

**THE IMPACT OF HIV/AIDS AND STI's IN SECONDARY
SCHOOLS IN THE LIMPOPO PROVINCE**

by

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Dedication

This mini-dissertation is dedicated to my parents, my father and mother, Modidimalo Edward and Puledi Dorah Moila. With reverence also dedicated to the late Reverend FS Modise and his son, Reverend Clayton Modise.

Declaration

I declare that this mini-dissertation, The Impact of HIV/AIDS in Secondary Schools in the Limpopo Province, is my own work. It is being submitted for the Masters degree at the Rand Afrikaans University. It has not been submitted before for any degree for examination at any other university.

Mohale Joseph Moila

Rand Afrikaans University

July 2004



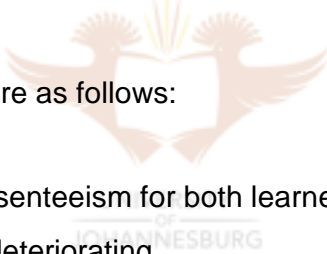
Abstract

The topic of the study is The Impact of HIV/AIDS and STIs in Secondary Schools in the Limpopo Province.

The impact of HIV/AIDS and STDs on educators and learners in secondary schools is problematic. These epidemics are associated with an increase in absenteeism, requests for time off, emotional problems, changes in attitudes, overload on the side of teachers, unexpected deaths, increasing demands being made on medical aid schemes, as well as disability and malfunctioning of people and structures. The standard of education is deteriorating because of these diseases. Similarly, there is the need for managing the effects of these epidemics.

This study employs participatory action research. The quantitative method is utilized in the study. The questionnaire is used as an instrument of measurement.

The most important findings are as follows:

- 
- There is an increase in absenteeism for both learners and educators.
 - Learners' performance is deteriorating.
 - Participation of learners in sport and extra-mural activities is decreasing.
 - Teachers' productivity is deteriorating.
 - Depression is taking its toll both among learners and educators.
 - There is a high rate of dropouts.

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CHAPTER 1: ORIENTATION TO THE RESEARCH

1.1 INTRODUCTION

In the 20 years since the world became aware of HIV/AIDS, the epidemic has worsened beyond expectations and now leaders are being urged to concentrate their energies and resources in a manner never done before to deal with the crisis (Chetty, 2001:19).

Meanwhile, South Africa has received considerable attention for its high rate of HIV infection. This disease threatens to play havoc, not only with individual and family life, but also with every aspect of existence on the African continent, from the provision of health care to employment and training, insurance, schooling, levels of taxation and defense (Bake, 1996:5).

There are certain factors that contribute to the spread of HIV/AIDS in South Africa. Amongst these factors are sexually transmitted diseases (STDs) that occur in an environment of poverty, political instability, poor standards of education, a relatively young population, high level of recreational drug and alcohol usage, disruption of family life as a result of breadwinners leaving their home in search of work, prostitution (which takes place for survival) and the poor status of women in society (Ballard, 2001:16).

South Africa has a high rate of HIV infection which is regarded as one of the most dangerous epidemics on earth. In addition, STDs, such as herpes and syphilis, have maintained epidemic proportions in South Africa for many years. The research shows that other communities accept this as inevitable consequences of reaching sexual maturity (Wilkinson, 2002).

Ballard (2001:16) states that the results of this infection, including infertility, high rates of infant mortality and cancer of the cervix (neck of the womb), have been acceptable as inevitable by the poorer communities. They develop from one generation to the next.

It is not surprising that when a new, deadly STD is introduced into this community, with all the sociological determinants to enhance its spread, it can become entrenched the way it has.

Lastly, HIV is more dangerous than other conventional STDs, such as Syphilis, Gonorrhea, Chlamydia and genital herpes. It is a problem because people who have these diseases are at risk of contracting HIV, and are more likely to spread HIV to others (Home, 2002:3).

1.2 RATIONALE

The head of UNAIDS, Dr Peter Piot, said that countries in Southern Africa are among the worst hit by the HIV / AIDS epidemic. In Zimbabwe, the ratio of adults infected by HIV has increased from one in ten to three in ten in 2000 and 2001. In Botswana 39 percent of the adult population is infected with HIV, up from 29 percent in 2000 (Jayamaha, 2002, July 3).

In addition, the HIV/AIDS epidemic is spreading like an impending famine in Southern Africa and about 12 million people are in danger. Most of those infected live in the developing world and had no access to HIV fighting antiretroviral drugs at the end of 2002 (Jayamaha, 2002, July 3).

Piot also pointed out that children and young adults are at risk of being infected by HIV/AIDS. The UNICEF study found that most of the world's youth "have no idea how HIV/AIDS is transmitted or how to protect themselves" (Jayamaha 2002 July 3).

Carol Bellamy, Executive Director of UNICEF, predicts that HIV/AIDS will take the lives of 68 million people worldwide, 55 million of them in Africa by the year 2020. This is caused by lack of knowledge about AIDS, transmission, prevention and sexuality among the young people (Randall, 05 July 2002:1).

Yet, many people are scared by what is happening. Family members, relatives, friends at work, mates are falling ill and dying, often when they are quite young. This

also affects husbands, wives and infants. People do not like to talk about the cause of death. It seems mysterious and shameful (Wilkinson, 2002).

The South African Minister of Education, Kader Asmal, states that many schools are experiencing the effects of the epidemic, as teachers, learners, and members of their families fall ill. Both teachers and learners will be infected before the epidemic is brought under control. This illness disrupts learning and teaching. Nevertheless, teachers have to take on an extra load when sick educators are absent. Learners who are ill, fall behind their studies. It is the burden of teachers and learners, when family members get ill or die. Therefore, many schools will be crippled by the impact of the disease on the staff, learners and their families (Wilkinson, 2002).

In fact, HIV/AIDS is having a bad impact on the schools as well as the community at large. Because of these effects this research is conducted in order to inform the people, especially educators and learners about the danger and how to manage this epidemic.



1.3 PROBLEM STATEMENT

The impact of HIV/AIDS and STDs on educators and learners in secondary school is problematic. These epidemics will most probably be associated with an increase in absenteeism, request for time off, emotional problems, change in attitude, overload on the side of teachers, death, increasing demands being made on medical aid schemes as well as disability. The standard of education is deteriorating because of these conventional diseases. Similarly, there is the need for managing the effects of these epidemics. In view of this need, it is important to know the impact and how to manage the consequences in schools.

This problem will be researched (see 5).

1.4 RESEARCH QUESTION

☞ What is the impact of HIV/AIDS and STDs in secondary schools?

- ☞ What can be done to manage the impact of HIV/AIDS and STDs in secondary schools in the Limpopo Province?

1.5 AIM AND OBJECTIVES OF RESEARCH

The aim of this study is to identify the impact of HIV/AIDS and STDs on educators and learners in secondary schools of the Limpopo Province, Department of Education in Region 03, and recommend guidelines for managing the consequences or results of these epidemics in the secondary schools.

The objectives of this study are:

- (i) To identify the effects or consequences that are caused by HIV/AIDS and STIs in the secondary schools of the Limpopo Province Department of Education in Region 03.
- (ii) To promote openness about HIV/AIDS and STIs, with regard to the educators and the learners infected in the secondary schools.
- (iii) To recommend guidelines for managing the impact of HIV/AIDS and STIs in the secondary schools.
- (iv) To share the findings and recommendations with the Department of Education.

1.6 PARADIGMATIC PERSPECTIVE OF THE STUDY

1.6.1 Meta-theoretical assumptions

This refers to what the researcher believes (Strauss and Myburgh, 2000:17). STIs are associated with HIV/AIDS, because the virus that penetrates into the body through sexual intercourse, causes these epidemics.

- STIs causes inflammation and sores in the genital tract, which makes it easier for HIV to enter the body.
- There is a high concentration of the HI Virus in genital secretions and discharges.
- Persons who get STI's often practice risky sexual behavior and so have an increased risk of HIV infection due to unprotected sex with a variety of partners.

- HIV infection results in immune deficiency, which retards the healing of some STI's.
- HIV infection often results in more severe STIs and poorer response to treatment (Anderson et al, 2001:100).

Furthermore, this can be managed by visiting the health clinic for treatment and by using condoms during sexual intercourse.

1.6.2 Methodological assumption

They describe the “I do” of the research process, and refer to the aspects adhered to in practising science through theory development and research (Strauss and Myburgh, 2000:17).

In this research, science is viewed as functional i.e. knowledge acquired concerning the effects of HIV/AIDS and STDs aimed at addressing the physical, mental and spiritual needs of educators and learners.

1.6.3 Theoretical assumptions

These refer to the theories that the researcher adheres to and are descriptions of what the researcher thinks (Strauss and Myburgh, 2000:17). This study will employ participatory action research methodology (Mc Nicoll, 1999). The assumption and perspectives of critical theory will be used as an orienting theoretical framework for this intended study (Carr and Kemmis, 1996:131). This study will contribute to the curriculum issues/problems within the contexts in which they are taking place. The research should encourage participation in those who are directly involved in the research process, because this can develop a sense of participation in those who are directly involved in the research process. Similarly, a sense of ownership is developed among research participants, thus drawing on a socially critical orientation to curriculum development. This may result in developing a sense of responsibility, which can be a very useful way to effect change (Schroeder, 1997:41-49).

Hart (1993:114) and Mc Kernan (1996:120) state that action research addresses several needs simultaneously: the pressing need for greater knowledge about causes and dynamics of social ills, the need for greater collaboration and joint inquiry between scientist and practitioners, the need for richer data about real world problems, and the need to discover general laws explaining social phenomena. This methodology includes both theory and practice of the field.

Action research methodology will be employed to achieve the objectives, since this approach was used by Miles, Hornstein, Callahan, Calendar and Schiavo to investigate the processes of self-renewal in a schools system (French and Bell, 1999:136).

1.7 DEFINITIONS / CLARIFICATION OF TERMS

1.7.1 Human Immunodeficiency Virus (HIV)

HIV is a very small germ or organism called a virus, which people became infected with. This virus is invisible, but can be observed by microscope. This virus destroys the immune system. The virus survives and multiplies in the body fluids such as sperm, vaginal fluids, breast milk, blood and saliva. People can only become infected through contact with infected fluids (Bake, 1996:1).

The body's natural ability to fight illness is called the immune system. It is the body's defense against infection. Therefore, HIV attacks the immune system and reduces the body's resistance to all kinds of illness, including Flu, Diarrhoea, Pneumonia, TB and certain cancers.

HIV eventually makes the body so weak that it cannot fight sickness and so causes death. That is why HIV is called Human Immunodeficiency Virus (Wilkinson, 2002).

1.7.2 Acquired Immune Deficiency Syndrome

AIDS is an epidemic caused by HIV. It is an illness that occurs in the body when its immune or defense system is weakened. AIDS is the final stage of infection with

HIV, and this is what causes a person to die (Healthology, 2002:1). People with AIDS usually have several illnesses at the same time. These differ among different people (Wilkinson, 2002).

- ☞ Acquired means to get from; AIDS is acquired from other people.
- ☞ Immune means protected; The body is normally protected against many diseases.
- ☞ Deficiency means a lack of; With AIDS there is a deficiency or lack of immunity against many diseases.
- ☞ Syndrome means a group of different signs of diseases; When people have AIDS they have a syndrome or many different signs of diseases (Miller D, 1993:1).

1.7.3 Sexually Transmitted Diseases (STDs) / Sexually Transmitted Infections (STIs)

There are different types of infections that a person can get from having sex with someone who has that infection. Sometimes a person can get STIs without having sex - like thrush. In addition, crabs (pubic lice) can be received from sharing a washcloth or towel with an infected person.

Types of STDs are such as:-

- the drop;
- the itch;
- Gonorrhoea;
- bad blood;
- Syphilis;
- HIV;
- AIDS;
- Crabs (Pubic lice);
- Morning drip;
- herpes;
- Fever kiss;
- the clap;
- cystitis; etc.

Many can be cured, but some, like HIV and Herpes, cannot. People with STIs are more likely to get infected with HIV (Love Life, 2000:26).

1.7.4 Secondary school

It refers to a school offering classes from Grade 8 to Grade 12. It can also be referred as to post-primary.

1.7.5 Impact

This refers to the effects or consequences that emerge after an event occurs. In this study impact refers to the effects or significances of HIV/AIDS and STIs on teachers and learners in secondary schools.

1.7.6 Manage

This means to control the effects of HIV/AIDS and STDs in secondary schools.

1.7.7 Department of Education

The government ministry, which is responsible for education in the Republic of South Africa.



1.8 RESEARCH METHODOLOGY AND DESIGN OF STUDY

1.8.1 Research Method

The method proposed is the quantitative approach. Descriptive and inferential statistics will be utilized. Statistics refer to “ the theory and method of analyzing quantitative data obtained from samples of observation in order to study and compare sources of variance of phenomena, to help make decisions to accept or reject hypothesized relations between phenomena, and to aid in making reliable inferences from empirical observations” (Rudenstam and Newton, 1992:24).

A descriptive statistic relate to the methods whereby information is scientifically collected, classified, analyzed and presented. The empirical data is often numerically described with respect to the specific context or outcome variable.

Statistical inference enables the researcher to draw conclusions concerning the population by means of the information obtained from the sample of the population. The numerical data from the descriptive phase of a sample is quite often used to make inferences about the population from which the sample was taken (Strauss and Myburgh, 2000:61).

The main focus of this study is to determine the impact of HIV/AIDS in the secondary schools and also to manage these effects. Because of that, descriptive and inferential statistics are employed.

Furthermore, descriptive statistical procedures are important in describing the sample characteristics under investigation; a basis is laid to estimate the population characteristics (inferential statistics). A third function is to estimate the population characteristics of the relationship between two variables, for example correlational studies, and also the underlying structure of more than two variables, such as in factor analysis. Finally, they are used to develop formulas for predicting the future, such as in regression analysis (Rudenstam and Newton, 1992:24).

1.8.2 Research Design

The study will be divided into three phases.

1.8.2.1 Phase I

Objective

The objective in this phase is to identify the schools that will be used to collect data.

Data collection

This is regarded as the meeting of the researcher and the respondents/participants, resulting in the researcher obtaining data from the participants in the most effective way. Data will be collected by means of observations, questionnaires and if possible, individual interviews.

Observation Technique

Observation means that a researcher studies or observes a specific situation or type situation. The steps in observation techniques will be utilized, i.e.

- ☞ The natural phenomenon is observed.
- ☞ Conclusions are drawn from what happens.
- ☞ A test of hypotheses or projections is drawn up on the basis of the observation.
- ☞ A procedure is then developed according to which the hypotheses can be tested.

Thereafter existing /new theories are further expanded, refined and structured (Strauss and Myburgh, 2002:45).

Questionnaire

The questionnaire is used when information is obtained from a large group. The advantages of questionnaires are:

- ☞ Relatively low costs.
- ☞ Can involve large groups.
- ☞ Can involve respondents who are usually more difficult to access.
- ☞ Information can be interpreted easily.
- ☞ Each question is usually answered.
- ☞ Confidentiality can be assured (Rudenstam and Newton, 1992:70).

In this study, a structured questionnaire will be sent to the principals of secondary schools, requesting information concerning the effects of sexually transmitted diseases as well as HIV.

Interview

In the interview, the researcher speaks to the person and obtains direct information.

The advantages of interviews are:

- ☞ Flexibility.
- ☞ The situation can be adapted.
- ☞ Reasons can be sought for answers.
- ☞ Clues can be followed up.
- ☞ A higher percentage of answers are achieved (Strauss and Myburgh, 2000:46).

In this research educators and learners will be interviewed. The interviews will take place in the form of a preset schedule. A number of questions will be given, in which the educators and learners are required to provide answers.

The population

This is a collection of members on which the investigation will be focused. Therefore, a population is defined as all members of any well-defined class of people, events or objects (Strauss and Myburgh, 2000:69). In this study the target group consists of all educators and learners in the secondary schools of the Limpopo Province Department of Education in Region 03.

Sample

A sample is a portion of the population. To ensure effectiveness of sampling, it should be representative, the size should be adequate and the sample should be drawn on the ground of unprejudiced equality. The target group will be utilized in this study, because the researcher would like to obtain relevant data in the population. The stratified sampling procedure will be used.

1.8.2.2 Phase II

An analysis of the impact of HIV/AIDS and STDs in the secondary schools identified in Phase I will be done. During this phase the questionnaires and interviews as well as observation will be evaluated.

Data collection

Completed questionnaires will be collected from organizations identified in Phase I. Data will be analyzed by computer, where variation or frequency will be measured.

1.8.2.3 Phase III

Objectives

Guidelines will be established or formulated concerning the impact and control of HIV/AIDS and STDs in secondary schools.

Development of Guidelines

The results from the literature control, observation, interviews and questionnaires will be employed in the development of guidelines.

Ethical Measures

The following will apply in this study:-

- The participants will know the purpose of the research and how the information will be used.
- The participants will be informed about the structure of the questionnaires.
- The confidentiality of the participants will be respected.
- All participation will be voluntary.

Reliability

Reliability refers to the constituency and accuracy with which a measuring instrument measures something (Treece & Treece, 1986:256-263). The questionnaire will be pretested and the reliability will be built into each phase of the study.

Validity

Validity refers to the degree to which a test measures that which it is supposed to measure (Treece & Treece, 1986:256-263). Content validity will be used in the study.

1.9 LITERATURE REVIEW

The literature study informs the researchers of what has already been done and what is currently being done. It brings the researcher to the forefront and into the centre of existing and developing thinking about a specific subject. It thus helps him/her to demarcate a research theme more carefully. It also helps the researcher with ideas for personal research design and the possible processing of data (Strauss and Myburgh, 2000:30).

1.9.1 The value (importance) of a literature survey

- It helps the researcher to delimit his or her research topic properly.

- Through a literature survey the researcher obtains a broad perspective on the research topic.
- It prevents uniformed repetition of completed research.
- Literature helps the researcher to determine which research methods, techniques and aids will be most suitable for the research.
- It also assists the researcher to determine the relationship between the proposed research and existing knowledge on the topic (Strauss and Myburgh, 2000:30).

1.9.2 Information Sources

In this study, primary and secondary sources will be utilised. Primary sources are the original work, books, journals, articles, films, sound recordings, etc, which reflect the information first-hand. Similarly, secondary sources include comments, explanations and so forth by other sources on the primary sources (Strauss and Myburgh, 2000:31).



1.9.3 Types of Literature

In this research paper, two types of sources will be used, that is:

Concept literature

This refers to books and articles by experts where they express their opinions, experiences, theories and ideas about what is good or bad, desirable or undesirable, valuable or of no value in connection with the comprehension of specific concepts and constructs. This will contribute to understanding the validity or correctness of theories much better. Concept literature also illuminates specific strong points, which the researcher can follow up (Strauss and Myburgh, 2000:32).

Researcher literature

This involves reporting in respect of research which has been undertaken previously in the specific field (and which currently catches the eye) and gives the researcher a good indication of successes and bottlenecks in respect of research, design, hypotheses, techniques and instruments in connection with the field.

1.9.4 Criteria for Choosing Sources

In this study, the following criteria will be utilized:

Primary sources

These sources will be used because they are written by authorities, but if the primary source is in a foreign language or too complicated, that source will not be chosen.

Language

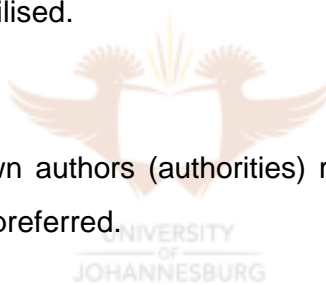
If the source is in a language that is not understood, it will not be used.

Date of edition

Only recent sources will be utilised.

Author

Sources written by well-known authors (authorities) rather than sources written by lesser-known authors will be preferred.



Content

Even if the title of a source is in accordance with the topic, the content page or annotation will be read to see whether the chapters deal with the research problem.

1.10 DELINEATION OF CHAPTERS

Chapter 1: The orientation of the research is discussed i.e. Introduction or background overview, rationale, problem statement, research question, aims and objectives and research design.

Chapter 2: It deals with a literature study of the impact of HIV/AIDS and STDs.

Chapter 3: The research procedures and design of the study is set out.

Chapter 4: The findings of the study are discussed.

Chapter 5: Recommendations and guidelines are developed.

CHAPTER 2: THE THEORETICAL FRAMEWORK

2.1 INTRODUCTION

Many people are scared by what is happening or taking place in the world today, because family members, relatives, friends and workmates are falling ill and dying, often when they are still young. Husbands, wives and infants are being struck down. It seems mysterious and shameful (Bisgard and Capozza, 2001: 24). HIV / AIDS and STIs are contributing to the deaths. And it is not easy to control ourselves when someone dies because of these illnesses (Jewkes, 2000:13).

We cannot imagine what this rising wave of illness and death will do to our families, our schools and other workplaces, and our communities (Bisgard and Capozza, 2001:24).

According to Rena Singer, writing in USA Today (“AIDS epidemic lays waste to South African schools”), the pandemic’s impact is so severe that students, teachers and institutions are being literally killed off. She also quotes a new study by Peter Badcock-Walters of the University of Natal who states that South Africa is witnessing a decline in the quality of education which negatively impacts on the potential and productivity of the population (Educator’s Voice, February / March 2002).

2.2 HIV / AIDS IN SCHOOLS

Jewkes (2000:1) quotes Kader Asmal saying that many schools are already experiencing the effects of the epidemic, as teachers. Learners and members of their families fall ill. Before the epidemic is brought under control, such effects will become harsher and more widespread. Almost every educator will eventually be teaching some learners who have HIV. According to Bisgard and Copozza (2001:24) in most staff rooms, one or more teachers will be infected. Other school employees will not be exempt.

Moreover, this illness is disrupting learning and teaching. Healthy teachers have to take on an extra load when sick teachers are absent (Jewkes, 2000:1). Obviously, absenteeism will add to the costs of HIV /AIDS in schools (Jonck, 2002: 67). Bisgard and Capozza (2001:24) argue that learners who are ill fall behind with their studies. When family members get ill or die teachers and learners carry the burden. When teachers and learners die, schools will be crippled by the impact of the disease on staff, learners and their families.

2.3 HIV / AIDS IN EDUCATION SECTORS

HIV / AIDS in South Africa impact on the education sector in several ways, affecting educational planning, demand for educational services, supply of educational services, and potential clientele for educational services. Projections are given on how HIV / AIDS affect the supply (of educational and administrative personnel) and demand (the requirement for educational service by learners) of educational services (World Bank, 2000).

Du Plessis (2003:3) quotes UN Secretary General Kofi Annan while addressing the Security Council in January 2002 saying: "The impact of AIDS in Africa was more destructive than that of warfare itself. By overwhelming the continents health and social services, by creating millions of orphans, and by decimating health workers and teachers, and AIDS is causing social and economic crises which in turn threaten political stability." In November 2002, the UN special Envoy for HIV / AIDS in Africa, Stephen Lewis said that if HIV / AIDS are happening in agriculture, why not in education? There is the possibility of education falling apart in country after country - the whole education sector will disintegrate.

The question right now is whether education can survive in its present form. A World Bank report in May 2002 revealed the following:

- Some 12% of teachers are already HIV -infected.
- More than 40 000 of the country's 350 000 teachers have HIV / AIDS.
- AIDS is currently killing off teachers at a faster rate than they can be trained.

Local information reveals the following:

- Teachers, who die from AIDS, currently have an average life span of only 39 years.
- In 2001 the number of teachers who left the profession for various reasons were 17, 500, while the annual turn out of new teachers was only 2 500.
- Some 60 000 teachers are not suitably qualified to teach in public schools. Other sources rate this figure much higher
- More than 90% of the educational budget is destined for salaries (Du Plessis, 2003:5).

Similarly, Carol Coombe's (2000:34) report, managing the Impact of HIV / AIDS on the Education Sector, outline the difficulties in the postulating of any supply and demand projections. Not only is there a lack of research and data to allow for such modeling, there is a lack of commitment to commission such research from major stakeholders. The Department of Education (DoE) contracted Abt Associates to investigate the impact of the pandemic on:

- Society and human resource development, including:
 - ❖ Changes in skills requirements
 - ❖ Vulnerability of educators to the pandemic,
 - ❖ Staff attrition,
 - ❖ Mobility patterns,
 - ❖ Changes in household expenditure patterns.

Although Abt Associates provided some of the findings to the DOE on trends in the pandemic and the projected demographic impact, this information remains classified. The unavailability of such information precludes reliable projections for the education sector. Issues for further investigation and areas of concern, however, have been called from interviews with education stakeholders (Bisgard and Capozza, 2001:2).

According to Du Plessis (2003:5) HIV / AIDS is ravaging an already weakened educational system. As the number of infected teachers and learners increase, it can be expected that quality of education will decrease. It is possible that a large number of public schools will become day care centres for sick people where very little education will take place. Education in its present form will probably collapse.

The sections that follow summarise the impact of HIV / AIDS on educators, learners as well as institutions i.e. secondary schools.

2.4 THE IMPACT OF HIV / AIDS ON ENROLMENT

According to research carried out in 60 countries by UNICEF more than half of those aged 15 to 24 have serious misconceptions about HIV / AIDS. The young people and children are at risk. Besides that the UNICEF study found that most of the world's youth "have no idea how HIV / AIDS is transmitted or how to protect themselves" (Jayamaha, 2002).

In a recent article, Mpumalanga's Education MEC Craig Padayachee reported that 300 000 learners at all schools and 30 000 in Mpumalanga will die in the next ten years due to HIV / AIDS (The African News Services, 2001). According to a July 2000 United Nations Progress of Nations Report, about 100 000 South African schoolchildren lost a teacher to AIDS in 1999 (The Mercury, 2000). The same report stated that South African teenagers having the third highest infection rate in the world, compounds the problem.

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Although it is undisputed that these statistics will have an effect on the demand for education services, it is not clear what direction and to what extent the demand curve will shift. Factors contributing to a negative school population growth include:

- Drop out rates due to poverty and illness;
- Absenteeism due to children assuming roles as caregivers and / or heads of households; and
- Lack of motivation due to trauma (Coombe, 2000:14).

Other areas of educational services, however, would mitigate the above factors. Based on the experiences of other countries, South Africa might face an increased demand for:

- Early childhood education (ECD) from sick parents
- Pre-school intake

- Second – chance education by learners to education after absence from the system; and
- Flexible learning opportunities for those who are ill, care-givers or wage – earners (Bisgard and Capozza, 2001:3).

Naturally, it is important to note that any increase in demand would be off-set by fewer births and more deaths. And the fact that families will have less disposable income for school fees, voluntary funds, transport costs and uniforms (City Press, 2002: 26). Then, in many of these cases exemptions are not granted. Child –headed households are now common and telling these children “to wrap it or zip it” (City Press, Ibid).

According to City Press (2002:26) the lack of findings makes it extremely difficult to project shifts in the demand curve. Obviously, there is consensus between three major reports that crisis is leading to an overall decline in enrolment rates. A recent survey showed that families spend up to one third of their monthly income on health care related to HIV / AIDS. After this, families have to pay for food, clothes, water and electricity. There is little left for fees (city press, 2002:26). According to the findings from a study on the effects of HIV / AIDS on the education sector, the epidemic threatens to “lead to declining school enrolment rates and delayed enrolment of children due to household crises (The Star, 2001).

In brief, The Coombe Report (2000:16) also concludes that fewer children will enrol in schools because HIV-positive mothers die young, with fewer progeny, children are dying of AIDS complications, and children who are ill, impoverished, orphaned, caring for younger children, or earning and producing, stay out of school.

2.5 THE IMPACT ON EDUCATORS

Recent findings show that the pandemic affects the supply of educational services in mainly two ways:-

- ❑ Reduced number of educators; and
- ❑ Reduced quality of teaching (Bisgard and Capozza, 2001:3).

The South African Democratic Teachers Union (SADTU) research report in November 2001, which was tabled in parliament, was shocking. It revealed that teacher's deaths from HIV / AIDS illnesses had risen by more than 40 percent (Sowetan, 2002).

Bisgard and Capozza (2001:3) quotes the Abt study stating that AIDS will become the biggest single killer of teachers. Infection rates are shocking: up to 16 percent of educators in other provinces and 20 percent in Kwazulu-Natal is HIV positive and between 7 percent and 8 percent of principals as well as heads of department in schools nationwide were infected with the disease at the end of 2000. According to Sowetan (2002) between June 2000 and May 2001, 1011 educators from about 216 000 died at an average age of just 39 years. To add to that, the teachers died of infections like tuberculosis, pneumonia, gastroenteritis, meningitis and cryptococcal meningitis, all of which are AIDS-related.

The high infection rate among teachers has led to a loss of experienced personnel and a decline in the quality of education (The Educators' Voice, July / August 2002). Furthermore, death, illness and job migration will leave a vacuum for skilled and qualified educators. This shift will inevitably compromise the quality of education across the education sector (Bisgard and Capozza, 2001:3). As a domino effect, decreasing quality will also affect enrolment rates in postsecondary institutions, where enrolment will decline as secondary schools output and quality goes down and as higher education institutions lose academic staff (Coombe, 2000:16).

Although the impact on the sector is recognisably dire, it is still very difficult to make educator requirement projections with any degree of confidence. But as Coombe (2000:16) states: "In any case, new recruits cannot make up for the loss of the education service's most experienced senior teachers, managers, and science and mathematics specialists. Recruitment of trainees to replace teachers lost to the service will be inhabited by fewer (and possibly less qualified) secondary school leavers available for teacher training."

Jewkes (2000:16) claims that educators and other staff who contract AIDS related illnesses need understanding from their colleagues. Increasingly, they will need days

off or become exhausted during the day and need to lie down for some time. During these times, other members of staff will have to cover for them and this will have an impact on their own work and well-being.

According to *The Educators' Voice* (July / August 2002) the disease has influenced the education sector in several ways, indicating its inefficiency or outright failure.

- Firstly, educators suffering from HIV/AIDS have not been adequately attentive to their students as a result of poor performance and decrease in time with learners.
- In addition to the impact of HIV / AIDS on educators, teachers are thrown out of the system for 90 days after frequent absences. Many, then, drag themselves into the classroom to teach even when they are very ill.
- One of these failures is that the low ratio of trained teachers to students is adversely affecting the quality of educational experience and levels of enrolment.
- Lastly, educators have been called poor educators about the problem of HIV / AIDS, as some of them have become poor role models. They lack the necessary knowledge on the issue, but most HIV / AIDS materials are designed for learners rather than for teachers (AIDS Analysis Africa, 2001).

In order to confirm the above statements, Renginer quotes SADTU research into the possible AIDS related deaths of teachers, and the claim by Badcock-Walters which says, "AIDS deaths among teachers are expected to climb dramatically during the next 10 years. Replacement teachers, who are younger and less experienced, have even higher HIV infection rates than their predecessors and limited access to treatment that might prolong their lives (*The Educators' Voice*, February/March 2002).

Therefore, the death rate, too, will accelerate, as thousands of teachers with long-term disease progress to AIDS and eventually die. In brief, the net effect is that there will be less and less qualified graduates (*The Educator's Voice*, *Ibid*).

2.6 TRAUMA IN CLASSROOMS

The HI Virus can cause trauma to educators and learners. According to Thompson (1995:1485) trauma is defined as "emotional shock following a stressful event,

sometimes leading to long-term neurosis.” Hence, psychosocial trauma due to HIV / AIDS on both educators and learners also threatens to erode the South African educational sector. Furthermore, an infected educator often loses interest in professional development, while fearing stigmatisation among colleagues. The majority of educators are forced to cope with the disease emotionally and financially, which subsequently compromises the quality of teaching (Bisgard and Capozza, 2001:4).

However, the violence, displacement, and abandonment accompanying the disease traumatise children. In addition, sexual abuse has been associated with HIV / AIDS in Rose Smart’s Rapid Appraisal of children living with HIV / AIDS in South Africa. In this appraisal, the author presents three theories that link sexual abuse to HIV / AIDS:

- The prevention theory;
- The cleansing theory; and
- The retribution theory (AIDS Analysis Africa, 2001).

The first is based on the assumption that in order to prevent infection, one should choose a partner who is not sexually active (Business Day, 1999). The second theory assumes that having sex with a child will cleanse the infected individual with the virus, while the retribution theory is linked to the deliberate spreading of the virus (Coombe, 2000:13). As these theories become more pervasive, more and more South African children face lifelong crippling psycho-social trauma (Bisgard and Capozza, 2001:14).

2.7 IMPACT ON OVERALL SCHOOL EFFECTIVENESS

As a matter of fact, school effectiveness will decline where a significant proportion of educators, officials, and children are ill. They will be lacking morale, and unable to concentrate. This atmosphere is also detrimental to the creation and sustenance of effective management, administrative and financial school structures (AIDS Analysis Africa, 2001). Similarly, government officials are experiencing difficulty in attracting

skilled personnel in these areas, while principals currently lack training to gain management skills.

To combat this loss of skilled personnel to sustain these structures, the education sector may have to follow the cue of the South African private sector, training replacements for technical and managerial personnel they expect to lose to HIV / AIDS (Bisgard and Capozza, 2001:5).

2.8 IMPACT ON LEARNERS

In the context of HIV / AIDS, learners fall into two main groups, infected and affected learners (Louw and et al, 2001:3).

A recent survey from City Press (December 1, 2002: 26) showed that families spent up to one third of their monthly income on health care related to HIV / AIDS. After this, families have to pay for food, clothes, water, and electricity. There is little left for school fees. Therefore, children are excluded from schools because their parents cannot afford to pay compulsory school fees Jewkes (2000:14) adds by saying that they may face financial hardship and have difficulties with school fees, uniforms and books. Obviously, learners are affected psychologically and physically due to their parents' failures.

In brief, sections that follow deals with the economic, social, physical as well as psychological impact of HIV / AIDS on learners.

2.8.1 Learners from Households with Infected Family Members

Where a parent or parents are sick or dying of AIDS, the learners often have to care for the sick and / or assume adult responsibilities. They are affected by the fact that they have to assume responsibilities before they are ready to do so, or have to leave school earlier, enter the labour force earlier, marry earlier, are isolated from peers and are frequently sexually exploited (Louw et al, 2001:4).

2.8.2 Learners Orphaned as a Result of HIV / AIDS and STD's

Yet, displacement and abandonment is another source of trauma for children affected by AIDS, especially for those orphaned by the pandemic. A recent USAIDS-funded publication, *Children on the Brink*, confirms that the HIV / AIDS pandemic are producing orphans on a scale unrivalled in world history (AIDS Analysis Africa, 2001).

According to Louw et al (2001:4), an orphan is a child under the age of 15 who lost his / her mother. Smart (1999) quotes the 1999 Progress of Nations report which argues that South Africa was one of seven countries listed at the top of the scale as having a greater than 40% increase in the number of learners orphaned by HIV / AIDS between 1994 and 1997. It also claims that by 2015, when the epidemic should have reached its peak, orphans will comprise 9-12% of the total population.

A recent USAIDS-funded publication, "Children on the Brink" confirms that the HIV / AIDS pandemic are producing orphans on a scale unrivalled in world history. In 1990, HIV / AIDS accounted for only 16 percent of parental deaths leading to orphaning. By 2010, that number will rise to 68 percent.

Indeed, the document provides data illustrating the magnitude of the problem. As indicated in Table 1, the number of orphans in South Africa has more than doubled again in the last ten years, and is expected to double again in only five years, due to the HIV / AIDS pandemic.

Table 1. Orphan Estimates for South Africa

	1990	1995	2000	2005
Total no. Of orphans (all causes).	593.603	723.305	1.203.211	2.503.270
Total No. of orphans as % of children < 15 years	4.3	5.0	9.1	19.0

The increasing number of orphans will have a profound effect on the societies in which they live. From the above figures it is clear that educators will be faced with many orphans in their classes. Many learners will also lose close family members (Louw et al, 2001:25). Jonck (2002:62) adds by claiming that the implication of AIDS mortality is that between 100 000 and 150 000 children were orphaned due to AIDS during 1999.

These learners are negatively affected because they are grieving the loss of a parent, they may be stigmatised by society due to their association with HIV / AIDS, they are often plunged into economic crisis and insecurity, and struggle without support systems or services within an impoverished community (Mohlala et al, 2001:68).

Some orphans may, in fact, be left to look after younger siblings or take the role of head of the household. If an orphan is then still left to care for younger siblings or to act as the head of the household in a situation where there are already severe financial constraints, this could have a devastating effect on a learner's development and quality of life (Louw et al, 2001:25).

Another reason for concern is that a learner living in a household with an HIV positive person may be exposed to opportunistic diseases such as diarrhoea-related diseases, tuberculosis, pneumonia and aspiratory infections, etc. If the family income declines, then health services will not be able to be paid for. Studies have shown that learners in AIDS-affected households are less likely to be immunised. Financial constraints can make learners very vulnerable to sexual exploitation in which sex is exchanged for money and for material goods (Jewkes, 2000:15).

Not only does this scenario severely impact on enrolment rates as discussed above, it also underscores the need for the education sector to have personnel skilled to deal with this crisis (Bisgard and Capozza, 2001:5).

2.8.3 Social and Emotional Development during Adolescence

These factors are from Louw et al (2001:19):

- If an adolescent is absent from school due to illness, hospitalisation or because she/he has taken the role of the head of the household, isolation and rejection from the peer group could occur.
- The learner could also feel that she/he has nothing in common with other learners. The important influence of a positive peer group will then be lost. The learner's relationship with peers could be affected by neurological problems i.e. anger and aggression.
- Peer group values and outlooks are likely to influence short-term plans, but parents are more likely to influence long-term plans.

2.8.4 Emotional Development and HIV / AIDS and STIs

Louw et al (2001:20) mentioned the emotional development problems that emerge due to HIV / AIDS in learners such as:

- Being infected or affected can increase the uncertainties experienced in this phase of development (i.e. during the adolescence phase).
- Learner's senses of future will be seriously affected. Infected or affected learners may not plan for and look forward to the future. These learners experience mainly two types of loss, namely loss of health and loss of future. They feel betrayed by and angry towards their parents, particularly if they were venereally infected. Furthermore, they could experience guilt feelings because of their anger towards the parents.

Yet, depressed learners can show the following signs:

- Physical signs could include tiredness, lethargic behaviour, chronic tearfulness, no appetite or excessive eating, change in sleeping patterns.
- No sleep or excessive loss of weight or excessive weight gain, lack of personal hygiene.
- School signs may be a lack of motivation, a decrease in marks, lack of concentration, memory loss, poor attention span, inability to think clearly and a decreased interest in school and other activities.

- Social signs may be indicated by withdrawal, avoiding social contacts and outings, feeling negative about him/herself, feeling guilty and inadequate, loss of interest in activities that were previously enjoyed, becoming silent and not wanting to participate in social interactions, talk about suicide, thoughts about death and not responding to the empathy and comfort of others.

2.8.5 Emotional and Social Barriers

Goodbyer et al (undated) give the following emotional and social barriers that may occur to learners infected or affected by HIV / AIDS (STDs):

- Emotional stress can have severe adverse effects on a learner. In fact, the behaviour of a learner will be unusual for his/her age and development.
- Meanwhile, internal as well as external factors can cause stress in a learner. Internal factors can be related to the learner's personality, temperament, frustration level and coping strategies that can lead to stress within a learner. External factors can originate in the learner's family, school, community or society. Therefore, excessive stress can be detrimental and can cause stress reactions such as anxiety and withdrawal, fears and phobias, aggression and compulsive behaviour. It can also lead to depression.
- Physical stress reactions may become visible as stomach aches and chronic digestive disorders, a change in sleeping patterns (i.e. having difficulty in sleeping, nightmares), rashes between fingers and on the palms of the hands, chronic and intense headaches, changes in eating patterns, extreme sweating, asthma attacks, nausea attacks, sudden changes in pulse rate, skin-related allergies and hypochondria (abnormal anxiety about one's health).
- Social stress reactions may become apparent by increased aggression, not adapting well to change, irritability, and evidence of social interactions and lack of motivation.
- Behavioural stress reactions may become evident as hyperactivity, unexplained weepiness, emotional hypersensitivity or emotional insensitivity, excessive passivity, nail biting, nervous mannerisms (excessive blinking, involuntary body jerking, twitches, facial tics, wringing hands of fingers) and hyper-vigilance (extreme caution).

- School-related stress reactions may manifest as panic attacks, truancy and complaining about physical illness on school days.

2.8.6 Self-Esteem

Kruger (1998:8) claims that children or learners infected by HIV / AIDS (STDs) struggle with the way in which they perceive themselves to be different from their peers. This could have a bad effect on their self-esteem. It is, therefore, important to note that when a learner experiences him / herself as being different, it can have an effect on his / her self-image and self-esteem. For example “Something is wrong with me”, “I’m not okay”, “I’m different to others”, “I do not fit in.”

Why do they experience themselves as being different? These learners could feel that they are different because they frequently have to go to hospital, receive medication, follow a special diet and are often not able to participate in activities.

The HIV-infected learner is physically weaker and smaller than his/her peers and siblings. In addition, body image has an influence on a learner’s self-concept throughout the development process. Moreover, physical illness and hospitalisation can have an intense impact on a learner’s body image and therefore has the potential to influence his / her future emotional, psychological and social functioning (Louw et al, 2001:22).

2.9 INTERVENTIONS

There will be occasions when an educator is confronted by a learner, or his / her family member or a colleague who find themselves in a crisis, for example directly after an HIV diagnosis.

In brief, events that may precipitate a crisis in a learner include the following:

- Child abuse;
- Death of a beloved one;
- Depression;
- Impending tests or exams;

- Inability to live up to the expectations of others;
- Serious threat to self-esteem;
- Sexual problems (pregnancy, rape, etc);
- Learner with HIV / AIDS;
- HIV / AIDS in the family (Louw, 2001:34).

According to AIDS Analysis Africa (2001), Stephen Kramer, Manager for the AIDS Research Unit of Metropolitan, an Africa-based financial services group of companies, said that school bodies and the management structures of education institutions could intervene in many ways. The interventions range from STD treatment and behaviour change at the level of the individual, to the reduction of stigma and discrimination on the environment level.

2.10 SUMMARY

AIDS is a problem, which will not just go away. It has to be dealt with in all walks of life (Mohlala et al, 2001:72). While stigma, discrimination, superstition and denial drive the epidemic, educators tend not to want to address the issue of AIDS in the classroom (Business Day, 1999).



According to AIDS Analysis Africa (2001), some feel they are ill informed, while most are disempowered around this issue. Perhaps Minister of Education Kader Asmal's strategy to include AIDS education and awareness in the curricula for schools will bridge this gap.

In brief, fighting AIDS is not only about strategic curriculum planning and demographic projections. It is about people at a very individual level, taking the issue of AIDS to heart. As an HIV-negative peer educator once said, "Everything in this epidemic begins with me. I have to get behind the war effort and enrol in the army. We will only see a difference in the epidemic when we truly believe that there are only two kinds of people in Africa: those infected with HIV and those affected by it." (AIDS Analysis Africa, 2001).

CHAPTER 3: RESEARCH PROCEDURE AND DESIGN OF STUDY

3.1 INTRODUCTION

The impact of HIV/AIDS and STIs is problematic to the Department of Education (DoE) or Education Sector. Due to these epidemics, it might be perceived as if education is losing its status. Besides that, it seems that the quality of this sector is declining. Both educators and learners are infected and affected every day. Because of that, they have lost interest in teaching and learning.

Educators are, in fact, no longer regarded as role models. They lack motivation and confidence in the profession because of this epidemic. Learner's enrolment is decreasing as they are affected by the impact of this disease.

The study was divided into three phases.

3.2 PHASE 1

3.2.1 Target Schools



The schools identified where the data will be collected are as indicated in Table 3.1.

3.2.2 Data Collection

Permission for the study: Permission was requested from and granted by each circuit manager in the Northern Region or Region 03 of the Limpopo Department of Education (Annexure B).

Confidentiality: Confidentiality of the participants is respected in that the name and address of participants are not mentioned in the results of the research. A structured questionnaire (Annexure C) was used to collect or gather information from both educators and learners in these schools.

The information will be in connection with the impact of HIV/AIDS and STIs in secondary schools. The fact that the majority of these schools are in rural areas, makes posting of the questionnaires directly to the schools impossible. Most of them are far from each other and it will be impossible for the researcher to consult all of them in time.

The questionnaire will thus not be posted directly to the school principals but will be sent through circuit managers for distribution at meetings with school principals.

Development of the questionnaire: The structure of the questionnaire is to be based on information from the literature study in chapter 2. The researcher as an educator of the Department of Education (DoE) will additionally draw from his own personal experiences and resources to decide on the specific information to be included in the questionnaires, for example, determining institutions and intervals of presentation. The questionnaires have been developed in order to suit both educators and learners at the same time. Both teachers and learners completed the same questionnaires. The questions start from the simplest to the most complicated ones.

The questionnaire is divided into three sections (See Annexure C).

Section A: Background information: five (5) questions

Section B: Understanding of HIV/AIDS and STIs: thirteen (13) questions

Section C: Teachers' attitudes and perceptions regarding Department of Education (DoE): four (4) questions.

Validity of the questionnaire: Content validity is the extent to which the instrument or theoretical framework is reflected in the individual items. Similarly, content validity indicates more gradation, balance, and representativeness than mere face validity (Treece and Treece, 1986:256-263).

To ensure content validity, the researcher set up the committee of four educators specialising in Life Orientation to check if the contents of the questionnaire were

related to what was to be measured. After discussions, the committee agreed that all the questions were valid and were related to the objectives of the study.

Reliability of the questionnaire: Reliability refers to the accuracy of a measuring instrument. Furthermore, reliability is the proportion of accuracy to the inaccuracy of the instrument. As data collecting instrument it is regarded as completely reliable if it provides similar data when applied repetitively under similar circumstances (Strauss and Myburgh, 2000:54). For testing reliability a pilot study was undertaken.

A pilot study to test reliability and validity: A pilot study can be regarded as a miniature investigation of the comprehensive research. It was carried out with a small sample from the same population from which the sample for the research was taken, but as a rule of thumb it may not involve respondents who have already been included in the final sample for the research.

The reasons for utilising a pilot study in the research are as follows:

- A pilot study provides a trial run for the data collecting approach
- It provides an opportunity to test the data collecting method
- It provides preliminary data for testing the data processing techniques
- It can be used to determine whether the respondents can work with the instrument or whether specific changes should be made
- It can be used to familiarise fieldworkers with working respondents
- It can be used to familiarise fieldworkers with the analysis of interviewing variables (Strauss and Myburgh, 2000:81-82).

Distribution of questionnaires: The questionnaires were sent to the four circuit managers of the Sekgosese District in the Northern Region or Region 03. The covering letter (Annexure A) was attached to each package of the questionnaires. The covering letter gave clear instructions detailing how the questionnaires should be completed. In order to minimise the cost, the researcher collected the questionnaires from the circuit offices.

Letter (Annexure B) of requesting permission to conduct the research was sent to the circuit manager in time.

The population: This is a collection of members on which the investigation will be focused (researchable population). Moreover a population is defined as all members of any well-defined class of people, events or objects (Strauss and Myburgh, 2000:69). In this study, the target population is all the secondary schools of the Department of Education in the Northern Region or Region 03. Only the secondary schools in the Sekgoses District were consulted.

The sample: The sample consists of those involved in the research. In fact, a sample is a portion of a population (Strauss and Myburgh, 2000:69). To ensure effectiveness of sampling, it should be representative, the size should be adequate and the sample should be drawn on the ground of unprejudiced equality.

The target group was utilized in this study to obtain relevant data from the population. The researcher used stratified random sampling since the target group is heterogeneous in respect of the variable or feature which is investigated and which is associated with the element of the population. The target population is divided into three sub-groups i.e. Pedi and Venda as well as Tsongas. The Sekgoses District is divided into four circuits that are Central, West, East and North. The distribution of schools in each circuit is as follows:

Table 3.1: Distribution of school in the Sekgoses District by circuit.

Circuit Offices	No of schools
1. Central	11
2. West	12
3. East	12
4. North	07
Total	42

The total number of secondary schools in this district is 42.

3.2.3 Data analysis

Data was captured on computer and the multiple classification analysis was used to explain the proportion of variation in each table used. To analyse data, the study used a statistical package (Statistical Analysis System). Data was analysed by hand and to ensure reliability it was verified and edited by computer.

3.3 PHASE 2

Objective: An analysis of the impact of HIV/AIDS and STDs in the secondary schools identified in phase 1 was done. During this phase the questionnaires were evaluated for content and structure.

3.3.1 Data collection

Copies of questionnaires were collected from schools identified in phase 1. The literature study in chapter 2 was analysed to ensure effectiveness of the research.

3.4. PHASE 3

Objectives: Guidelines will be established or formulated concerning the impact and control of HIV/AIDS and STIs in secondary schools.

Development of guidelines: The contents from the literature study and questionnaires will be employed in the development of guidelines. The guidelines will only provide a framework or blueprint for implementation thereof.

3.5 SUMMARY

The researcher discussed the research methodology in this chapter. The findings will be analysed in chapter 4 and recommendations will be made in chapter 5.

CHAPTER 4: RESULTS AND INTERPRETATIONS

4.1 INTRODUCTION

In chapter two the concept of the impact of HIV/AIDS was put into perspective by a survey of the literature.

In this chapter the research will focus on the results of the questionnaire, discussion of the results as well as preliminary conclusions. Therefore, findings will be analysed and interpreted according to the three parts of the questionnaire.

4.2 RESULTS OF QUESTIONNAIRE

4.2.1 Demographic information

	Frequency	Percent
Mahudu	10	15.4
Lephai	17	26.2
Mangoako	10	15.4
Mainganya	3	4.6
Peloyakgomo	9	13.8
Rampo	10	15.4
Nthabiseng	6	9.2
Total	65	100.0

Circuits

	Frequency	Percent
Sekgosese East	29	44.6
Sekgosese Central	23	35.4
Sekgosese West	10	15.4
Sekgosese North	2	3.1
Total	64	98.5
Missing System	1	1.5
Total	65	100

Of the ten schools consulted, only seven responded, giving a response rate of 72.7%. Meanwhile, one hundred and ten questionnaires were distributed to schools. Of the one hundred and ten questionnaires given to the principals, sixty five were returned, giving a response rate of 59%.

4.2.1.1 Males who responded in the district

	Frequency	Percent
Male	41	63.1
Female	24	36.9
Total	65	100

Of seven schools that responded, forty-one or 63.1% are males and the total number of participants is sixty-five.



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4.2.1.2 Females who responded in the district

From the seven schools that responded, twenty-four, or 36.9% are females.

4.2.1.3 Ages of respondents

	Frequency	Percent
34 or less	19	29.2
35 to 39	20	30.8
40 or more	24	36.9
Total	63	96.9
Missing System	2	3.1
Total	65	100.0

29.2% of the participants' ages are under 34 years, 30.8% of the respondents' ages are between 35 – 39 years, and 36,9% of the participants are older than 40 years, while 3.1% are missing.

4.2.1.4 Teaching experience

	Frequency	Percent
10 or less years	23	35.4
11 to 15 years	22	33.8
16 or more years	18	27.7
Total	63	96.9
Missing System	2	3.1
Total	65	100

Of the sixty-five respondents, 23 participants have teaching experience of 10 or less years, 35.4% and 22 participants have teaching experience of 11 to 15 years, 33.8% and 18 respondents have teaching experience of 16 or more years 27.7%.

The majority of the respondents is still fresh from training colleges and need guidance concerning the impact of HIV/AIDS without which (guidance) the Department of Education will lose energetic teachers.

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4.2.2 UNDERSTANDING OF THE RESPONDENTS WITH REGARD TO HIV/AIDS AND STIs IN SCHOOLS

4.2.2.1 How often in the past two years has your school been visited by the representatives from the Department of Health to advise you about the impact of HIV/AIDS and STIs?

	Frequency	Percent
Never	18	27.7
Once	21	32.3
Two or more times	25	38.5
Total	64	98.5
Missing System	1	1.5
Total	65	100

27.7% of the participants said never, 32.3% said once, 38.5% mention that they have been visited two or more times.

The implication is that the Department of Health and the Department of Education should work together to inform educators and learners about the danger of HIV/AIDS. The process should be done throughout the year, because the majority of teachers never attended workshops about the epidemics.

4.2.2.2 How often in the past two years has your schools been invited to attend workshops with regard to HIV/AIDS?

	Frequency	Percent
Never	19	29.7
Once	22	33.8
Two or more times	23	35.4
Total	64	98.5
Missing System	1	1.5
Total	65	100

29.7% of the respondents said never, 33.8% said once, 35.4% said two or more.

The Department of Education together with other NGO's dealing with AIDS should try to arrange workshops that include all teachers.

4.2.2.3 To what extent has enrolment decreased in the past two years in your school?

	Frequency	Percent
To no extent	18	27.7
To a small extent	31	47.7
To a moderate or large extent	15	23.1
Total	64	98.5
Missing System	1	1.5
Total	65	100

27.7% of the respondents mention that enrolment was not affected; 47.7% state to a small extent; 23.1% to a moderate extent and a large extent.

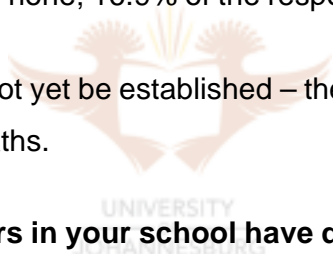
It is evident that HIV/AIDS has fewer implications on enrolment.

4.2.2.4 How many learners in your school have died due to HIV/AIDS related diseases in the past two years?

	Frequency	Percent
None	54	83.1
One or more	11	16.9
Total	65	100

83.1% of the participants said none; 16.9% of the respondents said one or more.

The impact of HIV/AIDS cannot yet be established – the next five years need to be tracked to identify learner deaths.



4.2.2.5 How many teachers in your school have died due to HIV/AIDS related diseases in the past two years?

	Frequency	Percent
None	54	81.1
One or more	11	16.9
Total	65	100

83.1% of the respondents said none and 16.9% of the participants said one or more educators died due to HIV/AIDS related diseases.

The impact of HIV/AIDS is starting to take place among teachers and they need effective training.

4.2.2.6 Which of the following teaching media are available at your schools?

Videos and Posters	Frequency	Percent
No	40	61.5
Yes	23	35.4
Total	63	96.9
Missing System	2	3.1
Total	65	100

61.5% of the respondents mention no to videos and 23.1% of the participants' state no to posters.

Therefore, most of the schools are having posters rather than videos concerning HIV/AIDS and STIs. The Department of Education as well as the Department of Health should provide videos to the schools.

4.2.2.7 Which of these teaching media did you use in your schools in the past two years?

Videos and Posters	Frequency	Percent
No	15	23.1
Yes	48	73.8
Total	63	96.9
Missing System	2	3.1
Total	65	100

We neither use videos and / or posters for teaching in the past 2 years in our school.

	Frequency	Percent
No	45	69.2
Yes	20	30.8
Total	65	100

We use videos for teaching in the past 2 years in our school.

	Frequency	Percent
No	47	72.3
Yes	18	27.7
Total	65	100

We use poster for teaching in the past 2 years in our school.

	Frequency	Percent
No	30	46.2
Yes	35	53.8
Total	65	100

69.2% of the participants said no, 27.7% of the respondents said videos and 53.8% of the respondents said posters.

The implication is that educators are not committed or committing themselves more in the teaching of HIV/AIDS and STDs in schools through video courses, but rather by using posters.

4.2.2.8 To what extent has absenteeism increased with regard to learners in the past two years in your schools?

	Frequency	Percent
To no extent	17	26.2
To a small extent	26	40.0
To a moderate or larger extent	22	33.8
Total	65	100

40.0% of the respondents state to a small extent, 38.8% of the participants said to a moderate or large extent and only 26.2 % of the participants mentioned to no extent.

Possibly, learners are losing their parents and some are caring for their loved ones. Because of that, absenteeism may be increasing.

4.2.2.9 To what extent has absenteeism increased with regard to teachers in the past two years in your school?

	Frequency	Percent
To no extent	22	33.8
To a small extent	22	33.8
To a moderate or large extent	21	32.3
Total	65	100

33.8% of the respondents said to no extent, 33.8% of the respondents state to a small extent, 33.3% of the participants mention to a moderate or a large extent. In view of the above results HIV/AIDS is affecting teachers. Therefore, some teachers are infected while others are affected.

4.2.2.10 To what extent has performance decreased with regard to learners in the past two years in your school?

	Frequency	Percent
To no extent	16	24.6
To a small extent	22	33.8
To a moderate or large extent	27	41.5
Total	65	100

24.6% of the participants said to no extent, 33.8% of the respondents mention to a small extent, 41.5% mention to a moderate or a large extent.

The conclusion is that the performance of learners is decreasing maybe because some of them are affected and also infected by HIV/AIDS.

4.2.2.11 To what extent has co-operation decreased with regard to learners in the past two years in your school?

	Frequency	Percent
To no extent	14	21.5

To a small extent	27	41.5
To a moderate or large extent	24	36.9
Total	65	100

21.5% of the participants responded to no extent, 41.5% responded to a small extent, 36.9% responded to a moderate or a large extent.

The conclusion indicates that co-operation of learners is decreasing in schools may be due to HIV/AIDS.

4.2.2.12 How often did you experience the following problems in the past two years in your school?

- Participation in sport and extramural activities.

	Frequency	Percent
Rarely or never	34	52.3
Often or always	31	47.7
Total	65	100

52.3% of the participants responded to rarely or never; 47.7% of the participants responded to often and always.

In view of the above results most of the learners are not participating in sport and extramural activities due to HIV/AIDS impact.

- Schoolwork done

	Frequency	Percent
Rarely or never	24	36.9
Often or always	40	61.5
Total	64	98.5
Missing System	1	1.5
Total	65	100

36.9% of the respondents state never or, rarely; 61.5% of the participants said often and always. Therefore, learners have no chance to do their work or are unable to concentrate on their schoolwork because of the HIV/AIDS related diseases.

- Depression

	Frequency	Percent
Never	20	30.8
Rarely	26	40.0
Often or always	16	24.6
Total	62	95.4
Missing System	3	4.6
Total	65	100

30.8% of the participants responded never, 40.0% of the respondents mention rarely, 24.6% of the participants said often and always.

HIV/AIDS is causing depression among a minority of learners, but this still constitutes a significant number of learners in schools.

- Drop outs

	Frequency	Percent
Rarely or never	26	40.0
Often or always	37	56.9
Total	63	96.9
Missing System	2	3.1
Total	65	100

40.0% of the respondents state never, or rarely, 56.9% of the participants said often and always.

It is evident that HIV/AIDS related diseases force some learners to leave schools because they have lost people whom pay their school fees, etc.

- Orphans

	Frequency	Percent
Rarely or never	24	36.9
Often or always	39	60
Total	63	96.9
Missing System	2	3.1
Total	65	100

36.9% of the respondents said never or, rarely, 60.0% of the participants state often and always.

In view of the above interpretations it is clear that many learners are orphans. This may be due to HIV/AIDS related diseases.

4.2.2.13 How many learners have you referred to the clinic/doctor/nurse per week or more?

	Frequency	Percent
2 or less	35	53.8
3 or more	29	44.6
Total	64	98.5
Missing System	1	1.5
Total	65	100

53.8% of the participants responded two or less, 44.6% of the respondents said three or more.

According to the above results, where large numbers of respondents said two or less learners, it suggests that large numbers of learners are infected and affected by the epidemics. The reason why learners do not want to go to the clinic/doctor/nurse is that they are either ignorant or scared to hear the results of tests, lest they are found to be positive.

4.2.3 ATTITUDE AND PERCEPTIONS OF TEACHERS REGARDING THE DEPARTMENT OF EDUCATION (DoE)

To what extent do you believe the Department of Education (DoE) should do the following?

- Supply materials regarding HIV/AIDS and STDs.

	Frequency	Percent
To a moderate or small or no extent	18	27.7
To a large extent	46	70.8
Total	65	98.5
Missing System	1	1.5
Total	65	100

27.7% of the respondents responded to no extent, or moderate or small. 70.8% of the respondents responded to a larger extent.

The main reason why a large number of respondents responded to a larger extent is that there is a lack of materials concerning HIV/AIDS in schools.

- Train teachers regarding HIV/AIDS and STDs.

	Frequency	Percent
To a moderate or small or no extent	16	24.6
To a large extent	49	75.4
Total	65	100

24.6% of the participants responded to no extent, small or moderate extent. 75.4% of the participants responded to larger extent.

The above results imply that teachers should be trained about HIV/AIDS related diseases in the training colleges or universities.

- Arrange with the Department of Health for assistance.

	Frequency	Percent
To a moderate or small or no extent	23	35.4
To a large extent	41	63.1
Total	64	98.5
Missing System	1	1.5
Total	65	100

35.4% of the respondents said to no extent, of small or moderate extent. 63.1% of the respondents mention to a larger extent.

The implication is that there should be a link between the Department of Education and the Department of Health when planning for prevention of HIV/AIDS.

- Include HIV/AIDS programs in the curriculum.

	Frequency	Percent
To a moderate or small or no extent	20	30.8
To a large extent	44	67.7
Total	65	98.5
Missing System	1	1.5
Total	65	100

30.8% of the respondents state to no extent, or small or moderate extent. And 67.7% of the participants mention to a larger extent.

In view of the above results, it is clear that HIV/AIDS programs should be included in the curriculum and should be taught as part of the syllabi of some of the subjects of learning areas.

4.3 STATISTICAL ANALYSIS

4.3.1 COMPARISONS

4.3.1.1 *Gender: To what extent has absenteeism increased with regards to learners in the past two years in your school?*

(H₀) Null – hypothesis

There is no relationship between gender and perception of absenteeism of learners.

(H_A) Alternative – hypothesis

There is a relationship between males and females with regard to absenteeism increase regarding learners.

Chi – Squared Test

If p-value < 0.05, then we reject **H₀**.

If p-value > 0.05, then we do not reject **H₀**.

4.3.1.1

			<i>To what extent has absenteeism increased with regard to learners in the past two years in your school?</i>			<i>Total</i>
			<i>to no extent</i>	<i>to a small extent</i>	<i>to a moderate or large extent</i>	
Gender	male	Count	10	18	13	41
		% within gender	24.4%	43.9%	31.7%	100.0%
		% within question	58.8%	69.2%	59.1%	63.1%
		% of Total	15.4%	27.7%	20.0%	63.1%
	female	Count	7	8	9	24
		% within gender	29.2%	33.3%	37.5%	100.0%
		% within question	41.2%	30.8%	40.9%	36.9%
		% of Total	10.8%	12.3%	13.8%	36.9%
Total		Count	17	26	22	65
		% within gender	26.2%	40.0%	33.8%	100.0%
		%within question	100.0%	100.0%	100.0%	100.0%
		% of Total	26.2%	40.0%	33.8%	100.0%

Chi-Square Tests			
	<i>Value</i>	<i>df</i>	<i>Asymp. Sig. (2-sided)</i>
Pearson Chi-Square	0.705*	2	0.703
Continuity Correction			
Likelihood Ratio	0.712	2	0.700
Linear-by-Linear Association	0.003	1	0.959
N of valid cases	65		

* 0 cells (0%) have expected count less than 5. The minimum expected count is 6.28

Therefore, males and females' perceptions are similar. Then the extent to which absenteeism amongst learners has increased is not dependent on the perceptions of male and female. It seems as if there is no relationship.

4.3.1.2 Gender: To what extent has absenteeism increased with regards to teachers in the past two years in your school ?

(H₀) Null – hypothesis

There is no relationship between gender and perception of absenteeism increase amongst teachers.

(H_A) Alternative – hypothesis

There is a relationship between males and females concerning absenteeism increase amongst teachers.

Chi – Squared Test

If p-value < 0.05, then we reject **H₀**.

If p-value > 0.05, then we do not reject **H₀**.

4.3.1.2

			To what extent has absenteeism increased with regard to teachers in the past two years in your school?			Total
			to no extent	to a small extent	to a moderate or large extent	
Gender	male	Count	16	15	10	41
		% within gender	39.0%	36.6%	24.4%	100.0%
		% within question	72.7%	68.2%	47.6%	63.1%
		% of Total	24.6%	23.1%	15.4%	63.1%
	female	Count	6	7	11	24
		% within gender	25.0%	29.2%	45.8%	100.0%
		% within question	27.3%	31.8%	52.4%	36.9%
		% of Total	9.2%	10.8%	16.9%	36.9%
Total		Count	22	22	21	65
		% within gender	33.8%	33.8%	32.3%	100.0%
		% within question	100.0%	100.0%	100.0%	100.0%
		% of Total	33.8%	33.8%	32.3%	100.0%

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.280*	2	0.194
Continuity Correction			
Likelihood Ratio	3.243	2	0.198
Linear-by-Linear Association	2.835	1	0.092
N of valid cases	65		

* 0 cells (0%) have expected count less than 5. The minimum expected count is 7.75

Because the p-value is greater than 0.05, there is no relationship.

4.3.1.3 Gender: To what extent has performance decreased with regards to learners in the past two years in your school ?

(H₀) Null – hypothesis

There is no relationship between gender and perception of performance decrease amongst learners.

(H_A) Alternative – hypothesis

There is a relationship between males and females with regard to performance decrease amongst learners.

Chi – Squared Test

If p-value < 0.05, then we reject **H₀**.

If p-value > 0.05, then we do not reject **H₀**.

4.3.1.3

			To what extent has performance decreased with regard to learners in the past two years in your school?			Total
			to no extent	to a small extent	to a moderate or large extent	
Gender	male	Count	10	16	15	41
		% within gender	24.4%	39.0%	36.6%	100.0%
		% within question	62.5%	72.7%	55.6%	63.1%
		% of Total	15.4%	24.6%	23.1%	63.1%
	female	Count	6	6	12	24
		% within gender	25.0%	25.0%	50.0%	100.0%
		% within question	37.5%	27.3%	44.4%	36.9%
		% of Total	9.2%	9.2%	18.5%	36.9%
Total		Count	16	22	27	65
		% within gender	24.6%	33.8%	41.5%	100.0%
		% within question	100.0%	100.0%	100.0%	100.0%
		% of Total	24.6%	33.8%	41.5%	100.0%

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.538*	2	0.464
Continuity Correction			
Likelihood Ratio	1.563	2	0.458
Linear-by-Linear Association	0.386	1	0.534
N of valid cases	65		

* 0 cells (0%) have expected count less than 5. The minimum expected count is 5.91

It seems as the extent to which performance amongst learners has decreased is not in dependent of perception of males and females. There is no relationship between males and females.

4.3.1.4 Gender: To what extent has cooperation decreased with regards to learners in the past two years in your school ?

(H₀) Null – hypothesis

There is no relationship between gender and perception of cooperation decrease amongst learners.

(H_A) Alternative – hypothesis

There is a relationship between males and females with regard to cooperation decrease amongst learners.

Chi – Squared Test

If p-value < 0.05, then we reject **H₀**.

If p-value > 0.05, then we do not reject **H₀**.

4.3.1.4

			<i>To what extent has cooperation decreased with regard to learners in the past two years in your school?</i>			
			<i>to no extent</i>	<i>to a small extent</i>	<i>to a moderate or large extent</i>	<i>Total</i>
Gender	male	Count	8	18	15	41
		% within gender	19.5%	43.9%	36.6%	100.0%
		% within question	57.1%	66.7%	62.5%	63.1%
		% of Total	12.3%	27.7%	23.1%	63.1%
	female	Count	6	9	9	24
		% within gender	25.0%	37.5%	37.5%	100.0%
		% within question	42.9%	33.3%	37.5%	36.9%
		% of Total	9.2%	13.8%	13.8%	36.9%
Total		Count	14	27	24	65.1
		% within gender	21.5%	41.5%	36.9%	100.0%
		%within question	100.0%	100.0%	100.0%	100.0%
		% of Total	21.5%	41.5%	36.9%	100.0%

Chi-Square Tests			
	<i>Value</i>	<i>df</i>	<i>Asymp. Sig. (2-sided)</i>
Pearson Chi-Square	.364*	2	0.833
Continuity Correction			
Likelihood Ratio	0.363	2	0.834
Linear-by-Linear Association	0.056	1	0.814

N of valid cases	65		
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* 0 cells (0%) have expected count less than 5. The minimum expected count is 5.17

Therefore, there is no relationship between gender and perception of cooperation decrease among learners, because the p-value is greater than 0.05.

4.3.1.5 Gender: How often have you experienced problems pertaining to participation in sport and extramural activities in the past two years in your school ?

(H₀) Null – hypothesis

There is no relationship between gender and perception of problems pertaining to participation in sport and extramural activities in the schools.

(H_A) Alternative – hypothesis

There is a relationship between males and females concerning problems pertaining to participation in sport and extramural activities in the schools.

Chi – Squared Test

If p-value < 0.05, then we reject **H₀**.

If p-value > 0.05, then we do not reject **H₀**.

4.3.1.5

		How often have you experienced problems pertaining to participation in sport and extra-mural activities in the past two years in your school ?			
		rarely / never	often / always	Total	
Gender	male	Count	33	8	41
		% within gender	80.5%	19.5%	100.0%
		% within question	70.2%	44.4%	63.1%
		% of Total	50.8%	12.3%	63.1%
	female	Count	14	10	24
		% within gender	58.3%	41.7%	100.0%
		% within question	29.8%	55.6%	36.9%
		% of Total	21.5%	15.4%	36.9%
Total		Count	47	18	65
		% within gender	72.3%	27.7%	100.0%
		%within question	100.0%	100.0%	100.0%
		% of Total	72.3%	27.7%	100.0%

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.711**	1	0.054		
Continuity Correction *	2.687	1	0.101		
Likelihood Ratio	3.629	1	0.057		

Fischer's Exact Test				0.084	0.052
Linear-by-Linear Association	3.654	1	0.056		
N of valid cases	65				

* Computed only for a 2x2 table

** 0 cells (0%) have expected count less than 5. The minimum expected count is 6.65

There is no significant relationship between males and females with regard to problems pertaining to participation in sport and extramural activities amongst learners in schools.

4.3.1.6 Gender: How often have you experienced problems pertaining to schoolwork being done in the past two years in your school ?

(H₀) Null – hypothesis

There is no relationship between gender and perception of problems pertaining to schoolwork being done by the learners in the past two years.

(H_A) Alternative – hypothesis

There is a relationship between males and females concerning problems pertaining to schoolwork being done by the learners in the past two years.

Chi – Squared Test

If p-value < 0.05, then we reject **H₀**.

If p-value > 0.05, then we do not reject **H₀**.

4.3.1.6

		How often have you experienced problems pertaining to schoolwork being done in the past two years in your school ?			
		rarely / never	often / always	Total	
Gender	male	Count	32	8	40
		% within gender	80.0%	20.0%	100.0%
		% within question	60.4%	72.7%	62.5%
		% of Total	50.0%	12.5%	62.5%
	female	Count	21	3	24
		% within gender	87.5%	12.5%	100.0%
		% within question	39.6%	27.3%	37.5%
		% of Total	32.8%	4.7%	37.5%
Total		Count	53	11	64
		% within gender	82.8%	17.2%	100.0%
		% within question	100.0%	100.0%	100.0%
		% of Total	82.8%	17.2%	100.0%

Chi-Square Tests				
			Asymp. Sig.	Exact Sig.
				Exact Sig.

	Value	df	(2-sided)	(2-sided)	(1-sided)
Pearson Chi-Square	.593 **	1	0.441		
Continuity Correction *	0.183	1	0.669		
Likelihood Ratio	0.615	1	0.433		
Fischer's Exact Test				0.514	0.341
Linear-by-Linear Association	0.584	1	0.445		
N of valid cases	64				

* Computed only for a 2x2 table

** 1 cell (25%) have expected count less than 5. The minimum expected count is 4.13

There seems to be no relationship between gender and perceptions of problems pertaining to schoolwork being done by the learners in the past two years.

4.3.1.7 Gender: How often have you experienced problems pertaining to depression in the past two years in your school ?

(H₀) Null – hypothesis

There is no relationship between gender and perceptions of problems pertaining to depression in the past two years.

(H_A) Alternative – hypothesis

There is a relationship between males and females concerning problems pertaining to depression in the past two years.

Chi – Squared Test

If p-value < 0.05, then we reject **H₀**.

If p-value > 0.05, then we do not reject **H₀**.

4.3.1.7

		How often have you experienced problems pertaining to depression in the past two years in your school ?			
		rarely / never	often / always	Total	
Gender	male	Count	36	3	39
		% within gender	92.3%	7.7%	100.0%
		% within question	66.7%	37.5%	62.9%
		% of Total	58.1%	4.8%	62.9%
	female	Count	18	5	23
		% within gender	78.3%	21.7%	100.0%
		% within question	33.3%	62.5%	37.1%
		% of Total	29.0%	8.1%	37.1%
Total		Count	54	8	62
		% within gender	87.1%	12.9%	100.0%
		%within question	100.0%	100.0%	100.0%
		% of Total	87.1%	12.9%	100.0%

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.540 **	1	0.111		
Continuity Correction *	1.444	1	0.229		
Likelihood Ratio	2.446	1	0.118		
Fischer's Exact Test				0.134	0.116
Linear-by-Linear Association	2.499	1	0.114		
N of valid cases	62				

* Computed only for a 2x2 table

** 1 cell (25%) have expected count less than 5. The minimum expected count is 2.97

The p-value is greater than 0.05, therefore there is no relationship between gender and perceptions regarding their experiences concerning problems pertaining to depression in the past two years.

4.3.1.8 Gender: How often have you experienced problems pertaining to dropouts in the past two years in your school ?

(H₀) Null – hypothesis

There is no relationship between gender and perceptions of problems pertaining to dropouts in the past two years in their schools.

(H_A) Alternative – hypothesis

There is a relationship between males and females concerning problems pertaining to dropouts in the past two years in their schools.

Chi – Squared Test

If p-value < 0.05, then we reject **H₀**.

If p-value > 0.05, then we do not reject **H₀**.

4.3.1.8

		<i>How often have you experienced problems pertaining to drop-outs in the past two years in your school ?</i>			
		<i>rarely / never</i>	<i>often / always</i>	<i>Total</i>	
Gender	male	Count	30	9	39
		% within gender	76.9%	23.1%	100.0%
		% within question	62.5%	60.0%	61.9%
		% of Total	47.6%	14.3%	61.9%
	female	Count	18	6	24
		% within gender	75.0%	25.0%	100.0%
		% within question	37.5%	40.0%	38.1%
		% of Total	28.6%	9.5%	38.1%
Total		Count	48	15	63
		% within gender	76.2%	23.8%	100.0%

%within question	100.0%	100.0%	100.0%
% of Total	76.2%	23.8%	100.0%

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.030 **	1	0.862		
Continuity Correction *	0.000	1	1.000		
Likelihood Ratio	0.030	1	0.862		
Fischer's Exact Test				1.000	0.547
Linear-by-Linear Association	0.030	1	0.863		
N of valid cases	63				

* Computed only for a 2x2 table

** 0 cells (0%) have expected count less than 5. The minimum expected count is 5.71

It seems as if our p-value is greater than 0.05, then there is no relationship between males and females.

4.3.1.9 Gender: How often have you experienced problems pertaining to orphans in the past two years in your school ?

(H₀) Null – hypothesis

There is no relationship between gender and perceptions of their experiences concerning problems pertaining to orphans in the past two years in their schools.

(H_A) Alternative – hypothesis

There is a relationship between males and females regarding their experiences concerning problems pertaining to orphans in the past two years in their schools.

Chi – Squared Test

If p-value < 0.05, then we reject **H₀**.

If p-value > 0.05, then we do not reject **H₀**.

4.3.1.9

		<i>How often have you experienced problems pertaining to orphans in the past two years in your school ?</i>			
			<i>rarely / never</i>	<i>often / always</i>	<i>Total</i>
Gender	male	Count	29	10	39
		% within gender	74.4%	25.6%	100.0%
		% within question	70.7%	45.5%	61.9%
		% of Total	46.0%	15.9%	61.9%
	female	Count	12	12	24
		% within gender	50.0%	50.0%	100.0%
		% within question	29.3%	54.5%	38.1%
		% of Total	19.0%	19.0%	38.1%

Total	Count	41	22	63
	% within gender	65.1%	34.9%	100.0%
	% within question	100.0%	100.0%	100.0%
	% of Total	65.1%	34.9%	100.0%

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.879 **	1	0.049		
Continuity Correction *	2.881	1	0.090		
Likelihood Ratio	3.842	1	0.050		
Fischer's Exact Test				0.061	0.045
Linear-by-Linear Association	3.817	1	0.051		
N of valid cases	63				

* Computed only for a 2x2 table

** 0 cells (0%) have expected count less than 5. The minimum expected count is 8.38

There is a significant relationship between gender and perception of problems pertaining to orphans, because the p-value is 0.04; i.e. significantly more males than females said that they rarely/never experienced problems with orphans.

4.3.1.10 Gender: How many learners have you referred to the clinic / doctor / nurse per week or more ?

(H₀) Null – hypothesis

There is no relationship between gender and perceptions of learners referred to the clinic / doctor / nurse per week or more.

(H_A) Alternative – hypothesis

There is a relationship between males and females concerning learners referred to the clinic / doctor / nurse per week or more.

Chi – Squared Test

If p-value < 0.05, then we reject **H₀**.

If p-value > 0.05, then we do not reject **H₀**.

4.3.1.10

		How many learners have you referred to the clinic / doctor / nurse per week or more ?			
			2 or less	3 or more	Total
Gender	male	Count	23	18	41
		% within gender	56.1%	43.9%	100.0%
		% within question	65.7%	62.1%	64.1%
		% of Total	35.9%	28.1%	64.1%
	female	Count	12	11	23
		% within gender	52.2%	47.8%	100.0%
		% within question	34.3%	37.9%	35.9%

	% of Total	18.8%	17.2%	35.9%
Total	Count	35	29	64
	% within gender	54.7%	45.3%	100.0%
	% within question	100.0%	100.0%	100.0%
	% of Total	54.7%	45.3%	100.0%

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.092 **	1	0.762		
Continuity Correction *	0.002	1	0.967		
Likelihood Ratio	0.091	1	0.762		
Fischer's Exact Test				0.798	0.483
Linear-by-Linear Association	0.090	1	0.764		
N of valid cases	64				

* Computed only for a 2x2 table

** 0 cells (0%) have expected count less than 5. The minimum expected count is 10.42

4.3.2 CROSS TABULATIONS

4.3.2.1

To what extent has absenteeism increased with regards to learners in the past two years in your school ?

AND

To what extent has absenteeism increased with regards to teachers in the past two years in your school ?

(H₀) Null – hypothesis

There is no relationship between absenteeism amongst learners and teachers.

(H_A) Alternative – hypothesis

There is a relationship between absenteeism amongst learners and teachers.

Chi – Squared Test

If p-value < 0.05, then we reject **H₀**.

If p-value > 0.05, then we do not reject **H₀**.

4.3.2.1 Cross Tabulation					
		To what extent has absenteeism increased with regard to <u>teachers</u> in the past two years in your school?			
		to no extent	to a small extent	to a moderate or large extent	Total
To what extent has absenteeism increased with regard to <u>learners</u> in the past two years in your	Count	13	2	2	17
to no extent	% within question (learners)	76.5%	11.8%	11.8%	100.0%
to no extent	% within question (teachers)	59.1%	9.1%	9.5%	26.2%

school ?	% of Total	20.0%	3.1%	3.1%	26.2%	
	Count	8	13	5	26	
	to a small extent % within question (learners)	30.8%	50.0%	19.2%	100.0%	
	% within question (teachers)	36.4%	59.1%	23.8%	40.0%	
	% of Total	12.3%	20.0%	7.7%	40.0%	
	to a moderate or large extent	Count	1	7	14	22
	% within question (learners)	4.5%	31.8%	63.6%	100.0%	
	% within question (teachers)	4.5%	31.8%	66.7%	33.8%	
	% of Total	1.5%	10.8%	21.5%	33.8%	
Total	Count	22	22	21	65	
	% within question (learners)	33.8%	33.8%	32.3%	100.0%	
	% within question (teachers)	100.0%	100.0%	100.0%	100.0%	
	% of Total	33.8%	33.8%	32.3%	100.0%	

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29.539 *	4	0.000
Continuity Correction			
Likelihood Ratio	30.457	4	0.000
Linear-by-Linear Association	22.532	1	0.000
N of valid cases	65		

* 0 cells (0%) have expected count less than 5. The minimum expected count is 5.49

There is a significant relationship. The extent to which absenteeism amongst learners has increased is not independent of absenteeism amongst teachers.

4.3.2.2

To what extent has performance decreased with regards to learners in the past two years in your school ?

AND

To what extent has cooperation decreased with regards to learners in the past two years in your school ?

(H₀) Null – hypothesis

There is no relationship between performance decrease and cooperation decrease with regards to learners in the past two years.

(H_A) Alternative – hypothesis

There is a relationship between performance decrease and cooperation decrease with regards to learners in the past two years.

Chi – Squared Test

If p-value < 0.05, then we reject **H₀**.

If p-value > 0.05, then we do not reject **H₀**.

4.3.2.2 Cross Tabulation					
		To what extent has cooperation decreased with regard to learners in the past two years in your school?			
		to no extent	to a small extent	to a moderate or large extent	Total
To what extent has performance decreased with regard to learners in the past two years in your school ?	Count	7	4	5	16
	to no % within question (performance)	43.8%	25.0%	31.3%	100.0%
	to no % within question (cooperation)	50.0%	14.8%	20.8%	24.6%
	to no % of Total	10.8%	6.2%	7.7%	24.6%
to a small extent	Count	4	13	5	22
	% within question (performance)	18.2%	59.1%	22.7%	100.0%
	% within question (cooperation)	28.6%	48.1%	20.8%	33.8%
	% of Total	6.2%	20.0%	7.7%	33.8%
to a moderate or large extent	Count	3	10	14	27
	% within question (performance)	11.1%	37.0%	51.9%	100.0%
	% within question (cooperation)	21.4%	37.0%	58.3%	41.5%
	% of Total	4.6%	15.4%	21.5%	41.5%
Total	Count	14	27	24	65
	% within question (performance)	21.5%	41.5%	36.9%	100.0%
	% within question (cooperation)	100.0%	100.0%	100.0%	100.0%
	% of Total	21.5%	41.5%	36.9%	100.0%

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.930 *	4	0.027
Continuity Correction			
Likelihood Ratio	10.389	4	0.034
Linear-by-Linear Association	5.456	1	0.020
N of valid cases	65		

* 2 cells (22.2%) have expected count less than 5. The minimum expected count is 3.45

Since $p < 0,05$, the perceptions of the extent to which performance amongst learners has decreased is not independent of cooperation amongst learners. There seems to be a perception that there is a significant relationship between performance and cooperation.

4.3.2.3

To what extent has **performance** decreased with regards to learners in the past two years in your school ?

AND

How often have you experienced problems pertaining to **participation** in sport and extramural activities in the past two years in your school ?

(H₀) Null – hypothesis

There is no relationship between performance decrease and problems pertaining to participation in sport and extramural activities amongst learners in the past two years.

(H_A) Alternative – hypothesis

There is a relationship between performance decrease and problems pertaining to participation in sport and extramural activities amongst learners in the past two years.

Chi – Squared Test

If p-value < 0.05, then we reject **H₀**.

If p-value > 0.05, then we do not reject **H₀**.

4.3.2.4 Cross Tabulation				
How often have you experienced problems pertaining to participation in sport and extramural activities in the past two years in your school?				
		rarely / never	often / always	Total
To what extent has performance decreased with regard to learners in the past two years in your school ?	Count	16		16
	% within question (performance)	100.0%		100.0%
	to no extent % within question (participation)	34.0%		24.6%
	% of Total	24.6%		24.6%
to a small extent	Count	14	8	22
	% within question (performance)	63.6%	36.4%	100.0%
	% within question (participation)	29.8%	44.4%	33.8%
	% of Total	21.5%	12.3%	33.8%
to a moderate or large extent	Count	17	10	27
	% within question (performance)	63.0%	37.0%	100.0%
	% within question (participation)	36.2%	55.6%	41.5%
	% of Total	26.2%	15.4%	41.5%
Total	Count	47	18	65
	% within question (performance)	72.3%	27.7%	100.0%
	% within question (participation)	100.0%	100.0%	100.0%
	% of Total	72.3%	27.7%	100.0%

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.131 *	2	0.017
Continuity Correction			
Likelihood Ratio	12.268	2	0.002
Linear-by-Linear Association	5.780	1	0.016
N of valid cases	65		

* 1 cell (16.7%) have expected count less than 5. The minimum expected count is 4.43

There seems to be a relationship between performance and participation in sport and extramural activities.

4.3.2.5

To what extent has performance decreased with regards to learners in the past two years in your school ?

AND

How often have you experienced problems pertaining to schoolwork being done in the past two years in your school ?

(H₀) Null – hypothesis

There is no relationship between performance decrease and problems pertaining to schoolwork being done amongst learners in the past two years.

(H_A) Alternative – hypothesis

There is a relationship between performance decrease and problems pertaining to schoolwork being done amongst learners in the past two years.

Chi – Squared Test

If p-value < 0.05, then we reject **H₀**.

If p-value > 0.05, then we do not reject **H₀**.

4.3.2.5		Cross Tabulation			
		How often have you experienced problems pertaining to <u>schoolwork</u> being done in the past two years in your school?			
			rarely / never	often / always	Total
To what extent has <u>performance</u> decreased with regard to learners in the past two years in your School ?	to no extent	Count	14	1	15
		% within question (performance)	93.3%	6.7%	100.0%
		% within question (schoolwork)	26.4%	9.1%	23.4%
		% of Total	21.9%	1.6%	23.4%
to a small extent		Count	18	4	22
		% within question (performance)	81.8%	18.2%	100.0%
		% within question (schoolwork)	34.0%	36.4%	34.4%
		% of Total	28.1%	6.3%	34.4%
to a moderate or large extent		Count	21	6	27
		% within question (performance)	77.8%	22.2%	100.0%
		% within question (schoolwork)	39.6%	54.5%	42.2%
		% of Total	32.8%	9.4%	42.2%
Total		Count	53	11	64
		% within question (performance)	82.8%	17.2%	100.0%
		% within question (schoolwork)	100.0%	100.0%	100.0%
		% of Total	82.8%	17.2%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.663 *	2	0.435
Continuity Correction			
Likelihood Ratio	1.918	2	0.383
Linear-by-Linear Association	1.501	1	0.220
N of valid cases	64		

* 3 cells (50.0%) have expected count less than 5. The minimum expected count is 2.58

Therefore, there is no relationship between performance decrease and problems pertaining to schoolwork being done amongst learners in the past two years.

4.3.2.6

To what extent has performance decreased with regards to learners in the past two years in your school ?

AND

How often have you experienced problems pertaining to depression in the past two years in your school ?

(H₀) Null – hypothesis

There is no relationship between performance decrease and problems pertaining to depression amongst learners in the past two years.

(H_A) Alternative – hypothesis

There is a relationship between performance decrease and problems pertaining to depression amongst learners in the past two years.

Chi – Squared Test

If p-value < 0.05, then we reject **H₀**.

If p-value > 0.05, then we do not reject **H₀**.

4.3.2.6		Cross Tabulation		
		How often have you experienced problems pertaining to <u>depression</u> in the past two years in your school?		
		rarely / never	often / always	Total
To what extent has performance decreased with regard to learners in the past two years in your School ?	Count	13	2	15
	% within question (performance)	86.7%	13.3%	100.0%
	to no extent % within question (depression)	24.1%	25.0%	24.2%
	% of Total	21.0%	3.2%	24.2%
to a small extent	Count	19	2	21
	% within question (performance)	90.5%	9.5%	100.0%
	% within question (depression)	35.2%	25.0%	33.9%
	% of Total	30.6%	3.2%	33.9%
to a moderate	Count	22	4	26
	% within question (performance)	84.6%	15.4%	100.0%

	<i>or large extent</i>	% within question (depression)	40.7%	50.0%	41.9%
		% of Total	35.5%	6.5%	41.9%
Total		Count	54	8	62
		% within question (performance)	87.1%	12.9%	100.0%
		% within question (depression)	100.0%	100.0%	100.0%
		% of Total	87.1%	12.9%	100.0%

Chi-Square Tests			
	<i>Value</i>	<i>df</i>	<i>Asymp. Sig. (2-sided)</i>
Pearson Chi-Square	.358 *	2	0.836
Continuity Correction			
Likelihood Ratio	0.370	2	0.831
Linear-by-Linear Association	0.076	1	0.783
N of valid cases	62		

* 3 cells (50.0%) have expected count less than 5. The minimum expected count is 1.94

Because the p-value is greater than 0.05, that means there is no significant relationship.

4.3.2.7

To what extent has performance decreased with regards to learners in the past two years in your school ?

AND

How often have you experienced problems pertaining to dropouts in the past two years in your school ?

(H₀) Null – hypothesis

There is no relationship between performance decrease and problems pertaining to dropouts amongst learners in the past two years.

(H_A) Alternative – hypothesis

There is a relationship between performance decrease and problems pertaining to dropouts amongst learners in the past two years.

Chi – Squared Test

If p-value < 0.05, then we reject **H₀**.

If p-value > 0.05, then we do not reject **H₀**.

4.3.2.7		Cross Tabulation		
		<i>How often have you experienced problems pertaining to dropouts in the past two years in your school?</i>		
		<i>rarely / never</i>	<i>often / always</i>	<i>Total</i>
To what extent has performance decreased with regard to learners in the past two years in your	Count	15		15
	% within question (performance)	100.0%		100.0%
<i>to no extent</i>	% within question (dropouts)	31.3%		23.8%

School ?	% of Total	23.8%		23.8%	
	Count	20	1	21	
	to a small extent	% within question (performance)	95.2%	4.8%	100.0%
		% within question (dropouts)	41.7%	6.7%	33.3%
		% of Total	31.7%	1.6%	33.3%
	to a moderate or large extent	Count	13	14	27
		% within question (performance)	48.1%	51.9%	100.0%
		% within question (dropouts)	27.1%	93.3%	42.9%
		% of Total	20.6%	22.2%	42.9%
Total	Count	48	15	63	
		% within question (performance)	76.2%	23.8%	100.0%
		% within question (dropouts)	100.0%	100.0%	100.0%
		% of Total	76.2%	23.8%	100.0%

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.592 *	2	0.000
Continuity Correction			
Likelihood Ratio	23.725	2	0.000
Linear-by-Linear Association	16.961	1	0.000
N of valid cases	63		

* 1 cell (16.7%) have expected count less than 5. The minimum expected count is 3.57

The p-value is equal to 0.000 which means there is a relationship between performance decrease and dropouts.

4.3.2.8

To what extent has performance decreased with regards to learners in the past two years in your school ?

AND

How often have you experienced problems pertaining to orphans in the past two years in your school ?

(H₀) Null – hypothesis

There is no relationship between performance decrease and problems pertaining to orphans amongst learners in the past two years.

(H_A) Alternative – hypothesis

There is a relationship between performance decrease and problems pertaining to orphans amongst learners in the past two years.

Chi – Squared Test

If p-value < 0.05, then we reject **H₀**.

If p-value > 0.05, then we do not reject **H₀**.

4.3.2.8		Cross Tabulation		
		How often have you experienced problems pertaining to orphans in the past two years in your school?		
		rarely / never	often / always	Total
To what extent has performance decreased with regard to learners in the past two years in your School ?	Count	13	2	15
	% within question (performance)	86.7%	13.3%	100.0%
	to no extent % within question (orphans)	31.7%	9.1%	23.8%
	% of Total	20.6%	3.2%	23.8%
to a small extent	Count	15	6	21
	% within question (performance)	71.4%	28.6%	100.0%
	% within question (orphans)	36.6%	27.3%	33.3%
to a moderate or large extent	Count	13	14	27
	% within question (performance)	48.1%	51.9%	100.0%
	% within question (orphans)	31.7%	63.6%	42.9%
	% of Total	20.6%	22.2%	42.9%
Total	Count	41	22	63
	% within question (performance)	65.1%	34.9%	100.0%
	% within question (orphans)	100.0%	100.0%	100.0%
	% of Total	65.1%	34.9%	100.0%

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.854 *	2	0.032
Continuity Correction			
Likelihood Ratio	7.216	2	0.027
Linear-by-Linear Assodation	6.650	1	0.010
N of valid cases	63		

* 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.24

It seems as if there is a relationship between performance decrease and problems pertaining to orphans.

4.3.2.9

To what extent has **cooperation** decreased with regards to learners in the past two years in your school ?

AND

How often have you experienced problems pertaining to **participation** in sport and extramural activities in the past two years in your school ?

(H₀) Null – hypothesis

There is no relationship between cooperation decrease and problems pertaining to participation in sport and extramural activities amongst learners in the past two years.

(H_A) Alternative – hypothesis

There is a relationship between cooperation decrease and problems pertaining to participation in sport and extramural activities amongst learners in the past two years.

Chi – Squared Test

If p-value < 0.05, then we reject **H₀**.

If p-value > 0.05, then we do not reject **H₀**.

4.3.2.9 Cross Tabulation				
How often have you experienced problems pertaining to participation in sport and extramural activities in the past two years in your school?				
		rarely / never	often / always	Total
To what extent has cooperation decreased with regard to learners in the past two years in your School ?	Count	11	3	14
	% within question (cooperation)	78.6%	21.4%	100.0%
	to no extent % within question (participation)	23.4%	16.7%	21.5%
	% of Total	16.9%	4.6%	21.5%
to a small extent	Count	18	9	27
	% within question (cooperation)	66.7%	33.3%	100.0%
	% within question (participation)	38.3%	50.0%	41.5%
	% of Total	27.7%	13.8%	41.5%
to a moderate or large extent	Count	18	6	24
	% within question (cooperation)	75.0%	25.0%	100.0%
	% within question (participation)	38.3%	33.3%	36.9%
	% of Total	27.7%	9.2%	36.9%
Total	Count	47	18	65
	% within question (cooperation)	72.3%	27.7%	100.0%
	% within question (participation)	100.0%	100.0%	100.0%
	% of Total	72.3%	27.7%	100.0%

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.790 *	2	0.674
Continuity Correction			
Likelihood Ratio	0.791	2	0.673
Linear-by-Linear Association	0.007	1	0.932
N of valid cases	65		

* 1 cell (16.7%) have expected count less than 5. The minimum expected count is 3.88

The results are that there is no relationship between cooperation decrease and problems pertaining to participation in sport and extramural activities.

4.3.2.10

To what extent has cooperation decreased with regards to learners in the past two years in your school ?

AND

How often have you experienced problems pertaining to schoolwork being done in the past two years in your school ?

(H₀) Null – hypothesis

There is no relationship between cooperation decrease and problems pertaining to schoolwork being done amongst learners in the past two years.

(H_A) Alternative – hypothesis

There is a relationship between cooperation decrease and problems pertaining to schoolwork being done amongst learners in the past two years.

Chi – Squared Test

If p-value < 0.05, then we reject **H₀**.

If p-value > 0.05, then we do not reject **H₀**.

4.3.2.10		Cross Tabulation			
		How often have you experienced problems pertaining to <u>schoolwork</u> being done in the past two years in your school?			
			rarely / never	often / always	Total
To what extent has <u>cooperation</u> decreased with regard to learners in the past two years in your School ?	to no extent	Count	11	3	14
		% within question (cooperation)	78.6%	21.4%	100.0%
		% within question (schoolwork)	20.8%	27.3%	21.9%
		% of Total	17.2%	4.7%	21.9%
to a small extent		Count	22	5	27
		% within question (cooperation)	81.5%	18.5%	100.0%
		% within question (schoolwork)	41.5%	45.5%	42.2%
		% of Total	34.4%	7.8%	42.2%
to a moderate or large extent		Count	20	3	23
		% within question (cooperation)	87.0%	13.0%	100.0%
		% within question (schoolwork)	37.7%	27.3%	35.9%
		% of Total	31.3%	4.7%	35.9%
Total		Count	53	11	64
		% within question (cooperation)	82.8%	17.2%	100.0%
		% within question (schoolwork)	100.0%	100.0%	100.0%
		% of Total	82.8%	17.2%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.488 *	2	0.783
Continuity Correction			
Likelihood Ratio	0.497	2	0.780
Linear-by-Linear Association	0.463	1	0.496
N of valid cases	64		

* 3 cells (50.0%) have expected count less than 5. The minimum expected count is 2.41

It seems there is no relationship between cooperation decrease and problems pertaining to schoolwork being done.

4.3.2.11

To what extent has cooperation decreased with regards to learners in the past two years in your school ?

AND

How often have you experienced problems pertaining to depression in the past two years in your school ?

(H₀) Null – hypothesis

There is no relationship between cooperation decrease and problems pertaining to depression amongst learners in the past two years.

(H_A) Alternative – hypothesis

There is a relationship between cooperation decrease and problems pertaining to depression amongst learners in the past two years.

Chi – Squared Test

If p-value < 0.05, then we reject **H₀**.

If p-value > 0.05, then we do not reject **H₀**.

4.3.2.11					
Cross Tabulation					
<i>How often have you experienced problems pertaining to <u>depression</u> in the past two years in your school?</i>					
			<i>rarely / never</i>	<i>often / always</i>	<i>Total</i>
<i>To what extent has cooperation decreased with regard to learners in the past two years in your School ?</i>	Count		13	1	14
		% within question (cooperation)	92.9%	7.1%	100.0%
	to no extent	% within question (depression)	24.1%	12.5%	22.6%
		% of Total	21.0%	1.6%	22.6%
<i>to a small extent</i>	Count		23	4	27
		% within question (cooperation)	85.2%	14.8%	100.0%
	% within question (depression)	42.6%	50.0%	43.5%	
	% of Total	37.1%	6.5%	43.5%	
<i>to a moderate</i>	Count		18	3	21
	% within question (cooperation)		85.7%	14.3%	100.0%

	<i>or large extent</i>	% within question (depression)	33.3%	37.5%	33.9%
		% of Total	29.0%	4.8%	33.9%
Total		Count	54	8	62
		% within question (cooperation)	87.1%	12.9%	100.0%
		% within question (depression)	100.0%	100.0%	100.0%
		% of Total	87.1%	12.9%	100.0%

Chi-Square Tests			
	<i>Value</i>	<i>df</i>	<i>Asymp. Sig. (2-sided)</i>
Pearson Chi-Square	.537 *	2	0.765
Continuity Correction			
Likelihood Ratio	0.601	2	0.740
Linear-by-Linear Association	0.308	1	0.579
N of valid cases	62		

* 3 cells (50.0%) have expected count less than 5. The minimum expected count is 1.81

The conclusion is there is no relationship between cooperation decrease and problems pertaining to depression with regard to learners in the past two years.

4.3.2.12

To what extent has cooperation decreased with regards to learners in the past two years in your school?

AND

How often have you experienced problems pertaining to dropouts in the past two years in your school?

(H₀) Null – hypothesis

There is no relationship between cooperation decrease and problems pertaining to dropouts amongst learners in the past two years.

(H_A) Alternative – hypothesis

There is a relationship between cooperation decrease and problems pertaining to dropouts amongst learners in the past two years.

Chi – Squared Test

If p-value < 0.05, then we reject **H₀**.

If p-value > 0.05, then we do not reject **H₀**.

4.3.2.12		Cross Tabulation		
		<i>How often have you experienced problems pertaining to <u>dropouts</u> in the past two years in your school?</i>		
		<i>rarely / never</i>	<i>often / always</i>	<i>Total</i>
To what extent has <u>cooperation</u> decreased with regard to learners in the past two years in your School ?	Count	13	1	14
	% within question (cooperation)	92.9%	7.1%	100.0%
<i>to no extent</i>	% within question (dropouts)	27.1%	6.7%	22.2%
	% of Total	20.6%	1.6%	22.2%

	Count	22	5	27
<i>to a small extent</i>	% within question (cooperation)	81.5%	18.5%	100.0%
	% within question (dropouts)	45.8%	33.3%	42.9%
	% of Total	34.9%	7.9%	42.9%
	Count	13	9	22
<i>to a moderate or large extent</i>	% within question (cooperation)	59.1%	40.9%	100.0%
	% within question (dropouts)	27.1%	60.0%	34.9%
	% of Total	20.6%	14.3%	34.9%
Total	Count	48	15	63
	% within question (cooperation)	76.2%	23.8%	100.0%
	% within question (dropouts)	100.0%	100.0%	100.0%
	% of Total	76.2%	23.8%	100.0%

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.106 *	2	0.047
Continuity Correction			
Likelihood Ratio	6.311	2	0.043
Linear-by-Linear Association	5.761	1	0.016
N of valid cases	63		

* 1 cells (16.7%) have expected count less than 5. The minimum expected count is 3.33

Finally, there is not a strong relationship between cooperation decrease and problems pertaining to dropouts.

4.3.2.13

To what extent has cooperation decreased with regards to learners in the past two years in your school ?

AND

How often have you experienced problems pertaining to orphans in the past two years in your school ?

(H₀) Null – hypothesis

There is no relationship between cooperation decrease and problems pertaining to orphans amongst learners in the past two years.

(H_A) Alternative – hypothesis

There is a relationship between cooperation decrease and problems pertaining to orphans amongst learners in the past two years.

Chi – Squared Test

If p-value < 0.05, then we reject **H₀**.

If p-value > 0.05, then we do not reject **H₀**.

		<i>How often have you experienced problems pertaining to orphans in the past two years in your school?</i>		
		<i>rarely / never</i>	<i>often / always</i>	<i>Total</i>
<i>To what extent has cooperation decreased with regard to learners in the past two years in your school ?</i>	Count	12	2	14
	% within question (cooperation)	85.7%	14.3%	100.0%
	<i>to no extent</i> % within question (orphans)	29.3%	9.1%	22.2%
	% of Total	19.0%	3.2%	22.2%
<i>to a small extent</i>	Count	17	10	27
	% within question (cooperation)	63.0%	37.0%	100.0%
	% within question (orphans)	41.5%	45.5%	42.9%
	% of Total	27.0%	15.9%	42.9%
<i>to a moderate or large extent</i>	Count	12	10	22
	% within question (cooperation)	54.5%	45.5%	100.0%
	% within question (orphans)	29.3%	45.5%	34.9%
	% of Total	19.0%	15.9%	34.9%
Total	Count	41	22	63
	% within question (cooperation)	65.1%	34.9%	100.0%
	% within question (orphans)	100.0%	100.0%	100.0%
	% of Total	65.1%	34.9%	100.0%

Chi-Square Tests			
	<i>Value</i>	<i>df</i>	<i>Asymp. Sig. (2-sided)</i>
Pearson Chi-Square	3.750 *	2	0.153
Continuity Correction			
Likelihood Ratio	4.122	2	0.127
Linear-by-Linear Association	3.355	1	0.067
N of valid cases	63		

* 1 cells (16.7%) have expected count less than 5. The minimum expected count is 4.89

There is no relationship between cooperation decrease and problems pertaining to orphans amongst learners in the past two years.

4.3.2.14

How often have you experienced problems pertaining to participation in sport and extramural activities in the past two years in your school ?

AND

How often have you experienced problems pertaining to schoolwork being done in the past two years in your school ?

(H₀) Null – hypothesis

There is no relationship between problems pertaining to participation in sport and extramural activities and problems pertaining to schoolwork being done in the past two years.

(H_A) Alternative – hypothesis

There is a relationship between problems pertaining to participation in sport and extramural activities and problems pertaining to schoolwork being done in the past two years.

Chi – Squared Test

If p-value < 0.05, then we reject **H₀**.

If p-value > 0.05, then we do not reject **H₀**.

4.3.2.14		Cross Tabulation		
		How often have you experienced problems pertaining to <u>schoolwork being done</u> in the past two years in your school?		
		rarely / never	often / always	Total
How often have you experienced problems pertaining to <u>participation</u> in sport and extramural activities in the past two years in your school ?	Count	42	4	46
	rarely / % within question (participation)	91.3%	8.7%	100.0%
	never % within question (schoolwork)	79.2%	36.4%	71.9%
	% of Total	65.6%	6.3%	71.9%
	Count	11	7	18
	often / % within question (participation)	61.1%	38.9%	100.0%
	always % within question (schoolwork)	20.8%	63.6%	28.1%
	% of Total	17.2%	10.9%	28.1%
Total	Count	53	11	64
	% within question (participation)	82.8%	17.2%	100.0%
	% within question (schoolwork)	100.0%	100.0%	100.0%
	% of Total	82.8%	17.2%	100.0%

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	8.286 **	1	0.004		
Continuity Correction *	6.301	1	0.012		
Likelihood Ratio	7.495	1	0.006		
Fischer's Exact Test				0.008	0.008
Linear-by-Linear Association	8.157	1	0.004		
N of valid cases	64				

* Computed only for a 2x2 table

** 1 cell (25.0%) have expected count less than 5. The minimum expected count is 3.09

According to the p-value, there is a relationship between problems pertaining to participation in sport and extramural activities and problems pertaining to schoolwork being done in the past two years.

4.3.2.15

How often have you experienced problems pertaining to participation in sport and extramural activities in the past two years in your school ?

AND

How often have you experienced problems pertaining to depression in the past two years in your school ?

(H₀) Null – hypothesis

There is no relationship between problems pertaining to participation in sport and extramural activities and problems pertaining to depression in the past two years.

(H_A) Alternative – hypothesis

There is a relationship between problems pertaining to participation in sport and extramural activities and problems pertaining to depression in the past two years.

Chi – Squared Test

If p-value < 0.05, then we reject **H₀**.

If p-value > 0.05, then we do not reject **H₀**.

4.3.2.15		Cross Tabulation			
		<i>How often have you experienced problems pertaining to <u>depression</u> in the past two years in your school?</i>			
			<i>rarely / never</i>	<i>often / always</i>	<i>Total</i>
<i>How often have you experienced problems pertaining to <u>participation</u> in sport and extramural activities in the past two years in your school ?</i>	Count		42	3	45
	<i>rarely / never</i> % within question (participation)		93.3%	6.7%	100.0%
	<i>never</i> % within question (depression)		77.8%	37.5%	72.6%
	% of Total		67.7%	4.8%	72.6%
	Count		12	5	17
	<i>often / always</i> % within question (participation)		70.6%	29.4%	100.0%
	<i>always</i> % within question (depression)		22.2%	62.5%	27.4%
	% of Total		19.4%	8.1%	27.4%
Total	Count		54	8	62
	% within question (participation)		87.1%	12.9%	100.0%
	% within question (depression)		100.0%	100.0%	100.0%
	% of Total		87.1%	12.9%	100.0%

Chi-Square Tests					
	<i>Value</i>	<i>df</i>	<i>Asymp. Sig. (2-sided)</i>	<i>Exact Sig. (2-sided)</i>	<i>Exact Sig. (1-sided)</i>
Pearson Chi -Square	5.680 **	1	0.017		
Continuity Correction *	3.836	1	0.050		
Likelihood Ratio	5.043	1	0.025		
Fischer's Exact Test				0.030	0.030
Linear-by-Linear Association	5.588	1	0.018		
N of valid cases	62				

* Computed only for a 2x2 table

** 1 cell (25.0%) have expected count less than 5. The minimum expected count is 2.19

Therefore, the relationship between problems pertaining to participation in sport and extramural activities and problems pertaining to depression is not strong.

4.3.2.16

How often have you experienced problems pertaining to participation in sport and extramural activities in the past two years in your school ?

AND

How often have you experienced problems pertaining to dropouts in the past two years in your school ?

(H₀) Null – hypothesis

There is no relationship between problems pertaining to participation in sport and extramural activities and problems pertaining to dropouts in the past two years.

(H_A) Alternative – hypothesis

There is a relationship between problems pertaining to participation in sport and extramural activities and problems pertaining to dropouts in the past two years.

Chi – Squared Test

If p-value < 0.05, then we reject **H₀**.

If p-value > 0.05, then we do not reject **H₀**.

4.3.2.16		Cross Tabulation		
		<i>How often have you experienced problems pertaining to <u>dropouts</u> in the past two years in your school?</i>		
		<i>rarely / never</i>	<i>often / always</i>	<i>Total</i>
<i>How often have you experienced problems pertaining to <u>participation</u> in sport and extramural activities in the past two years in your school ?</i>	Count	38	7	45
	<i>rarely /</i> % within question (participation)	84.4%	15.6%	100.0%
	<i>never</i> % within question (dropouts)	79.2%	46.7%	71.4%
	% of Total	60.3%	11.1%	71.4%
	Count	10	8	18
	<i>often /</i> % within question (participation)	55.6%	44.4%	100.0%
	<i>always</i> % within question (dropouts)	20.8%	53.3%	28.6%
	% of Total	15.9%	12.7%	28.6%
Total	Count	48	15	63
	% within question (participation)	76.2%	23.8%	100.0%
	% within question (dropouts)	100.0%	100.0%	100.0%
	% of Total	76.2%	23.8%	100.0%

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi -Square	5.915 **	1	0.015		
Continuity Correction *	4.430	1	0.035		
Likelihood Ratio	5.527	1	0.019		

Fischer's Exact Test				0.023	0.020
Linear-by-Linear Association	5.821	1	0.016		
N of valid cases					

* Computed only for a 2x2 table

** 1 cell (25.0%) have expected count less than 5. The minimum expected count is 4.29

The results are that there is a relationship between problems pertaining to participation in sport and extramural activities and problems pertaining to dropouts.

4.3.2.17

How often have you experienced problems pertaining to participation in sport and extramural activities in the past two years in your school ?

AND

How often have you experienced problems pertaining to orphans in the past two years in your school ?

(H₀) Null – hypothesis

There is no relationship between problems pertaining to participation in sport and extramural activities and problems pertaining to orphans in the past two years.

(H_A) Alternative – hypothesis

There is a relationship between problems pertaining to participation in sport and extramural activities and problems pertaining to orphans in the past two years.

Chi – Squared Test

If p-value < 0.05, then we reject **H₀**.

If p-value > 0.05, then we do not reject **H₀**.

4.3.2.17		Cross Tabulation		
		<i>How often have you experienced problems pertaining to orphans in the past two years in your school?</i>		
		<i>rarely / never</i>	<i>often / always</i>	<i>Total</i>
<i>How often have you experienced problems pertaining to participation in sport and extramural activities in the past two years in your school ?</i>	Count	33	12	45
<i>rarely /</i>	% within question (participation)	73.5%	26.7%	100.0%
<i>never</i>	% within question (orphans)	80.5%	54.5%	71.4%
	% of Total	52.4%	19.0%	71.4%
	Count	8	10	18
<i>often /</i>	% within question (participation)	44.4%	55.6%	100.0%
<i>always</i>	% within question (orphans)	49.5%	45.5%	28.6%
	% of Total	12.7%	15.9%	28.6%
Total	Count	41	22	63
	% within question (participation)	65.1%	34.9%	100.0%
	% within question (orphans)	100.0%	100.0%	100.0%
	% of Total	65.1%	34.9%	100.0%

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.722 **	1	0.030		
Continuity Correction *	3.536	1	0.060		
Likelihood Ratio	4.593	1	0.032		
Fischer's Exact Test				0.042	0.031
Linear-by-Linear Association	4.647	1	0.031		
N of valid cases	63				

* Computed only for a 2x2 table

** 0 cells (0%) have expected count less than 5. The minimum expected count is 6.29

In conclusion, there is a relationship between problems pertaining to participation in sport and extramural activities and problems pertaining to orphans in the past two years.

4.3.2.18

How often have you experienced problems pertaining to schoolwork being done in the past two years in your school ?

AND

How often have you experienced problems pertaining to depression in the past two years in your school ?

(H₀) Null – hypothesis

There is no relationship between problems pertaining to schoolwork being done and problems pertaining to depression in the past two years.

(H_A) Alternative – hypothesis

There is a relationship between problems pertaining to schoolwork being done and problems pertaining to depression in the past two years.

Chi – Squared Test

If p-value < 0.05, then we reject **H₀**.

If p-value > 0.05, then we do not reject **H₀**.

4.3.2.18		Cross Tabulation		
		<i>How often have you experienced problems pertaining to <u>depression</u> in the past two years in your school?</i>		
		<i>rarely / never</i>	<i>often / always</i>	<i>Total</i>
<i>How often have you experienced problems pertaining to <u>schoolwork being done</u> in the past two years in your school ?</i>	Count	48	3	51
	<i>rarely /</i> % within question (schoolwork)	94.1%	5.9%	100.0%
	<i>never</i> % within question (depression)	88.9%	37.5%	82.3%
	% of Total	77.4%	4.8%	82.3%
		6	5	11
<i>often /</i> % within question (schoolwork)		54.5%	45.5%	100.0%
<i>always</i> % within question (depression)		11.1%	62.5%	17.7%

	% of Total	9.7%	8.1%	17.7%
Total	Count	54	8	62
	% within question (schoolwork)	87.1%	12.9%	100.0%
	% within question (depression)	100.0%	100.0%	100.0%
	% of Total	87.1%	12.9%	100.0%

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	12.608 **	1	0.000		
Continuity Correction *	9.333	1	0.002		
Likelihood Ratio	9.706	1	0.002		
Fischer's Exact Test				0.003	0.003
Linear-by-Linear Association	12.405	1	0.000		
N of valid cases	62				

* Computed only for a 2x2 table

** 1 cell (25.0%) have expected count less than 5. The minimum expected count is 1.42

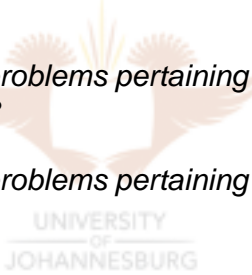
There is a strong relationship between problems pertaining to schoolwork being done and problems pertaining to depression in the past two years.

4.3.2.19

How often have you experienced problems pertaining to schoolwork being done in the past two years in your school ?

AND

How often have you experienced problems pertaining to dropouts in the past two years in your school ?



(H₀) Null – hypothesis

There is no relationship between problems pertaining to schoolwork being done and problems pertaining to dropouts in the past two years.

(H_A) Alternative – hypothesis

There is a relationship between problems pertaining to schoolwork being done and problems pertaining to dropouts in the past two years.

Chi – Squared Test

If p-value < 0.05, then we reject **H₀**.

If p-value > 0.05, then we do not reject **H₀**.

4.3.2.19		Cross Tabulation		
		<i>How often have you experienced problems pertaining to <u>dropouts</u> in the past two years in your school?</i>		
		<i>rarely / never</i>	<i>often / always</i>	<i>Total</i>
<i>How often have you experienced problems pertaining to</i>	Count	42	10	52
<i>rarely /</i>	% within question (schoolwork)	80.8%	19.2%	100.0%

<i>schoolwork being done in the past two years in your school ?</i>	<i>never</i>	% within question (dropouts)	87.5%	66.7%	82.5%
		% of Total	66.7%	15.9%	82.5%
	Count		6	5	11
	<i>often /</i>	% within question (schoolwork)	54.5%	45.5%	100.0%
	<i>always</i>	% within question (dropouts)	12.5%	33.3%	17.5%
		% of Total	9.5%	7.9%	17.5%
Total	Count		48	15	63
		% within question (schoolwork)	76.2%	23.8%	100.0%
		% within question (dropouts)	100.0%	100.0%	100.0%
		% of Total	76.2%	23.8%	100.0%

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.442 **	1	0.064		
Continuity Correction *	2.148	1	0.143		
Likelihood Ratio	3.087	1	0.079		
Fischer's Exact Test				0.113	0.076
Linear-by-Linear Association	3.387	1	0.066		
N of valid cases	63				

* Computed only for a 2x2 table

** 1 cell (25.0%) have expected count less than 5. The minimum expected count is 2.62

Finally, there is no relationship between problems pertaining to schoolwork being done and problems pertaining to dropouts in the past two years.

4.3.2.20

How often have you experienced problems pertaining to schoolwork being done in the past two years in your school ?

AND

How often have you experienced problems pertaining to orphans in the past two years in your school ?

(H₀) Null – hypothesis

There is no relationship between problems pertaining to schoolwork being done and problems pertaining to orphans in the past two years.

(H_A) Alternative – hypothesis

There is a relationship between problems pertaining to schoolwork being done and problems pertaining to orphans in the past two years.

Chi – Squared Test

If p-value < 0.05, then we reject **H₀**.

If p-value > 0.05, then we do not reject **H₀**.

		<i>How often have you experienced problems pertaining to orphans in the past two years in your school?</i>		
		<i>rarely / never</i>	<i>often / always</i>	<i>Total</i>
<i>How often have you experienced problems pertaining to schoolwork being done in the past two years in your school ?</i>	Count	38	14	52
	<i>rarely /</i> % within question (schoolwork)	73.1%	26.9%	100.0%
	<i>never</i> % within question (orphans)	92.7%	63.6%	82.5%
	% of Total	60.3%	22.2%	82.5%
	Count	3	8	11
	<i>often /</i> % within question (schoolwork)	27.3%	72.7%	100.0%
	<i>always</i> % within question (orphans)	7.3%	36.4%	17.5%
	% of Total	4.8%	12.7%	17.5%
Total	Count	41	22	63
	% within question (schoolwork)	65.1%	34.9%	100.0%
	% within question (orphans)	100.0%	100.0%	100.0%
	% of Total	65.1%	34.9%	100.0%

Chi-Square Tests					
	<i>Value</i>	<i>df</i>	<i>Asymp. Sig. (2-sided)</i>	<i>Exact Sig. (2-sided)</i>	<i>Exact Sig. (1-sided)</i>
Pearson Chi-Square	8.382 **	1	0.004		
Continuity Correction *	6.488	1	0.011		
Likelihood Ratio	8.046	1	0.005		
Fischer's Exact Test				0.011	0.006
Linear-by-Linear Association	8.249	1	0.004		
N of valid cases	63				

* Computed only for a 2x2 table

** 1 cell (25.0%) have expected count less than 5. The minimum expected count is 3.84

Therefore, the p-value is equal to 0.01, then there is a relationship between problems pertaining to schoolwork being done and problems pertaining to orphans in the past two years.

4.3.2.21

How often have you experienced problems pertaining to depression in the past two years in your school ?

AND

How often have you experienced problems pertaining to dropouts in the past two years in your school ?

(H₀) Null – hypothesis

There is no relationship between problems pertaining to depression and problems pertaining to dropouts in the past two years.

(H_A) Alternative – hypothesis

There is a relationship between problems pertaining to depression and problems pertaining to dropouts in the past two years.

Chi – Squared Test

If p-value < 0.05, then we reject **H₀**.

If p-value > 0.05, then we do not reject **H₀**.

4.3.2.21		Cross Tabulation		
		<i>How often have you experienced problems pertaining to dropouts in the past two years in your school?</i>		
		<i>rarely / never</i>	<i>often / always</i>	<i>Total</i>
<i>How often have you experienced problems pertaining to depression in the past two years in your school ?</i>	Count	43	11	54
	<i>rarely / never</i> % within question (depression)	79.6%	20.4%	100.0%
	<i>never</i> % within question (dropouts)	91.5%	73.3%	87.1%
	% of Total	69.4%	17.7%	87.1%
	Count	4	4	8
	<i>often / always</i> % within question (depression)	50.0%	50.0%	100.0%
	% within question (dropouts)	8.5%	26.7%	12.9%
	% of Total	6.5%	6.5%	12.9%
Total	Count	47	15	62
	% within question (depression)	75.8%	24.2%	100.0%
	% within question (dropouts)	100.0%	100.0%	100.0%
	% of Total	75.8%	24.2%	100.0%

Chi-Square Tests					
	<i>Value</i>	<i>df</i>	<i>Asymp. Sig. (2-sided)</i>	<i>Exact Sig. (2-sided)</i>	<i>Exact Sig. (1-sided)</i>
Pearson Chi-Square	3.335 **	1	0.068		
Continuity Correction *	1.915	1	0.166		
Likelihood Ratio	2.926	1	0.087		
Fischer's Exact Test				0.088	0.088
Linear-by-Linear Association	3.282	1	0.070		
N of valid cases	62				

* Computed only for a 2x2 table

** 1 cell (25.0%) have expected count less than 5. The minimum expected count is 1.94

There is no relationship between problems pertaining to depression and problems pertaining to dropouts in the past two years.

4.3.2.22

*How often have you experienced problems pertaining to **depression** in the past two years in your school ?*

AND

*How often have you experienced problems pertaining to **orphans** in the past two years in your school ?*

(H₀) Null – hypothesis

There is no relationship between problems pertaining to depression and problems pertaining to orphans in the past two years.

(H_A) Alternative – hypothesis

There is a relationship between problems pertaining to depression and problems pertaining to orphans in the past two years.

Chi – Squared Test

If p-value < 0.05, then we reject **H₀**.

If p-value > 0.05, then we do not reject **H₀**.

4.3.2.22		Cross Tabulation		
		How often have you experienced problems pertaining to orphans in the past two years in your school?		
		rarely / never	often / always	Total
How often have you experienced problems pertaining to depression in the past two years in your school ?	Count	40	14	54
	rarely / % within question (depression)	74.1%	25.9%	100.0%
	never % within question (orphans)	97.6%	66.7%	87.1%
	% of Total	64.5%	22.6%	87.1%
	Count	1	7	8
	often / % within question (depression)	12.5%	87.5%	100.0%
	always % within question (orphans)	2.4%	33.3%	12.9%
	% of Total	1.6%	11.3%	12.9%
Total	Count	41	21	62
	% within question (depression)	66.1%	33.9%	100.0%
	% within question (orphans)	100.0%	100.0%	100.0%
	% of Total	66.1%	33.9%	100.0%

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	11.794 **	1	0.001		
Continuity Correction *	9.205	1	0.002		
Likelihood Ratio	11.547	1	0.001		
Fischer's Exact Test				0.001	0.001
Linear-by-Linear Association	11.604	1	0.001		
N of valid cases	62				

* Computed only for a 2x2 table

** 1 cell (25.0%) have expected count less than 5. The minimum expected count is 2.71

According to the data, there is a relationship between problems pertaining to depression and problems pertaining to orphans in the past two years.

4.3.2.23

How often have you experienced problems pertaining to dropouts in the past two years in your school ?

AND

How often have you experienced problems pertaining to orphans in the past two years in your school ?

(H₀) Null – hypothesis

There is no relationship between problems pertaining to dropouts and problems pertaining to orphans in the past two years.

(H_A) Alternative – hypothesis

There is a relationship between problems pertaining to dropouts and problems pertaining to orphans in the past two years.

Chi – Squared Test

If p-value < 0.05, then we reject **H₀**.

If p-value > 0.05, then we do not reject **H₀**.

4.3.2.23		Cross Tabulation			
		How often have you experienced problems pertaining to <u>orphans</u> in the past two years in your school?			
			rarely / never	often / always	Total
How often have you experienced problems pertaining to <u>dropouts</u> in the past two years in your school ?	Count		38	10	48
	rarely / % within question (dropouts)		79.2%	20.8%	100.0%
	never % within question (orphans)		92.7%	45.5%	76.2%
	% of Total		60.3%	15.9%	76.2%
	Count		3	12	15
	often / % within question (dropouts)		20.0%	80.0%	100.0%
	always % within question (orphans)		7.3%	54.5%	23.8%
	% of Total		4.8%	19.0%	23.8%
Total	Count		41	22	63
	% within question (dropouts)		65.1%	34.9%	100.0%
	% within question (orphans)		100.0%	100.0%	100.0%
	% of Total		65.1%	34.9%	100.0%

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	17.604 **	1	0.000		
Continuity Correction *	15.097	1	0.000		
Likelihood Ratio	17.377	1	0.000		
Fischer's Exact Test				0.000	0.000
Linear-by-Linear Association	17.325	1	0.000		
N of valid cases	63				

* Computed only for a 2x2 table

** 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.24

It seems as if there is a relationship between problems pertaining to dropouts and problems pertaining to orphans in the past two years.

4.3.2.24

How many learners in your school have died due to HIV/AIDS related disease in the past two years ?

AND

How many teachers in your school have died due to HIV/AIDS related disease in the past two years ?

(H₀) Null – hypothesis

There is no relationship between learners and teachers who have died due to HIV/AIDS related diseases in the past two years.

(H_A) Alternative – hypothesis

There is a relationship between learners and teachers who have died due to HIV/AIDS related diseases in the past two years.

Chi – Squared Test

If p-value < 0.05, then we reject **H₀**.

If p-value > 0.05, then we do not reject **H₀**.

4.3.2.24		Cross Tabulation		
		How many <u>teachers</u> in your school have died due to HIV/AIDS related disease in the past two years ?		
		None	1 or more	Total
How many <u>learners</u> in your school have died due to HIV/AIDS related disease in the past two years ?	Count	51	3	54
	% within question (learners)	94.4%	5.6%	100.0%
	None % within question (teachers)	94.4%	27.3%	83.1%
	% of Total	78.5%	4.6%	83.1%
	Count	3	8	11
	1 or % within question (learners)	27.3%	72.7%	100.0%
	more % within question (teachers)	5.6%	72.7%	16.9%
	% of Total	4.6%	12.3%	16.9%
Total	Count	54	11	65
	% within question (learners)	83.1%	16.9%	100.0%
	% within question (teachers)	100.0%	100.0%	100.0%
	% of Total	83.1%	16.9%	100.0%

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)

Pearson Chi-Square	29.328 **	1	0.000		
Continuity Correction *	24.745	1	0.000		
Likelihood Ratio	23.043	1	0.000		
Fischer's Exact Test				0.000	0.000
Linear -by-Linear Association	28.877	1	0.000		
N of valid cases	65				

* Computed only for a 2x2 table

** 1 cell (25.0%) have expected count less than 5. The minimum expected count is 1.86

It seems as if there is a relationship between learners and teachers who have died due to HIV/AIDS related diseases in the past two years.

4.4 PRELIMINARY CONCLUSION

Judging from the statistics and the interpretations of the results, the data revealed that all the participants want the following to be taken into consideration:

- Teachers should be trained with regard to the impact of HIV/AIDS in schools.
- HIV/AIDS programmes should be included in the curriculum.
- Schools should be provided with HIV/AIDS materials.
- The Department of Health should be involved in the prevention of HIV/AIDS in schools and it should organise workshops.

In view of the above it is clear that the impact of HIV/AIDS and STDs should not be ignored in schools. Moreover, the Limpopo Department of Education should commit itself in the training and organising of workshops for all educators.

The next chapter will concentrate on the summary, conclusion, and recommendations.

CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

In this chapter a summary of the study is given. The research will also focus on the conclusions concerning the literature study and conclusions concerning empirical work and how they are addressed. Finally, recommendations concerning the impact of HIV/AIDS and STDs and recommendations concerning further study are given.

5.2 CONCLUSIONS

5.2.1 Concerning literature study

The literature study revealed that the impact of HIV/AIDS and STDs are problematic in schools. Both learners and teachers are infected and affected by the effects of HIV/AIDS. Some authors studied in the literature agreed that HIV/AIDS and STDS cause problems such as:

- dropouts
- depression
- decrease in enrolment
- increase in absenteeism
- poor performance
- poor productivity or results
- lack of participation in sports and other activities
- decrease in co-operation
- Communities lost educators etc.

It was found in the literature study that teachers need understanding of the impact on the education sector. They also need training on the impact of HIV/AIDS in order to help the community as a whole.

Recent research recommends the training of educators about sexuality, sexual preference and HIV/AIDS related issues.

5.2.2 Concerning empirical work

Sixty-five (N=65) teachers from Vhembe district formed the sample used in this empirical study. A questionnaire was constructed to determine the impact of HIV/AIDS and STDS in the Limpopo Department of Education in Vhembe district.

According to the data all participants i.e. teachers agreed that HIV/AIDS has some impact on both teachers and learners. These impacts are as follows:

- The increase in absenteeism for both teachers and learners.
- Learners' performance is deteriorating.
- Participation of learners in sport and extramural activities is decreasing.
- Teachers' production concerning results is deteriorating.
- Depression is becoming severe in both learners and teachers.
- There is a high rate of dropouts.

They recommended that training should be conducted concerning the impact of HIV/AIDS and STDs.



5.3 GUIDELINES AND RECOMMENDATIONS

5.3.1 Concerning teacher supply and training

- Teachers must be trained during holidays and after school hours concerning HIV/AIDS.
- Special classes need to be organised for all learners, thus ensuring that those infected and affected by HIV/AIDS will benefit.
- The Government need to supply materials for HIV/AIDS awareness programmes in schools
- Retired educators should be employed to fill gaps and to free up educators who are ill.

5.3.2 Guidelines with regard to the training needs for educators: skills, training and development

Educators need to know that they are working with **the community affected** by the impact of HIV/AIDS and STDs. Therefore, it is their duty to counsel and support those affected. They need to know that effects of HIV/AIDS might affect their working relations and their productivity and take steps to ensure that they teach effectively for as long as possible.

The **materials** that are available need to be updated by the Department in order to make them interesting for educators to know how to use them.

They need to know what HIV/AIDS do to the **ability of children to learn**, and this will require a shift in how they understand the process of teaching and the process of learning. Educators are expected to change their teaching methods so that infected and affected learners are able to learn effectively – all learners are affected, even if they are not infected.

Besides that, during in-service training, teachers should be taught about **legislation** dealing with HIV/AIDS. Therefore, sufficient training materials and skilled trainers for HIV/AIDS can be supplied by NGOS and AIDS centres.

It is important for teachers to be trained and skilled with regard to **the impact of HIV/AIDS**. They need to have skills and knowledge on evaluation of materials dealing with the epidemic. Moreover, they should be equipped with the understanding skills concerning the impact of HIV/AIDS.

This training should be compulsory for all educators during the course of their careers. It is also important to include aspects of HIV/AIDS and STDS in the curriculum.

5.3.3 RECOMMENDATIONS

5.3.3.1 Training of teachers

Teachers' training with regard to the impact of HIV/AIDS and STDs need to be developed as a serious component of in-service training for which accreditation is given. Meanwhile, the course must meet the NQF criteria. In addition, educators should be provided with certificates in order to be motivated.

5.3.3.2 The relationship between the Department of Education and Non-Governmental Organisations (NGOs).

There should be a link between the Department of Education and NGOs as well as CBOs to deal with the impact of HIV/AIDS and STDs. They should work together for training teachers and for development of materials relevant to the pandemic.

5.3.3.3 Training of learners



Learners need to be trained on how to cope with their households where HIV/AIDS is present. Their own teachers and other experts from the community should train them. Learners should be encouraged to abstain from sexual relationships until marriage.

5.3.4 RECOMMENDATIONS FOR FURTHER STUDY

The present study was conducted in Vhembe district under the Limpopo Department of Education (DoE). The circuits offices used are Sekgosesse West, Central, East and ten schools were randomly selected. It is recommended that:

- The guidelines developed in this study be operationalised and tested.
- Research be done to determine the programmes done by the Department of Education regarding the impact of HIV/AIDS and STDS in secondary schools.

- Research be done determining curricula for the training of teachers with regard to the impact of HIV/AIDS.
- Research be done to determine collaboration and co-ordination amongst the various organisations involved in HIV/AIDS training and development.
- Teachers' participation in the capacity building or workshops concerning HIV/AIDS be ensured.
- Research be done on how infected and affected learners are helped by schools as well as communities.



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