent themselves from contracting the virus?</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
8	<i>If your answer to question 7 is yes, how often?</i>	<i>once in a year</i>	<i>once per year</i>	<i>through the curriculum</i>	<i>twice a week</i>	<i>more often</i>	<i>very often</i>

Table C2: Educators' responses to the questionnaire (contd.)

Item No	Questions from the Researcher	Responses from educators					
		Educator 1	Educator 2	Educator 3	Educator 4	Educator 5	Educator 6
9	<i>Please mention at least two ways you emphasize on how learners can protect themselves from being infected with the HIV virus</i>	<i>Avoid unprotected sex and sharing needles</i>	<i>Abstinence and use of condom</i>	<i>Abstinence and use of condom</i>	<i>Abstinence and use of condom</i>	<i>Abstinence</i>	<i>Abstinence and Faithfulness</i>
10	<i>How comfortable are you to discuss HIV/AIDS and sex with your learners?</i>	<i>Not comfortable at all</i>	<i>I have no problem</i>	<i>Extremely comfortable</i>	<i>Quite comfortable</i>	<i>Very comfortable</i>	<i>Very comfortable</i>
11	<i>Please indicate in the brackets your rating of learners' attitude towards the life orientation programme on HIV/AIDS in your school</i> <i>Very positive ()</i> <i>Positive ()</i> <i>Fairly positive ()</i> <i>Poor ()</i> <i>Very poor ()</i>	<i>very positive</i>	<i>positive</i>	<i>very positive</i>	<i>Fairly positive</i>	<i>positive</i>	<i>positive</i>
12	<i>What challenges do you face or you have faced in teaching sex education?</i>	<i>Learners laughing and not taking the subject matter serious</i>	<i>Grade 8 and 9 are very immature and ask unnecessary questions. Grade 10 -12 are more open to the topic</i>	<i>Some learners thought they are well informed and they show no interest at all</i>	<i>Some learners do not participate and find the discussions boring</i>	<i>No comment</i>	<i>The learners are so unruly and they believe they know more than their educators</i>

Table C3: Educators' perceptions about the efficiency, effectiveness, relevance and impact of the LOP

<i>Question 13: please indicate in the brackets the effect of the Life orientation programme dealing with HIV/AIDS and sexual activities of your learners in your school in terms of efficiency, effectiveness, relevance and impact</i>				
Indicators	Rating	Total number of each rating	Total	Reasons or comments
Efficient: The programme is running well and is achieving the desired result without wasted energy, resources, effort, time or money	Very high	-	6	Educator 1: There are still too many girls falling pregnant Educator 2: I cannot answer this, as I hope that the learners will implement this knowledge, but I didn't know for sure Educator 3: New ways of making the teaching of learners about HIV/AIDS need to be explored Educator 4: No comment Educator 5: No comment Educator 6: No comment
	High	-		
	Moderate	4		
	Low	2		
Effective: The programme achieves its intended goal e.g. improved sexual behaviour of learners or reduction rate of HIV infection among learners	Very high	-	6	Educator 1: No comment Educator 2: I cannot answer this as I hope that the learners will implement this knowledge but I didn't know for sure Educator 3: new ways of making the teaching of learners about HIV/AIDS need to be explored Educator 4: No comment Educator 5: No comment Educator 6: No comment
	High	-		
	Moderate	4		
	Low	2		
Relevance: The programme is greatly appreciated by learners and relates to their daily experiences	Very high	-	6	Educator 1: No comment Educator 2: I cannot answer this as I hope that the learners will implement the knowledge, but I didn't know for sure. Educator 3: New ways of making the teaching of learners about HIV/AIDS need to be explored Educator 4: No comment Educator 5: No comment Educator 6: No comment
	High	2		
	Moderate	2		
	Low	2		
Impact: The programme has created a better awareness among learners or what or not to do to prevent being infected with the HIV.	Very high	1	6	Educator 1: No comment Educator 2: They know exactly what they should not do to prevent themselves from being infected Educator 3: New ways of making the teaching of learners about HIV/AIDS need to be explored Educator 4: No comment Educator 5: No comment Educator 6: No comment
	High	3		
	Moderate	2		
	Low	1		

Appendix D:

Table D1: The items considered in the rating of the activities of learners and educators during the classroom observation in the *Dynamic High School*; 1= very poor; 2=poor; 3=good; 4=very good; 5=excellent

No	School environment	Class environment	Teacher characteristics	Teaching methods
1	Overall cleanliness of the school- no refuse, papers, bushes, dried leaves, nylon bags etc. wall painting state of furniture, toilets, play ground in good state 1 2 3 4 5	Classroom organization -. seat arrangement, fixtures on the walls, display of instructional materials, etc. 1 2 3 4 5	Dominating and gives little room for learners' self-expression 1 2 3 4 5	Closeness of lesson aims with LOP policy goals e.g. relevance of policy goals with LOP lessons 1 2 3 4 5
2	Relationship among teachers e.g. cooperation especially among LOP teachers and among other teachers in terms of evidence of willingness to assist each other 1 2 3 4 5	Quality of supervision of learners while performing assigned tasks-ask thought provoking questions, alerts learners about possible errors, good feedback, etc. 1 2 3 4 5	Evidence of self-efficacy (ease and confidence) in the teaching or presentation of the lesson 1 2 3 4 5	Quality of lesson plan in terms of aim, specific objectives, method of presentation, organization of learning tasks, etc. 1 2 3 4 5
3	Availability of resources e.g. resource centre or library where learners can borrow books 1 2 3 4 5	Availability of spaces for movement, and suitability of class furniture for group work 1 2 3 4 5	Teacher's skills in questioning (relevance, effectiveness and impact), gives sufficient time for learners' responses, etc. 1 2 3 4 5	Presentation of lesson (development, clarity, and coherence) 1 2 3 4 5
4	General organization of the school e.g. time-table 1 2 3 4 5	Learners' behaviours in the class- evidence of cooperation and team 1 2 3 4 5	Relationship between assignments and purpose of the lesson 1 2 3 4 5	Availability and use of Audio-visual materials (including the chalk board) 1 2 3 4 5
5	Punctuality of staff to school or class 1 2 3 4 5	Quality of teacher-learner-learner-material interactions e.g. frequency of teacher- learner or vice versa talk, learner-learner talk, teacher- or learner use of instructional materials, etc. 1 2 3 4 5	Quality of consultations with learners e.g. counselling 1 2 3 4 5	Does the teacher exhibit a teacher-centred lesson? 1 2 3 4 5
6	Punctuality of learners to school or class 1 2 3 4 5	Opportunities for arguments or discussions 1 2 3 4 5	Management and maintenance of discipline based on respect and understanding 1 2 3 4 5	Supervision of learners' assigned tasks by the teacher 1 2 3 4 5
7	Cleanliness and appearance of learners e.g. school uniforms, shoes	Learners' interests/ commitment to assigned tasks 1 2 3 4 5	Teacher's sensitivity to learners needs or learners' incipient problems 1 2 3 4 5	Quality of assessment of assigned tasks

	1 2 3 4 5			1 2 3 4 5
8	Overall interactions among learners of opposite gender –e.g. friendliness with respect 1 2 3 4 5	Availability of learning resources e.g. books, equipment, charts 1 2 3 4 5	Availability of texts, charts and A/V materials on HIV/AIDS 1 2 3 4 5	Teacher's resourcefulness and creativity in the lesson 1 2 3 4 5
9	Learners' participation in sports games and other activities 1 2 3 4 5	Do the learners have opportunities to ask questions without feeling intimidated? 1 2 3 4 5	Teacher's level of attention to weaker learners or physically challenged learners e.g. those with hearing handicap. 1 2 3 4 5	Quality of teacher's feedback to learners' questions or concerns 1 2 3 4 5
10	Do the learners have knowledge about HIV/AIDS and how to play it safe? 1 2 3 4 5	Are there areas whereby learners are allowed to handle specific roles? 1 2 3 4 5	Teacher's poise and appearance in terms of e.g. self-confidence, self-control, calmness and composure 1 2 3 4 5	Learner-centred lesson e.g. Does the teacher allow experiential and self-directed learning from the learners? Does the teacher encourage learners to make their own contributions in class? 1 2 3 4 5
11	Time management in the school 1 2 3 4 5	Role of educators during small or large group discussions e.g. part played by the teacher in bringing the discussion to a logical end 1 2 3 4 5	Skill in communication (voice projection, diction, avoidance of distracting mannerisms) 1 2 3 4 5	Quality of lesson summary-precise, appropriate and captures the essentials of the lesson 1 2 3 4 5
12	Conduciveness of the counselling rooms 1 2 3 4 5	Quality of supervision of learners while performing assigned tasks 1 2 3 4 5	Teacher self-efficacy (ease and confidence) in teaching the lesson 1 2 3 4 5	Quality and organization of Group work 1 2 3 4 5
13	Does the teacher assist learners to correct misconceptions from other sources of information obtained from home or elsewhere? 1 2 3 4 5	Interest shown by learners in LOP 1 2 3 4 5	Does the teacher apply lesson to real life experiences of learners? 1 2 3 4 5	Quality of lesson in terms of lesson plan, aim, objective, sequence, introduction, body of lesson as well as what to cover, how it should be covered, and the appropriateness of the materials, summary or recapitulation, etc. 1 2 3 4 5

Appendix E: Letter to WCED

19-07-2010.

The Director,

WCED

Cape Town.

Dear Sir,

RE: RESEARCH AT A SELECTED HIGH SCHOOL IN CAPE TOWN

I humbly request your permission to carry out my research in one of the high schools in Cape Town are. I have not decided on a particular school at the moment, as I need to make decision on which school will be suitable and willing for me to conduct the study. The study will be conducted between August and September, 2010.

My research is basically on the evaluation of the HIV prevention programme under the auspices of the “Life Orientation Programme” (LOP) that has been implemented in all high schools in South Africa. In view of the critical nature of the programme as part of government’s programme of action, to combat the pandemic, it seems apposite to evaluate what has been accomplished so far and what further actions are needed to attain success. The evaluation study is expected to give additional insight about the effectiveness, efficiency, relevance and impact of the prevention programme on the spread of HIV/AIDS among secondary school learners.

Every effort will be made to ensure that the study does not intrude into the school’s programme. Also, all ethical considerations will be rigidly adhered to during and after the study has been completed. The summary of the findings will be made available to the school administration to facilitate the improvement of the HIV/AIDS prevention programme in schools.

I shall be grateful if my request is favourably granted.

Yours sincerely

Mrs A.F Fatoba

Appendix F:

Table F1: Questionnaire to be answered by the learners and the responses of the participants in the reliability and validity study

S/N	Question	Res 1	Res 2	Res 3	Res 4	Res 5	Res 6	Res 7	Res 8	Res 9	Res10	Res 11	Res 12	Res 13	Res 14	Res 15	Mean	St.dev
1	How old are you&and what grade are you in high school?	3	3	3	4	3	1	2	5	5	5	3	4	3	4	5	3.5384	1.2659
2	Have you heard about life orientation programme in your school?	4	4	3	4	3	1	4	5	5	3	1	5	1	5	5	3.6153	1.3867
3	Have you heard about HIV prevention programme for learners in your school	4	4	4	3	3	2	5	5	5	5	4	5	4	5	5	4.1538	0.987
4	Have you been in class where the teacher taught on how to prevent yourself from contracting the virus?	4	5	3	3	3	4	5	4	5	4	4	4	4	5	5	4.0769	0.7595
5	Do you have adequate knowledge on how to prevent yourself from contracting the virus?	4	5	3	3	3	4	3	4	4	4	4	4	4	4	5	3.8461	0.6887
6	If yes,by what means did you acquire this knowledge?	4	5	3	3	3	4	2	4	4	5	3	5	4	4	4	3.7272	0.9045
7	Do you have an educator in your school who teaches how learners can protect themselves from the virus?	4	4	4	2	3	4	3	3	4	5	3	5	3	5	5	3.7692	0.9268
8	If yes,how often does your educator teaches you in the class?	3	5	3	2	3	4	3	3	4	4	2	5	3	5	5	3.6153	0.9607
9	What are your views about HIV prevention in your school?	3	5	3	4	3	3	4	3	5	5	4	5	2	5	4	3.7272	1.009
10	How confident is your educator at discussing sex education?	4	2	4	3	5	4	3	4	4	5	4	5	4	5	4	3.6153	0.7679
11	Do you know ways to prevent yourself from catching the virus?	4	4	4	4	5	4	5	4	4	3	3	5	4	5	3	4.0833	0.5149
12	If your answer is yes,mention at least two ways?	3	5	3	2	5	4	3	4	4	4	3	5	3	5	1	3.4615	1.1982
13	Which of the 2 ways are you comfortable with?	4	5	3	2	5	4	3	4	5	3	4	4	3	5	3	3.4615	1.05
14	Has the HIV prevention programme in your school increased your knowledge on how to avoid the virus?	4	5	4	3	5	4	3	3	3	2	3	3	4	5	5	3.8461	0.8987
15	How does the HIV/AIDS programme influence your sexual activity?	4	4	4	3	2	3	5	4	5	4	4	3	4	4	5	3.8461	1.3867