PERCEPTIONS OF SCHOOL PRINCIPALS OF HIV/AIDS AWARENESS CAMPAIGNS IN PUBLIC SCHOOLS

BY

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<u>DECLARATION</u>

I Momo Andrew Sekopane, declare that *Perceptions of School Principals of HIV/AIDS Awareness Campaigns in Public Schools* is my own work. All the resources used and quoted have been indicated and acknowledged by means of references.

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Signature

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Date

SUMMARY

This research project focuses on the perceptions of school principals on HIV/AIDS Awareness Campaigns in public schools. The principals of primary and secondary schools in the Rustenburg area of North West Province were investigated.

The aim of this research project is to investigate the understanding of school principals on HIV/AIDS awareness campaigns carried in their schools, and to identify government and non-government organizations, which are involved in this process. A qualitative research method was adopted for this research project. Data were collected by means of interviews, and was audio-tapped. Data were analyzed and arranged into five categories; awareness campaigns, leadership, resources/tools, communication, attitudes and behavioural change.

The findings indicated that school principals do understand and support HIV/AIDS awareness campaigns in their schools. Communication resources and visual materials related to HIV/AIDS, however, were very minimal in public schools.

KEY WORDS
- HIV/AIDS
- Awareness Campaigns
- School Principals
- Public Schools
- Perceptions
- Attitudes
- Behavioural change
- Life skills
- Leadership
- Communication

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CHAPTER 1 INTRODUCTION AND ORIENTATION

1.1 INTRODUCTION

According to Evian (1991:7) Acquired Immuno-Deficiency Syndrome (AIDS) affects every country. It is undoubtedly the most formidable public problem facing South Africa today. Nefale (2001:1) states that we are already witnessing its claim on the lives of infants, teenagers and parents alike. Schools, families, communities and the world at large are feeling the impact of illness and death. Eventually every educator will be teaching learners who have HIV/AIDS. Nefale (2001:10) maintains that HIV/AIDS is reducing numbers of children and teachers in schools.

Marais (2000:4) claims that South Africa has become the site of one of the fastest growing HIV epidemic in the world. On average, 1 500 citizens are being infected with HIV each day, and that 12% of the country's 40 million people are HIV positive. Whiteside and Sunter (2000:49) endorse the above statement that at the beginning of the new century South Africa probably had the largest number of HIV/AIDS infected people of any country in the world.

Most of the infections are among the teenagers of school going age. According to McFarland and William (1999:1) the school-age population is very much at risk of either acquiring the infection or being affected by it, due to their high rate of sexual activity, lack of knowledge and high rate of unsafe behaviours. Love life (2002:3) maintains that, it is in this age group that the best chance of positively affecting behavioural change exists.

Attempts are made in South Africa by government departments and private organizations to make people aware of HIV/AIDS. There are independent groups and organizations, which work hand in hand with health and education departments to increase community awareness and prevention of the spread of HIV/AIDS. These include among others; Love life association (Nov.2002), Red ribbon, HIV Outreach

Programme and Education (HOPE) in UNAIDS (2000:4), Soul City in UNAIDS (2000:1) and Khomanani.

The government has taken a position to contribute towards the awareness campaigns through the Department of Health in collaboration with the Education Department by introducing life skills programmes in all schools. Louw et al. (2001:9) state that age-appropriate education on HIV/AIDS should form part of the compulsory curriculum for all learners and should be integrated in life-skills education programme for all schools. Coombe (2001:4) maintains that safe sex messages are included in life skills courses, and that efforts are made to infuse safer sex messages throughout all syllabi in schools. Suitable educators are trained to drive this programme. Educators are encouraged to teach learners attitudes of caring, love, support, tolerance, and behavioural changes.

Love life games are introduced in schools to raise awareness on HIV/AIDS among learners. Love life claims open communication about sex and early sex education as essential to delay the onset of adolescent sexual activity and to increase condom use and reduce the spread of HIV/AIDS. Massive media campaigns which include plays, posters, poems and road shows are conducted by Love life, Red Ribbon, HOPE in UNAIDS (2000:4), Soul City in UNAIDS (2000:1) and Khomanani.

Education and Training surveys show a high level of awareness of HIV/AIDS among South African teenagers. Kaiser and Lopez (2000:1), maintain that the percentage of students who have been taught about HIV/AIDS in schools has grown to 90%, since 1990. Phillips (2002:1) cites that academicians also share the responsibility for keeping pace of raising awareness and preparing students accordingly in understanding and dealing with HIV/AIDS. Henderson (2000:1) highlights the fact that South Africa clearly needs very focused and persuasive campaigns of communication directed at the population at large.

1.2 RATIONALE

HIV/AIDS is relatively researched in South Africa. The following authors are identified as key figures, among others; [Jones (2001:9), Powel (2001:2), Zuma in (Key and Lindgren 1999:1), and Marais (2000:25)]. Zuma in (Key and Lindgren 1999:1), states that awareness is, for now, the only cure for the spread of Aids.

Jones (2001:9) confirms that HIV/AIDS requires attention from a variety of disciplines and organizations; international organizations, local and national governments; churches, local and international business and finance; unions, academic institutions and the media. All public officials must use the spotlight we are given to speak out and make HIV/AIDS a top priority. Powel (2001: 2) claims that, silence kills. Breaking the silence is a powerful way that people at all levels of society can combat the disease. In his 1997 World Economic address, Mandela in (Marais 2000: 25) maintained that the deployment of energies and resources; the unity and commitment to comment to common goals, are needed if we are to bring HIV/AIDS under control.

Love life (2002:4) maintains that HIV prevention requires sustained efforts of social mobilization towards healthier and safer sexual behaviour combined with other interventions. According to Jenkins (1991:87) school principals need to re-orientate their priorities and concentrate more on key aspects of the society. HIV/AIDS is also a societal problem, which needs special attention in schools.

Having gone through documents of the above authors on HIV/AIDS awareness campaigns, the researcher has recognized that none of them focuses on the perceptions of school principals regarding HIV/AIDS awareness campaigns. Basing on the silence of these authors, the researcher found it necessary to explore the perceptions of school principals on the HIV/AIDS awareness campaigns carried in school communities. In this way the researcher will achieve what is stated by Weiten

(1992:650) that perception involves organizing and transplanting sensory input into something meaningful.

1.3 RESEARCH PROBLEM

> ➢ What is the understanding of principals of HIV/AIDS awareness campaigns in public schools?

1.4 AIM

The main aim of this project is to investigate perceptions of school principals and their understanding of HIV/AIDS awareness campaigns in public schools in the Rustenburg area.

1.5 DEMARCATION

This research project will be conducted in Rustenburg area of North West province. My area of focus is a number one producer of platinum in the whole world. Most of parents are employed in the mines. Marais (2000:5) states that 45% of mineworkers are already infected with HIV / AIDS.

This area draws people from all provinces of South Africa and from neighbouring countries of Lesotho, Zimbabwe, Botswana, Mozambique, Swaziland and Malawi, who come to work in the platinum mines. Most of the mine workers are accommodated in hostels and informal settlements.

These settlements develop in an alarming rate around the mine shafts. Most adults do not live with their families and are inclined towards infidelity. These settlements and the cosmopolitan nature of the area make children of school going age more vulnerable to HIV/AIDS. Coombe (2001:1) maintains that social conditions in our society provide fertile ground on which the pandemic thrives. Shisana and Simbayi

(2002:101) maintain that HIV/AIDS infections are largely due to social and behavioural determinants, such as living in the informal settlements.

North West Health Policy document (1996:2) maintains that the spread of HIV/AIDS in this area is influenced by socio-economic aspects such as poverty, unemployment, high level of illiteracy and lack of access to media such as radio and TV. According to UNAIDS (1999:7) some families in Africa tend to experience so much hunger that for them, concentrating on HIV/AIDS prevention messages is like distracting them from dealing with much more pressing needs.

1.6 FOCUS

1.6.1 HIV/AIDS AWARENESS CAMPAIGNS

Rensburg and Angelopulo (1996:11) maintain that communication campaigns are purposive attempts to inform, persuade or motivate behaviour changes in a relatively well-defined and large audience for the benefits of the individual and society at large. North West Province Policy document on HIV/AIDS and STD (1996:8) defines awareness campaigns as exposure of community members to basic facts about HIV/AIDS, to reduce and prevent new infections. Therefore the researcher will focus on HIV/AIDS awareness campaigns that are focused on prevention through the use of condoms.

- Love Life is the largest effort launched to positively influence adolescent sexual behaviour with the aim of reducing the spread of HIV/AIDS among young South Africans. According to Love Life report (2002:1) people who are accessing Soul City are twice as likely to use a condom as people who did not access.
- According to UNAIDS (2000:4) report, HIV Outreach Programme and Education (HOPE) give people basic information and education about HIV/AIDS and usage of a condom in South African schools.

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- UNAIDS (2000:1) regards Soul City as a multi-media, research based, health and development initiative in South Africa.

1.7. THEORETICAL FRAMEWORK

According to Watt (1995:6) a theory presents us with an explanation of a phenomenon. It consists of a concept considered to be a cause, an effect and a statement about how and why a concept, cause, an effect and a statement should be related.

Theories on appreciation and communication have been adopted for this study. Lowe (1995:21) sees communication as a transactional process, where something is given and something is received and the recipient reciprocates by giving something back to the initial giver. Rensburg and Angelopulo (1996:20) regard communication as the process by which a person attempts to share meaning with others.

Heliotropic Hypothesis of Appreciative Inquiry informs this study. In his theory, Cooperrider (1990:92) states that social systems evolve toward the most positive images they hold of themselves. Moorhead and Griffin (2001:100) agree that people who posses positive affectivity are upbeat and optimistic, have an overall sense of well-being and see things in a positive light. This theory states that appreciative inquiry focuses on the positive in some way. Positive emotions facilitate behavioral and social change in people's lives as they themselves define such change. Santrock (2002:466) states that positive emotions serve important functions in an individual's adaptation, growth and social connection.

The organization's inner dialogue comes from the observation that if you think of organizations using the metaphor of human consciousness, there are layers of awareness in the organization, just as there are in the human mind. Santrock (2002:228) regards the human mind as a continous flow of sensations, images,

thoughts, feelings and awareness of the self. UNAIDS (1999:4) maintains that dialogue is essential to inform, engage and educate the community. Kvale (1996:48) emphasizes hermeneutical tradition of "circulus fructuosis", which implies the possibility of a continuously deepened understanding of meaning. Blackburn and Holland (1998:5) state that to understand meaning implies an acceptance that the way human beings behave and the attitudes human beings manifest have an effect on those with whom we work.

Another theory, which is complementary to the above theory, is fixing belief hypothesis. Peirce in Kerlinger (1986:5) classified methods of fixing belief into four categories, which focus inward and on external reality.

- Method of tenacity states that what we belief is determined by what we have believed all along and it may be completely idiosyncratic. People hold firmly to the truth, the truth that they know to be true because they hold firmly to it, and they have always known it to be true.

- The method of authority, what we belief is determined by our evaluation of the credibility of the source of knowledge. According to Zand (1997:22) when leaders have and use relevant knowledge, people trust them and grant them power because they have confidence that leaders know what they are doing. When people trust another person, they accept the other person's influence.

- The priory method, truth is determined by whatever criteria we personally wish to establish for reasonableness. A priory proposition always agrees with reason. The priory proposition maintains that people follow those who stand to reason. Zand (1997:91) maintains that leaders communicate trust by how they disclose information, share influence and exercise control.

- Method of science shifts the locus of truth from single individuals to groups. Scientific truth demands logical consistency. Logical deductions must be tested against an external reality that can be perceived by any person. Rorty in Kvale (1996:37) maintains that when human beings understand knowledge as the social justification of belief, conversation replaces confrontation with nature.

Rokeach in De Wet (1991:60) maintains that what human beings believe in is characterized by life goals, such as discipline, ambition and cheerfulness. Beliefs result in our self-concept. All human beings want to be satisfied with self-concept, and work hard to achieve this sense of well-being.

Whiteside and Sunter (2000:1) indicate that the key message is that, along with visible leadership from government and big business, the rest is up to each and every one of us making a small contribution in our own way.

Jenkins (1991:84) maintains that the school principal can create a coherent educational philosophy for a school and bring about an academic environment and ethos in which that philosophy can flourish in action. Jenkins (1991:84) further maintains that strategies to deal with HIV/AIDS pandemic, form part of the ethos of school principals. The core construct of heliotropic hypothesis, and other similar views within the heliotropic paradigm will be discussed in relation to the perceptions existing among school principals regarding HIV/AIDS awareness campaigns.

1.8 METHODOLOGY

1.8.1 MODE OF INQUIRY

De Vos (1998:243) states that in quantitative research, data are presented by means of exact figures gained from precise measurement. Data analysis is

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undertaken by means of standardized statistical procedures. Denzin and Lincoln (2000:8) maintain that quantitative research emphasizes the measurement and analysis of causal relationships between variables.

Qualitative research in contrary, according to De Vos (1998:241) is holistic in nature and aims at understanding social life and the meaning that people attach to everyday life. Mason (2001:5) maintains that qualitative research is systematic, rigorous, flexible, contextual and is strategically conducted. Denzin and Lincoln (2000:8) endorse that qualitative research implies an emphasis on the quality of entities and processes and meanings that are not experimentally examined or measured.

The researcher will adopt a qualitative approach throughout the research process. It suits the process of awareness campaigns as it interprets the meanings and intentions that underlie everyday human action. According to Denzin and Lincoln (2000:8) qualitative researchers seek answers to questions that stress how social experience is created and given meaning. Rensburg and Angelopulo (1996:17) maintain that meaning is not static, it is constantly created and recreated. For individual to attempt to share meaning is necessary to reduce the uncertainty inherent in all communication by constantly reformulating the perception of people. Of particular importance to the researcher is what the school principals will have to say. Having been influenced by these reasons, the researcher has chosen a qualitative mode of inquiry to guide him.

A research design is the presentation of the plan, the structure and the strategy of investigation, which seek to obtain answers to various research questions. Thyer (1993:94) defines research design as "a blue print" or detailed plan for how research studies are to be conducted. Huysamen (1993:10) defines design as a plan or blueprint according to which data are collected to investigate the research hypothesis or question in an economical manner.

This research will adopt an exploratory research design. Mathibedi (1999:11) maintains that the purpose of exploratory study is to explore relatively unknown field. HIV/AIDS awareness campaigns have been researched but very little information is available on how they are perceived by school principals.

1.8.2 SAMPLE

Grinnel in Mathibedi (1999:15) defines population as the total number of persons, events, organizational units, case records or sampling units with which the research problem is concerned. De Vos (1998:191) explains a sample as a subset of measurements drawn from a population in which the researcher is interested. Mouton and Marais (1991:50) regard a sample as a group, which is investigated. A sample has to be drawn which will represent the entire population.

Random sampling will be used to choose three secondary schools and three primary schools. Taylor in De Vos (1998:46) maintains that a qualitative researcher usually works with small samples. Sample selection implies that the researcher has to consider where interviews are going to be conducted. This research process will be limited to principals of public schools in the Rustenburg area only.

1.8.3   DATA COLLECTION

De Vos (1998:100) identifies data collection as a detailed description of the data gathering procedure for planned investigation. Description covers the specific techniques to be employed, the specific measuring instruments to be utilized and specific series of activities to be conducted in making the measurements.

1.8.3.1 INTERVIEWS

De Vos (1998:299) defines interviews as face-to-face interaction between an interviewer and interviewee, where the purpose is to understand the interviewee's life experience or situation as expressed in his or her words. Mason (2001:38) regards interview as a "conversation with a purpose."

Interviews will be conducted with different school principals. The researcher has selected interviews because, according to Denzin and Lincoln (2000:633) an interview is the art of asking questions and listening to get answers. The researcher will conduct interviews in the preliminary stages and during the actual research process.

1.8.3.1.1   SEMI-STRUCTURED INTERVIEWS

According to Denzin and Lincoln (2000:649) in semi-structured interviews the interviewer asks all respondents the same series of pre-established questions. De Vos (1998:299) endorses that pre-formulated questions are carefully arranged and put to all the interviewees in a fairly similar sequence.

1.8.3.2 RECORDING

Audiotape will be used to record information. Transcription will be used after recording of interviews. Tutty, et al. (1996:95) maintains that transcripts should be produced verbatim to allow the context of the conversation to provide as much meaning as possible. This will enable the researcher not to misinterpret the interviewee as Cohen and Manion (1989:318) claim that the interviewer often misinterprets what the respondent is saying. Mason (2001:53) states a caution that transcription is partly partial because it is an inadequate record of non-verbal aspects of the interaction.

1.8.4   DATA ANALYSIS

De Vos (1998:271) maintains that data collection and analysis are tightly interwoven processes, and must occur alternately because analysis directs the sampling of data. Coding will be used to select most relevant information. An open coding will be adopted, to analyze the interview and observation paragraph by paragraph.

1.8.4.1 DATA ARRANGEMENT

Mason (2001:51) refers to data arrangement as a mechanism through which interview interaction is transformed into data. Data will be arranged into different categories. These include:

- Level of understanding.
- Myths and misconceptions of the campaigns.
- Communication reception.
- Level of leadership participation.
- Level of consciousness.

1.8.4.2 UNITS OF MEANING

Kvale (1996:48) maintains that interpretation ends when one has reached a "good Gestalt", i.e. inner unity of text free of logical contradictions. Interpretation of single statements and global meaning on awareness campaigns will be practiced.

1.8.4.3 ETHICAL CONSIDERATION

During this research project the researcher will exhibit what Belsey and Chadwick (1992:11) call 'specific professional virtues' which include fairness, truthfulness,

trustworthiness and non-malevolence. In this way the researcher will avoid many ways in which a researcher can offend others such as the following as stated by Besley & chardwick (1992:8) inaccuracy, lies, distortions, bias, favouritism, personal attacks and character assassination.

Confidentiality is of utmost importance when dealing with interviews. To maintain confidentiality the researcher will adhere to what Cahill and Overman in (Bouman & Elliston 1988:1) regard as 'possibility of administrative ethics', which emphasizes a focus on individual administrative ethics, moral judgement, values and social priorities. The researcher will allocate participants (school principals) numbers to identify them. According to Belsey and Chadwick (1992:10) ethics has more to do with principles, which have some reasoned theoretical basis and which apply objectively and impartially.

1.9 RESEARCH PROGRAMME

The dissertation will comprise of four chapters. Chapter one is an overview of the study, problem formulation, choice of research methodology, definitions of concepts and aims set for this research.

Chapter two mainly comprises a literature survey of HIV/AIDS awareness campaigns in public schools. It also comprises communication process and theories on HIV/AIDS awareness campaigns and perceptions and understanding of HIV/AIDS awareness campaigns.

Chapter three presents the qualitative research design and methodology, procedures followed to collect, analyze and dicuss data. Chapter four provides the findings and recommendations of the study.

10 CONCLUSION

In this research, the researcher has discussed the rationale, identified the research question, aim of the project, demarcation, conceptualization, theoretical framework, methodology, data collection methods, analysis and arrangement, units of meaning, ethical issues and research programme. In the next chapter the researcher will discuss communication process and theories on awareness campaigns, in relation to condom use, tools, reception, attitudes, image, truth, belief and management of behavioural change.

CHAPTER 2

COMMUNICATION PROCESS AND THEORIES ON HIV/AIDS **AWARENESS**
CAMPAIGNS

2.1 INTRODUCTION

Education systems are increasingly making changes in response to a rising tide of
new expectations about the role of education in human development. Education is
seen as a critical requirement for individuals to fulfill their potential, for communities
to make positive changes in the quality of life and for societies to improve their health
competitiveness.

Aids education programmes need to be redefined to include educational and
behavioural issues, which can be controlled through changing high-risk sexual
behaviour. Van Dyk (1999:6) maintains that the advantage of such a redefinition is
that it places control over this disease back into the people's hands. Uncertainty and
fear will largely disappear when individuals are empowered with knowledge and
responsibility.

Evian (1993:1) maintains that mankind has an uncanny ability to distort reality,
especially if that reality is an unpalatable one. Evian (1993:1) further states that South
Africans are postmasters of this ability to avoid facing reality. HIV/AIDS is another
reality that has become an important issue in our lives and recognition and action
required to deal with the disease appropriately are lacking. Turton and Orr (1993:143)
cite that having Aids has been described as being awake in your own worst
nightmare.

The school is required to take leadership in the community and it is hoped that the
HIV/AIDS pandemic will once more compel principals, educators, parents and the
broader community to take action and to do everything possible to raise awareness

among the learners. In order to address the spread of HIV/AIDS, comprehensive and large-scale intervention strategies are essential.

Nefale (2001:23) makes an emphasis that intersectoral and interdisciplinary collaboration as well as prevention and empowerment at multi levels form part of the comprehensive approach in dealing with the disease. It is therefore important that school principals understand that the school-age population is at risk for HIVAIDS infection, and they as leaders must take responsibility for fighting the spread of this epidemic among this population.

In this chapter, the researcher will concentrate on linear and rationalist psychosocial communication theories emphasizing behavioural risk reduction associated with HIV/AIDS, which are focusing on an individual. Many of these theories focus on the relationship between knowledge, attitudes, beliefs and practices and the notion of existing 'high risk' behaviour.

2.2 COMMUNICATION PROCESS ON AWARENESS CAMPAIGNS

Puth (1994:52) maintains that meaning is a potential major barrier to communication. Humans are unique because they can share meaning by using formalized verbal language, consisting of symbols that stand in reference for items and events within the society. Communication according to Pearson and Nelson (1997:6) require understanding, perceiving, interpreting and comprehending the meaning of the verbal and non-verbal behaviour of others.

According to Jaffe and Scott (1999:10) communication needs to be a two-way process, and people need to have a forum for sharing their reactions, concerns and feelings about change. The more communication and awareness about change, the more there will be commitment and participation in the process. The change leader must set up internal information networks to enable people throughout the organization to understand and foster exchange about the change processes. Puth

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(1994:46) maintains that communication must be seen as one of the key resources of leadership.

Brigham (1991:117) maintains that self-awareness exists whenever you turn your attention inward to focus on the contents of the self. Self-awareness is crucial for knowing what one's personal standards, values, and goals are. Wicklund in Brigham 1991:117) states that people in a state of high self-awareness generally behave in a manner more consistent with their attitudes and values.

In general people who are self-aware will perform in a socially desirable manner as they attempt to match their behaviour to the relevant social standards. When attention is directed towards the self, it may be focused on relatively private aspects such as moods, perceptions and feelings, or on relatively public aspects observable to other people, such as social appearance and actions, (public self-awareness).

Brigham (1991:119) maintains that self-awareness has been conceptualized both as a mental state influenced by environment stimuli, and an enduring personality trait describing which aspect of one's self-schema is habitually activated. Information needs to be appropriate to the learners' age and phase of development and to be presented in a language they can understand. Puth (1994:52) sites that language affects perception, communication patterns and interpersonal behaviour. Learners can identify their own needs and interests. Information needs to be meaningful and to relate to everyday experiences and to the life world of learners.

2.2.1 TOOLS

Exposure to mass media has considerable influence on reproductive behaviour even without radical economic and social changes. Shisana and Simbayi (2002:6) maintain that information provision is widely recognized as an important cornerstone of HIV/AIDS prevention, care and support. HIV/AIDS communication has been integrated into response systems worldwide and has included mass media approaches

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as well as a variety of interventions involving health and social welfare systems, but also driven by and located within directly affected communities.

Love life, South Africa's national HIV/AIDS prevention programme for youth introduces a further phase in its on-going media campaign. According to Love life report (2002:2) love life combines a high-visibility, sustained multi-media campaign with countrywide adolescent friendly services in public clinic and a national network of community-level outreach and support programmes for youth. Face-to-face engagements by target group with the brand and love life's other communication media are pursued through love life's multiple countrywide outreach platforms.

Love life's communication strategy has evolved from the early brand awareness development phase to increasingly more pointed messaging designed to increase understanding among the target group of the values and behaviours most likely to reduce their risk of HIV infection. Love life's creative design is deliberately bold and controversial to trigger "talk about it" and sustain repeat engagement over the life of each creative phase of the campaign.

Love life report (2002:4) states that the messaging is designed to imply mutual empowerment in an aspirational genre and to challenge young people to integrate the key delay, reduce, protect messages into their regular behaviour and relationships. Whiteside and Sunter (2000:19) maintain that ABC; (abstain, be faithful and condomise) has to be preached to young people.

 Love life report (2002:4) maintains that sexual protection is through condom use, protecting partners, friends, community, people with AIDS, communicating with friends/family/children. Love life (2002:2) portrays a condom as a "love device". Whiteside and Sunter (2000:19) endorse that the most effective intervention is the use of condoms. Condoms provide a barrier to the virus, and if properly used are effective. Chuenyane, et al. (1994:161) state that condoms protect partners against sexually transmitted diseases, such as HIV/AIDS.

2.2.2 INNER DIALOGUE

Dialogue can occur at individual level, peer and community levels. Utilizing mass media approaches in combination with media advocacy directed at news media, as well as small media, event-based approaches and engagement with socio-cultural systems. Small media can play a facilitating role as a communication resource, whilst folk media and dialogue-oriented approaches specifically foster two-way communication. Shisana and Simbayi (2002:9) maintain that mass communication approaches stimulate dialogue, and that the provision of information and issues raised contributes to dialogue.

2.3 PERCEPTIONS AND UNDERSTANDING OF HIV/AIDS AWARENESS CAMPAIGNS

According to Lowe (1995:9) perception is the cognitive process that accompanies the stimulation from the environment. Perception is necessary for self-preservation for which we need to be aware of what is going on around us. Kreps (1990:29) regards perception as the process by which people become aware of internal and external messages and interpret these messages into meanings. Moorhead and Griffin (1998:100) endorse that perception is a set of processes by which an individual becomes aware of and interprets information about the environment.

Weiten (1992:650) defines perception as the selection of organization and interpretation of sensory input. It is a readiness to perceive a stimulus in a particular way. Perception involves organizing and transplanting sensory input into something meaningful. Puth (1994:51) maintains that perception is the filter through which we take in stimuli and understand the world. Perception is one person's view of reality. Because people perceive the same phenomenon in different ways, different people prescribe different meanings to the same stimulus. Lowe (1995:9) states that

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perception is necessary for self-preservation for which we need to be aware of what is going on around us.

Since perception plays a role in a variety of workplace behaviour, school principals need to understand basic perceptual processes, such as selective perception as stipulated by Moorhead and Griffin (1998:101) to be a process of screening out information that we are uncomfortable with or that contradicts our belief.

Our perception of people is the starting point for how we communicate with others. Understanding perceptual behaviour is the first step on the way to becoming effective communicator. Puth (1994:51) defines perception as the way we take in information about our world, and because each person gathers information differently, problems arise in the way in which each individual perceives people and things. School principals may discover and understand the way in which other people perceive HIV/AIDS, and examine the reasons why these may differ from their perceptions.

2.4 APPRECIATION INQUIRY

Bushe (1998:1) regards appreciative inquiry as capable of making change in a social system. In Heliotropic Hypothesis, Cooperrider (1990:94) states that appreciative inquiry, attempts to create a new and better affirmative image for the social system. Cooperrider (1990:94) further argues that such images exist and the more they affirm the group the more firmly they hold the group to a pattern of being prescribed by the theory or image the group has of itself at its very best.

When these images are out of step with the requirements the social system faces, the group will experience itself, as dysfunctional and rational attempts to fix itself will not work until the underlying affirmative image of the group is changed.

2.5 ATTITUDES

According to Moorhead and Griffin (1998:97) attitudes are a person's complexes of belief and feelings about specific ideas, situations or other people. Attitudes are viewed as stable dispositions to behave toward objects in a certain way. Luthans (1992:108) sees attitudes as persistent tendency to feel and behave in a particular way towards other objects. Attitudes turn to persist unless something is done to change them.

Attitudes according to Life skills document (1999:98) are relatively stable and enduring tendency to behave and react in a certain way towards a person, object, institution or issue. Effective attitudes do not occur when people are told to change their attitudes and behaviour, but when the people learn new ways and develop a commitment to them as stated by Jaffe and Scott (1999:17).

Luthans (1992:108) maintains that attitudes can be directed toward some objects about which a person has feelings and beliefs. According to Luthans (19921:108) informational attitudes consist of the beliefs and information an individual has about the object. It makes no difference whether or not the information is empirically real or correct. The behavioural component of attitudes consists of a person's tendencies to behave in a particular way toward an object. Learners' attitudes towards HIV/AIDS are influenced by their behaviour.

2.5.1 ATTITUDE-CHANGE THEORY

De Wet (1991:61) maintains that the attitude-change theory explains persuasion as the result of individuals comparing persuasive messages with their internal reference points and perceptions. These perceptions are related to and strengthened by one's social affiliation or ego-involvement.

According to Luthans (1992:112) the use of fear can be utilized to change attitudes. The degree of fear seems to be important on the final outcome. If low levels of fear arousal are used, people often ignore them; the warnings are not strong enough to warrant attention. If moderate levels of fear arousal are used, people often become aware of the situation and will change their attitudes.

 If high degrees of fear arousal are used, people often reject the message because it is too threatening and thus not believable. They essentially dig in their heels and refuse to be persuaded. Shisana and Simbayi (2002:1) state that high intensity mass media interventions that involve homogenizing target audiences, seldom take into account differences in language, culture and socio-economic context, in the HIV/AIDS awareness campaigns processes.

Providing new information can also change attitudes and beliefs. Another way of changing attitudes is by resolving discrepancies between attitudes and behaviour. The other way in which attitude change can come about is through persuasion from friends or peers. Luthans (1992:113) maintains that when a particular matter is of personal interest to people, they are likely to reject extreme discrepancies between their current behaviour and that of others.

The other way of changing attitudes is by co-opting. This means taking people who are dissatisfied with a situation and getting them involved in improving things. Co-opting will minimize ignorance, stimulate participation and reduce level of resistance towards the HIV/AIDS campaigns.

2.5.2 THEORY OF PLANNED BEHAVIOUR

Ajzen in Brigham (1991:146) developed the theory of planned behaviour in 1988. This theory describes the relationship between beliefs, attitudes and behaviour. It states that beliefs influence attitudes towards a particular behaviour. Ajzen in Brigham (1991:146) further identifies two components, which are subjective norms

and perceived behavioural control. These components influence behavioural intentions, which in turn, influence behaviour.

A person's attitude toward behaviour, is determined by beliefs that perform the behaviour. Behaviour leads to various desirable or undesirable outcomes. Brigham (1991:146) maintains that perceived control is determined by one's past experiences and beliefs about how easy or difficult performance of behaviour is likely to be. The extent of perceived behavioural control is particularly important in areas where people's self confidence beliefs may be particularly weak, such as ability to understand and deal with HIV/AIDS awareness campaigns in schools.

2.5.3 SELF-PERCEPTION THEORY

Bem in Brigham (1991:92) maintains that self-perception theory proposes that people may come to know their own attitudes, emotions and other internal states, partially by inferring them from observations of their own overt behaviour and or the circumstances in which this behaviour occurs. This theory states that a person looks at what he or she is doing and infer a reason for that behaviour, just as an outside observer would infer his or her reasons from observing behaviour.

In this theory Bem in Brigham (1991:93) asserted that we do not have privileged insights in the causes of our own behaviour, but follow the same procedures in explaining our own behaviour as in explaining the behaviour of someone else. People observe their behaviour and the situational context in which it occurs in much the same way that they might observe the behaviour of another person.

People understand and share meaning within the self in what Pearson and Nelson (1997:12) regard as intrapersonal communication. It is from here that people will evaluate or examine the interaction that occurs between them and others. Pearson and Nelson (1997:13) maintain that intrapersonal communication includes such activities

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as internal problem solving, resolving internal conflict, planning for the future and evaluating ourselves and our relationship with others.

2.6 IMAGE

People are usually aware of the impressions they give to others by appearance and behaviours. Brigham (1991:116) maintains that people care what others think of them and they usually seek to establish or maintain positive image through a process called self-presentation or impression management. Puth (1994:62) cites that a person's self-image is a complex and ever-changing phenomenon. It adjusts daily to factors such as feelings, personal relationships, interests and the working environment.

Pearson and Nelson (1997:37) state that a person's self-image is the picture you have of yourself, the sort of person you believe you are. People are like giant receptors that receive thousands of impulses daily. Feedback from subordinates, superiors, peers, family and friends are transmitted to the psyche; and these impulses are transformed into unique self-image.

Leary and Kowalski in Brigham (1991:117) classify image into *impression motivation*; which implies how motivated you are to control how others see you, to create a particular impression in others' minds, and into *impression construction*; which implies choosing the particular image one wishes to create and behaving in specific ways to achieve this goal.

Impression motivation stems from the desire to obtain social and material rewards such as approval of friendship, to maintain or enhance self-esteem such as complements and praise, and to facilitate the development of an identity.

Leary and Kowalski in Brigham (1991:117) suggest that impression-motivation is even stronger when one feels dependant on a powerful person who controls important resources. Verderber (1994:32) states that often people form an image of a person

based on single central trait or desirable value trait. Human beings are likely to project other similar traits and values about the person without further verification. This will enable reduced bias in the process of HIV/AIDS awareness campaigns.

2.7 BELIEF-HIERARCHY THEORY

The belief-hierarchy theory of Lilton Rokech in De Wet (1991:60) suggests that attitudes, beliefs and values are interwoven and ranked in various hierarchies or layers. Beliefs and attitudes may predispose people to action, but values guide us to action. Shifts in beliefs and attitudes might result in short-term changes in behaviour, only when inconsistency, incongruence or dissonance is great enough to lead us to question our self-concept can lasting and important change takes place.

Ross in Brigham (1991:56) states that our initial beliefs about other people sometimes persevere even when the original basis for those beliefs have been completely disconfirmed. Ross in Brigham (1991:60) further maintains that people tend to overestimate how typical their own beliefs, values, attitudes and judgements are.

Rokeach in Barker and Gaut (1996:17) maintains that beliefs are probability statements about the existence of things or statement about the relationships between an object and another quality or thing. Individuals who are conscious of their behaviour, believe that the behaviour is more prevalent than those who do not. They see their judgements and behaviours as relatively common and appropriate to the circumstances, while alternative responses are seen as uncommon, deviant and inappropriate. In their groups, learners are easily influenced by their peers, as a result their behaviour towards HIV/AIDS will be at stake.

2.7.1 TENACITY

The process of formulating beliefs occurs entirely within an individual and is subject to that person's beliefs, values and idiosyncrasies. Watt and van den Berg (1995:10) maintain that people often sustain belief even in the face of contrary evidence.

2.7.2 METHOD OF AUTHORITY

In this method truth is established when someone for whom I have high regard states the truth. It relies on the testimony of experts because adopting the expert's advice may be beneficial. Every modern society has a complex and widely accepted system of authority. People are brought up to obey, more or less our parents and other people in positions of authority, such as school principals.

Brigham (1991:206) maintains that people often speak of compliance to a request and obedience to an order. The entire communities usually trust school principals, their role in the fight against HIV/AIDS in their schools is vital. Puth (1994:57) maintains that there is relationship between communication and trust. It is generally accepted that good communication is essential to building trust and poor communication can prevent the formation of trust or erode trust that already exists. HIV/AIDS awareness needs good communication programmes.

2.7.3 A PRIORY METHOD

The criterion for fixing belief lies in the reasonableness of the argument, which is to be furthered by unfettered exchange of information among people. West and Farr (1990:23) regard illumination, as the 'Eureka' moment, when the core of the solution to the problem suddenly springs into awareness and verification, where the individual uses logical and rational thought processes to turn the sudden insight of illumination into a correct or appropriate solution.

2.7.4 TRUTH

Watt and van den Berg (1995:67) cite that whatever emerges as truth will at least have been able to withstand scrutiny by a number of people who evaluate its logical consistency and quality of reasoning.

2.8 THE "GREAT PERSON" THEORY OF LEADERSHIP

This theory states that people are effective leaders because of unique personality traits they possess. Brigham (1991:253) defines a leader as a person who can influence the direction of the group by influencing its attitudes and behaviours, and maintaining the image of having the group's best interests in mind. A school principal, as a leader is expected to direct, guide and influence, and the followers give the leader status, self-esteem and their willingness to respond to influence.

Brigham (1991:255) maintains that one of the proponents of great person theory of leadership was Thomas Carlyle, who asserted that great leaders are successful because of certain unique personality characteristics. It is clear according to the researcher that personal appeal and having an attractive forceful personality is of enormous concern to campaign strategists. It is therefore essential for school principals to participate in the HIV/AIDS awareness campaigns in their schools.

A potential leader's appeal depends on a match with the requirements of the situation. Erickson in Brigham (1991:262) maintains that the success of leaders depend on the match between their own personal characteristics and the historically conditioned characteristics of their potential followers.

West and Farr (1990:68) declare that self-leadership may enhance the perceived self-control that individuals believe they have in the work setting. Jenkins (1991:18) endorses that leaders must come to terms with and be able to understand and to articulate their own beliefs and values. When individuals are clear about where they

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stand on key issues, leaders can begin to engage in meaningful interaction with others.

School principals need to notice what West and Farr (1990:67) maintain that job performance within a work organization requires the integration of many cognitive, social, and behavioural skills into an executable course of action. People who take the lead are the foot soldiers in the campaigns for change. Jenkins (1991:84) concurs by stating that the ability of the school leader to offer strong instructional leadership is a key factor in ensuring academic effectiveness.

 Nanus (1992:10) states that leaders take charge, make things happen, dream dreams and translate them into reality. According to Griesedieck (2000:21) leaders who can see beyond traditional boundaries create innovative structures and take full advantage of opportunities and are much sought after, are scarce commodity.

 Leadership is much more difficult these days than it once was because the world is more complex and confusing, continually reshaping and renewing itself. Bennis and Nanus in Jenkins (1991:18) write that the leader has the ability to reach the soul of others in a fashion which raises 'followers to higher degrees of consciousness such as self-actualization.

Jenkins (1991:5) states that we are living in 'the age of unreason' or the 'world turned upside down' as a result school leaders need to take on board a whole new set of competences to do with change. It is the duty of every sector of leadership to wage war against the spread of HIV/AIDS in our schools.

Jenkins (1991:85) agrees that visible and active instructional leadership is important to school success. The turbulent context in which school principals now operate demands a range of new insights and approaches. Griesedieck (2000:21) states that leaders are not made according to a formula; they have certain harder to quantify traits that set them apart from the rest of us. Organizations seek out leaders who are

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truly creative, constantly on the lookout for new combinations, new ways of doing things. The successful principal is one who will be able to keep his or her footing and focus with the sands constantly shifting underfoot.

Leader development programmes are necessary to focus on developing instructional leaders and to reflect a concern with establishing an instructional climate through vision, teacher, learner support and empowerment.

Leaders attract the voluntary commitment of followers, energize them, and transform organizations into new entities with greater potential for survival, growth and excellence, as stated by Griesedieck (2000:4). Effective leadership empowers an organization to maximize its contribution to the well being of its members and the larger society of which it is part. Nanus (1992: 11) maintains that a good leader must be able to relate skillfully to the members inside the organization who look to him or her for guidance, encouragement and motivation.

Opinion making leaders from all walks of life must deliver the message that Aids is real. The war against Aids has no front lines. We must wage it on every front. Jones (2001; 9) confirms that HIV/AIDS requires attention from a variety of disciplines and organizations; international organizations, local and national governments; churches, local and international business and finance; unions, academic institutions and the media.

2.9 MANAGEMENT OF BEHAVIOURAL CHANGE

Whiteside and Sunter (2000:20) maintain that sexual behaviour is determined by economic, social and cultural factors. For successful control of the epidemic, interventions are required that address the socio-economic environment and make it possible for people to change their behaviour.

Jaffe and Scott (1999:2) see change as a process of dealing with the strategies that the organization makes to respond to external shifts, or in anticipation of external shifts. Leaders set the parameters for change, the need, the general direction or strategic intention of change and the context for the design and implementation of change.

South Africa has seen a mass education campaign to increase awareness of the deadly nature of HIV/AIDS, its mode of transmission and how to educate communities to avoid contracting it. Awareness campaigns are positively influenced by the amount of formal education a person has.

According to Brigham (1991:37) people are often observed inaccurately because we interpret their behaviours in terms of our existing attitudes and tend to remember best behaviours that fit our pre-existing generalizations. Moorhead and Griffin (1998:102) maintain that people attribute causes to behaviour based on their observations of certain characteristics of that behaviour.

Whiteside and Sunter (2000:19) maintain that people need to have knowledge, then change their attitudes and finally alter their behaviour. Social psychological knowledge helps people to better understand behaviour and make them less susceptible to the biases and prejudices that colour most people's social perceptions. Brigham (1991:41) maintains that knowledge increases one's alternatives and choices. Understanding subtle psychological principles can liberate persons from being tied to their influences.

It is adaptive to pay careful attention to how other people behave, to use them as models, and to learn from other people's experiences. Learners are being so strongly influenced by others that they do not make a clear choice themselves but allow their behaviour to dictate their interpretations of the situation and subsequent actions.

According to Whiteside and Sunter (2000:19) knowledge, attitude and behaviour are interventions that seek to prevent people from being exposed to HIV/AIDS and that

alter their sexual behaviour. Even if people have the knowledge, according to Whiteside and Sunter (2000:19) they may not have the incentive or power to change their behaviour. Seligson and Peterson (1992:124) maintain that changing one's level of knowledge about HIV/AIDS does not necessarily result in a change of behaviour.

 May in Brigham (1991:41) states that each of us inherits from the society a burden of tendencies, which shapes us willy-nilly; but our capacity to be conscious of this fact saves us from being strictly determined. People need to understand the social influences that normally shape our behaviour, then we can decide how to react to those influences. Turton and Orr (1993:149) endorse that to care in the community is to be aware of the influences of many social, economic and political factors.

Brigham (1991:41) maintains that none of us will always make the wisest behavioural choice, but an awareness of social psychology can enlighten us to the range of social psychological factors that may infringe on our free choice in any social situation.

Swanepoel (1997:13) points out that empowerment is a collective action, people sharing a mutual interest, sentiment or concerns act together and in concert. Effective leadership empowers an organization to maximize its contribution to the well-being of its members and the larger society of which is part of.

2.9.1 INDIVIDUAL MOTIVATION

Luthans (1992:147) defines motivation as a process that starts with physiological or psychological deficiency or need that activates behaviour or a drive that is aimed at a goal or incentive. The key to understanding the process of motivation lies in the meaning, and relationship between needs, drives and incentives.

Motivation is a very important process in understanding behaviour. It should be presented along with perception, personality, attitudes and learning, as seen by Luthans (1992:146). Reynolds (1996:12) regards school as an input-throughput-

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output system. It includes motivation, willingness, the capability and the capacity to improve all the important actors within the system.

West and Farr (1990:66) maintain that efficacy has a powerful impact on human behaviour related to change. They further define efficacy as self-perceptions about one's ability to produce and to regulate events in one's life. Efficacy is concerned with self-judgements about how well one can execute those courses of action that are required to deal with a particular problem or challenge.

Bandura in West and Farr (1990:67) maintains that strong perceptions of efficaciousness result in the individual approaching tasks with enthusiasm, expending great amounts of effort toward task accomplishment, and persisting in the face of obstacles. Jenkins (1991:18) maintains that transformational leadership builds on people's need for meaning and for purpose in organizational life, and involves leaders and followers engaging in such a way as to lift one another to higher levels of motivation and morality. In this way, HIV/AIDS awareness campaigns, according to the researcher will lead to all stakeholders encouraging each other to know the dangers of the pandemic.

2.9.2 LIFE SKILLS

Life skills are essential for successful living and learning. Life skills are a large range of coping abilities people need to be able to function effectively in their everyday lives. As human beings develop skills, they should be able to deal with challenges and problems better and even prevent some problems from occurring. According to Life Skills and HIV/AIDS Education Programme Teacher's Guide (1999:72) life skills make life easier. The more we practice these skills the greater our abilities become to live successfully and to do the best we can.

When life skills are achieved, capacity building (the growth and development of people) becomes a reality. Life Skills policy document (1999:73) maintains that life

skills include abilities such as being able to communicate effectively, handle your emotions and to find personal meaning in life. Through life skills people become empowered. According to Rooth (1997:47) we are empowered when we:

- Believe in ourselves
- Take control of our lives
- Can cope with life
- Feel in charge of what is happening to us and around us
- Feel motivated
- Feel confident to face the challenges of life
- Achieve the best that we are able to

2.10 CONCLUSION

In this chapter the researcher has discussed the communication process and theories in relation to perceptions and understanding of HIV/AIDS awareness campaigns, tools of communication, dialogue, appreciative inquiry, attitudes change theory, theory of planned behaviour, self-perception theory, image, belief-hierarchy theory, great person theory of leadership, management of behavioural change, individual motivation and life skills. In the next chapter the researcher will discuss empirical investigation in relation to research plan, sampling, case studies, data collection instruments and data analysis.

CHAPTER 3

EMPIRICAL INVESTIGATION AND RESEARCH DESIGN

3.1 INTRODUCTION

This chapter focuses on empirical investigations, in relation to research design, methods of this project, the target population, sampling, the administrative arrangements, data collection instruments and data analysis.

Since the onset of the HIV/AIDS pandemic, societies gradually have been forced to address the issue of prevention, and numerous techniques have been used in attempting to communicate the risk of HIV infection. Sligson and Peterson (1992:124) maintain that although some studies have found that HIV/AIDS prevention programmes can be successful, others have reported a lack of success in raising levels or in reducing high-risk sexual behaviour.

Bandura in (Seligson & Peterson 1992:123) provides a list of identifiable patterns that may influence an individual's willingness to modify attitudes and behaviour to prevent HIV/AIDS:

- ➢ Knowledge of this disease and of preventive behaviour.
- ➢ The perceived benefits and costs of engaging in preventive behaviour.
- ➢ A cue to action that triggers preventive behaviour.
- ➢ Peer and social norms, which may be perceived as supporting or discouraging preventive behaviour.
- ➢ A sense of self-efficacy, or seeing oneself as capable of engaging in preventive behaviour.

3.2 DESIGN AND METHODS OF RESEARCH

3.2.1 RESEARCH INSTRUMENTS

During the process of this research investigation, interviews are adopted as an instrument of research, (Paragraph 1.8.3.1).

3.2.1.1 INTERVIEWS

The main purpose of using interviews in this research process is to investigate the perceptions of school principals on HIV/AIDS awareness campaigns carried in public schools. During the interview process, questions were asked as worded, as states Bailey (1987:187) that every respondent is asked the same questions. Questions were asked in order to all respondents, as in paragraph 1.8.3.1.1.

3.3 TARGET POPULATION

This research process investigates principals of six schools, three primary schools and three secondary schools [two middle and 1 high school]. From each of the six public schools, a principal was targeted for interview. Before asking the questions, the researcher started by reassuring every interviewee that his or her selection was completely a random exercise and that he or she was not in any way targeted as a person. In a random sampling, each person has a probability of being chosen for the sample. Baily (1987:87) states that every collection of persons of the same size has an equal probability of becoming actual sample.

According to Oyinlade, et al. (2003:3) a principal's roles change frequently and become increasingly stressful. Typical stressful roles of the principal include the emerging role of community leader, greater expectations of accountability, the increased role of manager, changing demographic characteristics of students,

shared decision making along with decentralization, and greater expectations of public relations activities.

The researcher further more advised every interviewee to be free in his or her responses because there was no way that his or her position will be prejudiced because of the interview.

3.4 ADMINISTRATIVE ARRANGEMENTS

Permission was sought to conduct the research project in public schools in the Rustenburg area, as in paragraph 1.5.

3.4.1 APPROVAL FROM THE AREA OFFICE

This research project takes place in schools in the Rustenburg area. Rustenburg circuit office was approached for permission to conduct research. After permission was granted, the researcher contacted individual schools to secure appointment with the respondents. [Annexure 1]

3.5 CONDUCTING INTERVIEWS

Every school principal was interviewed separately. Pre-arrangements were made with school principal to secure date and time of the scheduled interview. All interviews took place at respective schools. Each interview lasted an average of 40 minutes. The conversations were tape-recorded with the participants' consent. While tape-recording, the interviewer also took notes.

 Dimmock and O'Donoghue (1997:33) in reading over one's notes along with the transcribed interviews, one can identify points on which one wishes the participants to elaborate and points which one wishes the participants to clarify.

Table 3.1: CLASSIFICATION OF SCHOOLS

Variable	Number
Primary Schools	3
Middle Schools	2
High School	1
Total	6

Schools in South Africa are classified according to Primary, Middle and Secondary (High) schools. By selecting these three classifications of schools, the researcher will be in the position to reach all public schools in my area. Fifty percent (50%) of primary school principals are interviewed and fifty percent (50%) of secondary schools, as per paragraph 1.8.3.

South African Schools Act No. 84 of 1996 Section 1 (xix) defines the term 'school' as public school or an independent school, which enrols learners in one, or more grades from grade zero to grade twelve. Reynolds (1996:12) regards a school as an input-throughput-output system. It includes motivation, willingness, the capability and the capacity to improve all the important actors within the system.

Table 3.2: GENDER DISTRIBUTION OF RESPONDENTS

Variable	Number
Male	4
Female	2
Total	6

Avolio and Bass in (Ovinlade, et al. 2003:2) maintain that perceptions of the characteristics of effective leaders may vary by gender. According to Oyinlade et al. (2003:2) many studies have shown that there are differences in leadership

styles of men and women. Men are more likely to be hierarchical and women are more likely to be cooperative, collaborative and oriented toward the enhancement of their subordinates' self worth.

A total of two female principals were interviewed, one in a primary school and the other one in middle school. Four male principals were interviewed, distributed in primary, middle and high schools. The researched area is dominated predominately by male principals.

Table 3.3: QUALIFICATIONS

Variable	Number
Diploma in Education	2
Junior Degree in Education	1
Post Graduate Degree	3
Total	6

All respondents fall within the REQV 13 qualification as determined by National Qualification Framework. Four of the respondents have university qualifications (degree in education). Two respondents have college qualifications (Diploma in Education). According to the Employment of Educators Act 76 of 1998 paragraph 2.2. (a) (i) in order to qualify for appointment as an educator, a person must have at least a recognized three year qualification (REQV13) which must include appropriate training as an educator.

Table 3.4: EXPERIENCES OF RESPONDENTS

Variable	Number
1 – 5 years	1
6 – 10 years	3
11 – 15 years	1

16 – 20 years	1
Total	6

Most of the respondents are experienced principals. The experience of respondents range between 2 and 19 years. One respondent falls within 1-5 years experience. Three respondents fall within 6 –10 years experience. One respondent falls within 11–15 years. Only one respondent falls within 16 – 20 years. This biographical question assisted the researcher in getting clear background information on how respondents have been in the teaching fraternity. The researcher will be able to identify if the respondents are able to cope with change in the education sector.

3.6 PRESENTATION METHOD AND ANALYSIS OF RESPONSES

The responses are drawn from the respondents during the interview process. The questions are classified in five categories. Category 1 deals with the awareness campaigns, category 2 deals with leadership in the process of awareness campaigns, category 3 deals with resources/tools used during the campaigns, category 4 deals with communication and category 5 deals with attitudes and behavioural change.

3.6.1 AWARENESS CAMPAIGNS

3.6.1.1 PRESENCE OF HIV/AIDS AWARENESS CAMPAIGNS IN PUBLIC SCHOOLS

All respondents agreed that HIV/AIDS awareness campaigns are present in their schools. This could be an indication that HIV/AIDS receives attention in South African schools. According to National Education Policy Act 27 of 1996, Sec. 2

(2.3) it is imperative that each school must have a planned strategy to cope with the epidemic, because of the increasing prevalence of HIV/AIDS in schools.

3.6.1.2 KNOWLEDGE OF HIV/AIDS AWARENESS CAMPAIGNS

The respondents gave their own definitions of awareness campaigns. Respondent 3 in school C defined awareness campaign as *"a process of empowering learners to fend for themselves against being infected by HIV/AIDS."*

Respondent 4 in school D defines awareness campaigns as *"a means to enlighten people about a particular phenomenon, in this regard HIV/AIDS."*

According to respondent 5 in school E, HIV/AIDS campaign *"... is a situation when something is instilled on other people to teach them about something."* Respondent 1 in school A also defines awareness campaigns as *"a process of educating..."*

The definitions of the respondents indicate that they understand HIV/AIDS awareness campaigns as educating other people about the disease.

Education, according to Kruger (1986:4) concerns itself with the norms, which determine the attitude, conduct and disposition of man, and with the manner in which these norms can be made operative in the most productive and meaningful way among the developing generation. North West Department of Health and Developmental Social Welfare Policy Document of (1996:1) states that the need for education and awareness is a priority that cannot be overlooked.

3.6.1.3 GOVERNMENT DEPARTMENTS INVOLVED IN THE AWARENESS CAMPAIGNS

When asked whether the government is involved in awareness campaigns respondent 1 in school A says that *"Department of health and auxiliary services*

in Department of Education are very actively involved in the awareness campaigns in my school."

This respondent agrees with respondents 3 in school C and respondent 4 in school D who say that "*Department of health only visit us per invitation and sometimes during HIV/AIDS awareness week. They do not visit us often. They call us for workshops outside the school premises, in most cases in their offices.*" Respondents 2, 5 and 6 agree with respondent 1 in school A that Department of health and auxiliary services is supportive during the awareness campaigns.

In all researched schools, Department of health and auxiliary services are actively involved in the HIV/AIDS awareness campaigns. The department of education has a wing called auxiliary service. The auxiliary service deals much with learners who are exposed to social problems such as trauma, abuse, and diseases such as HIV/AIDS. Coombe (2001:3) maintains that 'AIDS Education' has been a major component of Government's anti-HIV/AIDS strategy.

The health department participates in the HIV/AIDS awareness campaigns, by distributing condoms, posters and pamphlets to schools. These departments have no fixed schedules of visiting schools. They do visit as per invitation. Employment of Educators Act 76 of 1998 paragraph 4.2. (e) (Vi) maintains that school principal must liase with relevant government departments, e.g. Health, Welfare, etc. as required.

3.6.1.4 NON-GOVERNMENT ORGANIZATIONS INVOLVED IN HIV/AIDS AWARENESS CAMPAIGNS IN SCHOOLS

When asked whether non-governmental organizations (NOGs) are involved in HIV/AIDS awareness campaigns respondent 5 in school E said that "*the Catholic Institute of Education [CIE] is actively involved in my school to help in raising awareness campaigns on HIV/AIDS.*"

In school F respondent 6 concurs that there is visible activity by NGOs and says, "*Love life is doing a great deal in my school through sports. Learners participate in different sporting codes organized by Love Life with a purpose of raising HIV/AIDS awareness.*

However, respondents 1, 2, 3 and 4 argue that only Love Life is involved as an NGO. *"There is no NGO which participates in the awareness campaigns in my school except Love Life."*

Most of schools have access to love life campaigns. These schools participate in love life games, which are developed to raise HIV/AIDS awareness in schools. According to love life report (2002:4) the primary goal is to reduce by fifty percent (50%) the rate of HIV infection among South African youth in the next five years. Only one school has access to Catholic Institute of Education, which is also involved in the HIV/AIDS awareness campaigns.

Only one school has no access to non-government organizations in the HIV/AIDS awareness campaigns. Principals in these schools do not play any role to woo the non-government organizations to participate in the awareness campaigns. Some of the school principals go an extra mile of inviting non-government organizations to help with funds and resources, which are HIV/AIDS, inclined.

3.6.2 LEADERSHIP

3.6.2.1 EDUCATORS WHO PARTICIPATE IN THE HIV/AIDS AWARENESS CAMPAIGNS IN SCHOOLS

When asked whether educators participate in the awareness campaigns respondent 4 in school D maintains that: *"We have educators who are actively involved in the*

awareness campaigns in my school. They receive training and attend workshops from the Department of Health and Auxiliary Services."

In the same vein respondent 6 in school F states that: "O*ur two guidance counsellors are key participants in the awareness campaigns in my school. They receive extensive training on how to deal with learners accordingly."*

Similarly, respondent 1 in school A said: "*In my school Life Orientation educators lead the awareness campaigns as they integrate HIV/AIDS in their lessons."*

All schools have educators who are involved in the awareness campaigns; they manage and attend workshops on HIV/AIDS.   Some of the schools have educators participating on a voluntary basis. Most of other educators are reluctant to participate in the awareness campaigns. The burden of the work is left predominately with the trained personnel.

3.6.2.2 OPINION ABOUT EDUCATORS WHO PARTICIPATE IN HIV/AIDS AWARENESS CAMPAIGNS AND HAVE TO TEACH AT THE SAME TIME

The respondents were also asked whether educators who participate in the campaigns have their workload reduced. Respondent 2 in school B argues that *"It is very strenuous for educators to teach and manage HIV/AIDS awareness campaigns at the same time. There must be full time activists employed in schools to deal specifically with HIV/AIDS awareness campaigns."*

Similarly respondent 3 in school C maintains that *"This is all about being a teacher. These teachers help their communities. HIV/AIDS is real and needs attention, if educators do nothing about it, whom are they going to teach?"*

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Most of the school principals have no problems with educators who participate in awareness campaigns. These principals have HIV/AIDS lessons running in the school timetable. One period is allocated once a week for every class. In some of these schools, HIV/AIDS lessons are integrated in other learning areas. Coombe (2001:) maintains that efforts have been made to infuse safe sex messages throughout all syllabi in schools.

Some of school principals find it difficult and strenuous for teachers to teach and manage HIV/AIDS campaigns at the same time. In these schools often learners' work is not up to date, due to absence of teachers who attend HIV/AIDS workshops.

3.6.2.3 ROLE OF PRINCIPALS IN THE HIV/AIDS AWARENESS CAMPAIGNS

The respondents were also asked about the role played by the principals in the awareness campaigns. Respondents 4 in school D says *"I offer supervision and motivation during the campaigns"* In the same vein, respondent 3 in school C concurs that *"I ensure that HIV/AIDS lessons are carried out. I also help kids and communicate with their families"* Similarly, respondent 1 in school A agrees by saying that *"I invite speakers to talk about HIV/AIDS. I also take time during morning devotion to talk about HIV/AIDS."* It seems most participants agree that school principal play a role in the campaigns. Hence respondent 6 in school F also said that *"I lead the campaigns. I ensure that time is available; encourage educators to handle learners with care. I also encourage the SGB to play a role during the campaigns."*

All school principals are actively involved in the HIV/AIDS awareness campaigns in their schools. They ensure that teachers receive training and support. Principals offer motivation to the educators and learners in their schools. They ensure that HIV/AIDS policies are in place and are carried-out accordingly. They liase with

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relevant structures and co-operate with the school governing body with regard to all aspects as stated in Employment of Educators Act 76 of 1998, sec. 4.2. (Vi).

3.6.2.4 RESPONDENTS WHO ATTACH SIGNIFICANCE ON HIV/AIDS CAMPAIGNS IN THEIR SCHOOLS

The respondents were also asked whether they attach any significance on the campaigns running in their schools. Respondent 4 in school D says *"I do attach significance to the campaigns in my school, but we need more visual materials to make people aware. It is not enough for learners to listen to teachers without seeing. Seeing is believing."*

All school principals attach value to the HIV/AIDS awareness campaigns. HIV/AIDS poses a threat to all sectors of the society and need persuasive campaigns to make learners aware of the dangers.

3.6.2.5 OPINIONS OF RESPONDENTS ON HIV/AIDS AWARENESS CAMPAIGNS AND QUALITY SCHOOL TIME

On the question whether the campaigns were not interfering with school activities respondent 3 in school C says *"The campaigns do not temper with quality school time because they are included in the time table."* In the same vein respondent 2 in school B concurs in this way *"Not at all, these are valuable and should be given the opportunity to take place."*

All respondents maintain that the awareness campaigns in their schools are very necessary and should be maintained. There is proper management of the campaigns as they are included in school timetable. Love life report (May 2003:) maintains that the best chance of changing the course of the HIV/AIDS pandemic is by influencing the sexual behaviour of young people before they become sexually active.

3.6.3 RESOURCES

3.6.3.1 RESOURCES USED DURING CAMPAIGNS

This section deals with resources used during the campaigns. It seems as if resources play a vital role during the campaigns and increase the chances of success of the campaigns. Respondent 5 in school E maintains that: *"We use posters, pamphlets and books during the awareness campaigns."* *R*espondent 6 in school F maintains that: *"We use telephones, video cassettes and posters."* In the same vein respondent 4 in school D agrees that: *"we use our school funds to buy hand gloves, posters and stationary. The department must supply these resources to schools."* However, respondent 5 in school E argues that: *"It is difficult to acquire necessary resources. We try to ask for donations from local business and we are often unsuccessful. Improvisation is usually the only possible option."*

Most of the respondents maintain that a variety of resources are used in their schools during the process of HIV/AIDS campaigns. These resources vary from pamphlets, pictures to candle lighting. Some schools are disadvantaged and have limited resources. Department of health often distributes candles to be lit during HIV/AIDS week in memory of the infected and affected. Principals maintain a need for visual aids in schools during the campaigns.

3.6.4 COMMUNICATION

3.6.4.1 MEANS OF COMMUNICATION

In this section the researcher asked the respondents on the type of media they use to communicate with their clients. Respondent 4 in school D says that*" The medium of instruction during the campaigns in my school is English. Other*

aspects are explained in mother tongue". Similarly, respondent 6 in school F maintains that: *"English is a means of communication during the campaigns. Learners are trained to communicate and interact with their teachers, their peers and their families".* In addition, respondent 5 in school E argues that *"It is difficult to communicate with all learners as we run short of communication facilities such as radios, television sets and we are unable to purchase newspapers. We do not have even an equipped library."*

Some of the schools have access to communication resources, through the media. Television sets are used to show video cassettes related to HIV/AIDS. Newspaper cuttings are displayed on notice boards to make learners aware of the stories related to HIV/AIDS. Some of the schools experience poor communication skills, due to lack of resources and funds.

All instructions are given through the medium of language, and language forms an essential part of education. Kruger (1986:121) maintains that language is a means of giving meaning. Our language affects the attitudes and subsequent behaviours of others. Barker and Gaut (1996; 37) cite that language patterns have an effect on the degree to which people are perceived to be credible or powerful.

3.6.5 ATTITUDES AND BEHAVIOURAL CHANGE

3.6.5.1 BEHAVIOURAL CHANGE OF LEARNERS

This section deals with attitudes of learners towards the campaigns. The aim is to determine whether the campaigns are effective in bringing behavioural change among learners. Respondent 4 in school D says that *"Changes are not so clear. The programmes are not yet effective. Learners are still sexually active. I am not sure if they use condoms. It is very bad to see 12 year olds participating in sexual activity. They are supposed to delay their sexual activities."*

On the contrary, respondent 2 in school B maintains that "*Yes, primary school learners are still afraid to participate in sexual activities.*" This response differs with the following *by p*articipant 1 in school A "*It is not yet easy to state. Learners are good pretenders, particularly when they are in the school premises. I really do not know how they behave outside school premises.*"

Some of the respondents regard the campaign to be changing the attitude of learners towards HIV/AIDS. Some respondents do not see any behavioural change on the side of learners. Love life report (2002:3) maintains "sex-worth waiting for, delay age of sexual debut." It is also clear that age has impact on sexual activity. There is a strong feeling that with time, HIV/AIDS awareness campaigns will transform the behaviour of learners.

3.7 GENERAL IMPRESSIONS FROM INTERVIEWEES' RESPONSES

School principals share the sentiment that HIV/AIDS is a threat to their schools and societies at large. Principals are of the opinion that the Department of Health is not doing enough in schools to raise HIV/AIDS awareness among learners. The school budgets are affected by HIV/AIDS awareness campaigns in schools, through purchasing of resources and transporting educators to attend workshops. Principals regard HIV/AIDS awareness campaigns to be effective in their schools.

During the interview process, principals were occasionally inclined to use the technical language of educational management and leadership. When such occasions arose, the interviewer allowed the participants to converse in this way, while being careful not to steer them down a pathway, which might have interfered with the relaxed rapport, which had been established. At all times, the aim of the interviewer is to be friendly, objective, cautious, diplomatic, persevering and patient.

3.8 CONCLUSIONS DRAWN FROM INTERVIWEES' RESPONSES

All school principals in the Rustenburg area support HIV/AIDS awareness campaigns in their schools. These principals participate in the awareness campaigns in their schools, they support and give motivation to educators and learners.

3.9 CONCLUSION

Now is the time for all school principals to come out of the ivory tower. AIDS is a real phenomenon, and it is not going away overnight. As more and more students come out of the HIV/AIDS "closet". Seligson and Peterson (1992: 136) maintain that schools will be forced to deal directly with the fact that they must join forces with their surrounding communities in preventing the further spread of HIV/AIDS.

Chapter 3 outlined empirical investigations in relation to design, interpretation and analysis. The target population was school principals, who were all interviewed. The next chapter will focus on research findings, recommendations, further field of study and the final conclusion.

CHAPTER 4

SUMMARY, RESEARCH FINDINGS, RECOMMENDATIONS, FURTHER FIELD OF STUDY AND CONCLUSION

4.1 INTRODUCTION

It is essential for all principals to understand the fertile ground where HIV/AIDS thrives, which sustains the growing pandemic and on which trauma flourishes. Coombe (2001:4) maintains that teachers are the first line of defence, after medical professionals, in the fight against HIV/AIDS.

Educators are also mandated to help mitigate the impact of the HIV/AIDS on those they teach, and support learners coping with the disaster. Education managers at all levels, from school to departmental level, are responsible for developing and implementing strategic plans to help individual learners and their families, teachers and the system itself to survive the pandemic's attack.

The purpose of this chapter is to outline and evaluate the implications of the research findings obtained during the survey, recommendations, further field of study and conclusions.

4.2 SUMMARY OF CHAPTERS

4.2.1 CHAPTER 1

In this chapter the researcher introduced the perceptions of school principals of HIV/AIDS awareness campaigns in public schools. Research problem was outlined in this chapter and the main aim of the study was outlined. The researched area was identified as schools in Rustenburg in North West province. The study concentrated only on principals of primary, middle and high schools.

Heliotropic Hypothesis of Appreciative Inquiry informs the study. Semi-structured interviews were selected as the main approach to this study. Data were collected and analysed.

4.2.2 CHAPTER 2

This chapter contains literature review and theoretical framework on HIV/AIDS awareness campaigns and leadership involvement in schools. Theories discussed include the following; attitude change theory, theory of planned behaviour, self-perception theory, belief-hierarchy theory and great person theory.

Communication process on awareness campaigns in relations to; tools, reception, attitudes, image, inner dialogue, belief and truth and leadership on awareness campaigns, management of behavioral change and condom usage, were explored.

4.2.3 CHAPTER 3

This chapter investigates empirical research design and method of research. Interviews were conducted among school principals, as in paragraph 3.3. Coding was adopted to select and classify data. The process followed during data collection process is explained on perceptions of school principals of HIV/AIDS awareness campaigns. Role players during campaigns are also investigated. These include among others; government departments and non-government organizations.

4.2.4 CHAPTER 4

This chapter outlines and evaluates the implications of the research findings obtained during the survey, recommendations and further field of study. Final conclusions are drawn in this chapter.

4.3 RESEARCH FINDINGS

The research investigations carried in public schools in the Rustenburg area, resulted in the following findings:

4.3.1 ROLE OF SCHOOL PRINCIPALS

➢ Learners and educators depend on the authority of principals to participate in the campaigns fully. Principals use the ability to share responsibilities with and to give adequate authority to subordinates to perform the task [paragraph. 3.3].

➢ School principals are supportive to educators and learners in running the HIV/AIDS awareness campaigns in schools [paragraph 3.6.2.3].

➢ Most of the principals have vision for the future: they have ideas, goals and objectives for the future of the school and the ability to meet the school's present needs [paragraph 3.6.2.3].

4.3.2 IMPORTANCE OF HIV/AIDS AWARENESS CAMPAIGNS IN PUBLIC SCHOOLS

➢ HIV/AIDS awareness campaigns carried in public schools are very important and necessary [paragraph 3.6.1.1].

➢ Life skill periods offered in secondary schools raise awareness on HIV/AIDS.

➢ School principals attach value and significance on the awareness campaigns carried in schools [paragraph 3.6.2.4].

4.3.3 THE ROLE OF GOVERNMENT ON HIV/AIDS AWARENESS CAMPAIGNS

4.3.3.1 BUDGET

➢ School principals need the departments of education and health to do more in supplying funds and human resource to deal with HIV/AIDS awareness campaigns in schools [paragraph 3.6.1.2].

4.3.3.2 INTER-SECTORAL INVOLVEMENT

➢ Department of health is in partnership with department of education in the process of HIV/AIDS awareness campaigns in public schools [paragraph 3.6.1.2].

4.3.4 ROLE OF NON-GOVERNMENT ORGANIZATIONS

➢ In some of the schools, principals invite NGO's or private organizations to help in the HIV/AIDS awareness campaigns [paragraph 3.6.1.3].

➢ Some principals go out of their way to seek help for raising funds to contribute in the HIV/AIDS awareness campaigns [paragraph 3.6.1.3].

4.3.5 ROLE OF EDUCATORS

➢ Most of the educators are not committed to the awareness campaigns; only those who receive training remain with the burden of ensuring that campaigns flourish in schools [paragraph 3.6.3.1].

➢ Educators are faced with a serious burden of teaching and of managing the awareness campaigns [paragraph 3.6.3.1].

➢ There is a need for well-defined schedules of the department of health and auxiliary services to visit schools [paragraph 3.6.1.2].

➢ There is very good time management related to the awareness campaigns as periods are allocated once a week for every class in secondary schools [paragraphs 3.6.2.2 and 3.6.2.5].

4.3.6 RESOURCES USED DURING HIV/AIDS AWARENESS CAMPAIGNS

➢ Varieties of resources are available in schools related to HIV/AIDS awareness campaigns [paragraph 3.6.3.1].

4.3.7 MEANS OF COMMUNICATION

➢ In some schools there is poor communication due to lack of resources and funds [paragraph 3.6.4.1].

➢ Some schools have access to good communication resources [paragraph 3.6.4.1].

➢ Communication plays a vital role in ensuring principals' commitment and involvement in the campaigns.

These findings endorse that school principals do understand the importance of HIV/AIDS awareness campaigns in their schools.

4.4. RECOMMENDATIONS

Most of the school principals align themselves positively with the HIV/AIDS awareness campaigns carried in their schools. The following are

recommendations to improve the process of HIV/AIDS awareness campaigns in public schools:

4.4.1 ROLE OF DEPARTMENT OF EDUCATION

4.4.1.1 BUDGET

➢ The department of education should allocate a budget to schools to deal specifically with HIV/AIDS awareness campaigns.

4.4.1.2 CURRICULUM EXTENTION

➢ HIV/AIDS should be integrated in the school curriculum as a compulsory school subject.

4.4.1.3 ADVOCACY

➢ School principals should receive training on HIV/AIDS.

4.4.1.4 INTERSECTORAL RELATIONS

➢ Full time officers should be employed in schools to work hand in hand with educators.

➢ The department of social services should form partnerships with the department of education in providing counselling in public schools.

4.4.2 ROLE OF NON-GOVERNMENT ORGANIZATIONS

➢ Non-government organizations should be involved in the HIV/AIDS awareness campaigns in schools.

➢ Non-government organizations should provide training material and funding to schools for raising HIV/AIDS awareness in public schools.

4.5 FURTHER FIELD OF STUDY

This research project concentrated only on the perception of school principals on HIV/AIDS awareness campaigns in public schools.

The following aspects of the topic can still be explored:

➢ The perceptions of educators, learners and parents on HIV/AIDS awareness campaigns in public schools.

➢ Factors that hamper HIV/AIDS awareness campaigns in public and private schools.

➢ The role of non-government organizations on HIV/AIDS awareness campaigns in public schools.

➢ The role of the department of education on HIV/AIDS awareness campaigns in public schools.

4.6. SHORTCOMINGS OF THE STUDY

The following are the shortcomings of this research project:

▪ During interviews, the researcher was confined to the structured questions and no follow-up questions were asked, as a result the work of the researcher became difficult. Denzin and Lincoln (2000:649) confirm that there is very little flexibility in the way questions are asked in semi-structured interviews.

- Face-to-face interaction with the respondents appeared to be intimidating. The facial expression of some respondents indicated that they were not relaxed. Mason (2001:46) maintains that during interviews, observing, picking up verbal and non-verbal cues and the mood of respondents enable the researcher to recognize when respondents become bored, tired, angry, upset and embarrassed.

4.7 CONCLUSION

Chapter 4 deals with research outline, findings, recommendations and further field of study. This research project investigates the perceptions of school principals on HIV/AIDS awareness campaigns in public schools. It has shown that there are mechanisms in place to reduce the spread of the deadly disease, HIV/AIDS, among school children.

This study concludes that all members of the society at large, government and non-government organizations, need to be aware and to contribute in raising HIV/AIDS awareness in all corners of societies. It should also be stated that the education sector has a special responsibility with respect to this pandemic (HIV/AIDS). Coombe (2001:5) cites that the education sector must help in containing the spread of the virus through life skills teaching, care and counselling. It must also take responsibility for protecting the system of education, helping educators to live with the virus now that it is transformed into a rolling pandemic, so that the sector can continue to provide education and training of suitable quality.

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ANNEXURE 1: LETTER OF PERMISSION

P.O. Box 8269

Rustenburg

0300

30 August 2003

The Manager

Rustenburg District

RUSTENBURG

0300

Dear Sir

Request for Permission to do Research

I hereby request permission to undertake research in the following selected schools in your area:

1. Letsibogo Primary School
2. Tshirologang Primary School
3. Tlhotlheletsang Primary School
4. St. Gerard Majella Middle School
5. Sekete IV High School
6. Matsukubyane Middle School

My research topic is "The Perception of School Principals on HIV/AIDS Awareness Campaigns in Public Schools". This research is for completing the requirements pertaining to my studies for Master of Philosophy degree with University of Pretoria.

Thanking you in anticipation.

Yours Faithfully

Sekopane M.A.

sekopane@webmail.co.za 084 250 3456

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ANNEXURE 2: STRUCTURED INTERVIEWS

QUESTIONNAIRE FOR THE INTERVIEW WITH SCHOOL PRINCIPALS

I.   Biographical questions

1. Type of school …………………..

2. Qualifications …………………………………………….

3. Experience as principal ………………………………..

II.   Awareness campaigns

1. Are there HIV/AIDS awareness campaigns in your school?

2. How do you define HIV/AIDS awareness campaigns?

3. Which NGO's are involved in the awareness campaigns in your school?

4. Which government departments are involved in the awareness campaigns in your school?

5. How often do they visit your school? (If any)

6. Are there educators who participate in the awareness campaigns?

7. To what extend do the educators receive training on HIV/AIDS awareness?

8. What is your opinion about educators who participate in awareness campaigns and have to teach at the same time?

III.   Resources

9. Which resources are available to make the HIV/AIDS awareness campaigns viable?

10. Who provides them, if any?

IV.   Leadership

11. Which role do you play in your capacity as the principal in the HIV/AIDS awareness campaigns in your school?

12. To what extend do you attach significance to the campaigns?

13. In your opinion are the campaigns not tempering with *quality* school time?

V.   Attitudes

14. What are the attitudes of staff members towards the campaigns?

15. What are your observations on the attitudes of learners towards the campaigns?

16. What do you think could be done to encourage all stakeholders in your school to participate fully on the awareness campaigns?

VI.   Communication

17. Which means of communication is used predominately during the campaigns?

18. Which other possible means of communication do you regard as ideal for raising HIV/AIDS awareness campaigns in your school?

VII.   Behavioural Change

19. Are there changes in the social and sexual behaviour of the learners?

20. What do you think could lead to these changes, if any?

21. Which other means do you think could be utilized to change the sexual behaviour of learners?

VIII.   *General*

22. What are your general impressions of HIV/AIDS campaigns in your school?

23. Do you regard the campaigns to be effective in your school, and why?

24. Which factors, according to you, may be regarded as the short falls of the campaigns?