Content analysis of developmental assets in HIV/AIDS message framing

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Content analysis of developmental assets
in HIV/AIDS message framing

by

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May your days be filled with the glory of God.
May God's power be your stepping stones.
May God's dreams become your reality and His hope your drive.
May God's love become your comfort and His grace your joy.
I pray that God's character becomes your identity and greatness your destiny.

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I, Marlize Malan van Rooyen (student number 23080991) hereby declare that all the resources consulted are included in the reference list and that this study titled: **Content analysis of developmental assets in HIV/AIDS message framing** is my original work. This thesis was not previously submitted by me for any degree at another university.

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M. Malan van Rooyen
August 2010

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The purpose of this qualitative study was to explore and describe how the developmental asset framework could be used to conceptualise HIV/AIDS message framing. LoveLife media messages (as gain-framed HIV/AIDS prevention messages) were purposefully sampled. Qualitative content analysis allowed loveLife media messages to be analysed through coding, categorisation and memoing.

The analysis process revealed core values and developmental assets portrayed in gain-framed HIV/AIDS prevention messages. Core values identified included, *love, respect* (portrayed least)*, dignity* (portrayed most) and *responsibility.* Internal assets identified included, *achievement motivation, school engagement, responsibility, integrity, restraint, honesty, planning and decision making, resistant skills, personal power, sense of purpose, self-esteem and positive view of personal future.* External assets identified included, *family support and positive family communication. Responsibility* and *personal power* were portrayed most and *honesty* together with *family support* and *positive family communication* least. Broadcast messages portrayed the most developmental assets and outdoor messages the least. Correlations were found between core values *love, dignity* and *responsibility* and the identified developmental assets.

Insight was gained into three potential roles developmental assets could play in framing HIV/AIDS prevention messages. Firstly, developmental assets could serve as a source of enablement to make youth aware of strengths they could utilise to foster well-being. Secondly, developmental assets could direct incorporation of positive psychology principles in designing HIV/AIDS prevention messages. Lastly, the study revealed that the developmental asset framework could be used in conjunction with the theory of message framing in designing HIV/AIDS prevention messages.

Core values

Developmental assets

Theory of Message framing

LoveLife media messages

Gain-framed messages

Developmental asset framework

Positive Psychology

HIV/AIDS prevention

Enablement

Benefits

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1.1   INTRODUCTION AND RATIONALE

In 2008, there were an estimated 25 million HIV infections and 33 million AIDS related deaths (Kallings, 2008). With increasing deaths and infections, HIV/AIDS remains a force to be reckoned with (ibid.). This harsh reality affects South Africa even more as the country with the highest HIV/AIDS infection rate. This fact urgently calls for effective HIV/AIDS prevention strategies in South Africa (Hargreaves, Bonell, Morison, Kim, Phetla, Porter, Watts & Pronyk 2007; Simon, Ho & Karm, 2006).

Positive psychology, the message framing theory, and a few studies have suggested that prevention can take a positive tone to inspire people to become hopeful and future orientated. Positive psychology believes in positive prevention which entails identifying and amplifying strengths to prevent destructive behaviours (Seligman, 2002). The message framing theory (prospect theory) suggests that positive prevention could take the form of gain-framed messages, which refer to messages that emphasise the benefits of healthy decisions and behaviours (Salovey & Williams-Piehota, 2004). According to Scott-Sheldon, Marsh, Johnson and Glasford (2006), messages should portray pleasure associated with healthy behaviours to incorporate a positive tone in prevention messages. In this study, I have argued that the developmental asset framework could direct messages to be framed in a positive and inspiring manner.

Various research studies have dedicated their efforts towards gaining insight into the nature and effectiveness of HIV/AIDS prevention programmes. Several trends in HIV/AIDS prevention are evident in these studies. These trends include portraying knowledge and skills, paying attention to what is portrayed, how it is portrayed and taking into account the characteristics of the target populations (Hartell, 2005; http://www.lovelife.org.za/; Gibson & Nadasen, 2007; Peltzer & Promtussananon, 2003; Scott-Sheldon *et al.*, 2006). However, there seemed to be a lack of literature on how HIV/AIDS prevention programmes use strategies (other than portraying knowledge and skills) to address HIV infection rates. Furthermore, there seemed to be a lack of literature on how, specifically HIV/AIDS programmes can frame messages positively. These limitations in literature motivated the

need for research on how HIV/AIDS prevention messages can be framed in a positive[1] manner by relying on the developmental asset framework to extend messages beyond portraying knowledge and skills

Literature on prevention reveals that message framing theory (prospect theory) and the developmental asset framework can play substantial roles in HIV/AIDS prevention, specifically pertaining to how prevention programmes frame messages (Salovey & Wegener, 2003; Aspy, Vesely, Tolma, Oman, Rodine, Marshall & Fluhr, 2010). Most literature on message framing reveals that prevention messages need to be framed in a positive way by emphasising benefits (gain-framed messages) that can be obtained if a person chooses to comply with the healthy behaviour portrayed in the messages (O'Malley, Steward, Nevert, Land & Salovey, 2004; Goold, Bustard, Ferguson, Carlin, Neal & Bowman, 2006; Gillian & Straub, 2009; Satia, Barlow, Armstrong-Brown & Walters, 2010). Similarly, the developmental asset framework approaches prevention in a positive way by relying on utilising strengths in and around youth to enable them to foster well-being (Scales & Leffert, 1999; Deb & Arora, 2008; Ebersöhn & Eloff, 2006). It seems as if both the theory of message framing (prospect theory) and the developmental asset framework takes a positive approach towards prevention. Based on the commonality there seems to be a possibility that developmental assets can be used to conceptualise gain-framed messages (in HIVAIDS prevention). In order to have a closer look at this possibility, I needed to find a sample of HIV/AIDS prevention messages that used gain framing. The South African HIV/AIDS prevention campaign loveLife seemed to be a valuable data source, as part of their strategy includes portraying hope, future mindedness and core values (character strengths) to motivate healthy behaviours (http://www.lovelife.org.za/corporate/index.html/). Insights into core values (character strengths) and developmental assets portrayed in these gain-framed messages (loveLife messages), lead to understanding how the developmental asset framework is currently used in gain-framed messages and how it can be used in future to conceptualise HIV/AIDS message framing.

Based on first impressions, after a preliminary screening of literature (refer to chapter 2, section 2.3), I assumed the following:

- Enablement to foster well-being through strength utilisation underpins the developmental asset-framework.
- Gain-framed HIV/AIDS prevention messages (loveLife prevention messages) portray core values as strengths that foster well-being and a positive future perspective.

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[1]   Positive HIV/AIDS prevention messages refer to messages that are framed according to the principles of positive psychology.

- Gain-framed HIV/AIDS prevention messages (loveLife prevention messages) portray developmental assets.
- Core values in HIV/AIDS gain-framed messages (loveLife prevention messages) correlate with developmental assets.

1.2   STATEMENT OF INTENT AND AIMS

The aim of this study was exploratory and descriptive in nature (Mouton, 2001). The study aimed to explore and describe how the developmental asset framework could be used to conceptualise gain-framed messages in HIV/AIDS prevention. The study entailed exploring the current use of the developmental asset framework in gain-framed HIV/AIDS prevention messages. Furthermore, the study described how HIV/AIDS prevention programmes could use the theory of message framing and developmental assets in designing prevention messages.

The following primary research question thus guided this study: How can insights into developmental assets portrayed by loveLife media messages contribute to understandings of HIV/AIDS message framing?

The following secondary questions helped to ensure a thorough exploration of the primary question:
- Which core values are portrayed by loveLife media messages?
- Which developmental assets are portrayed in loveLife media messages?
- Which identified core values can be described as developmental assets?
- What does the portrayal of developmental assets in loveLife media messages reveal about using developmental assets in HIV/AIDS preventative messages?

1.3   CONCEPT CLARIFICATION

With regard to clarification, the following concepts used in the study are explained: "positive psychology"; "core values"; "developmental assets"; "loveLife media messages"; "content analysis" as well as "message framing" and "HIV/AIDS message framing".

1.3.1   POSITIVE PSYCHOLOGY

Positive psychology is interested in ordinary human strengths and virtues that help people to maintain and obtain a 'healthy' lifestyle (Faller & College, 2001). Human potentials, motives and capacities are appreciated and intrinsic strengths, assets and resources are emphasised

(Ebersöhn & Eloff, 2006; Faller & College, 2001). These assets cannot be seen or touched, although they play a big role in obtaining and maintaining well-being (ibid.). LoveLife's preventative strategy correlates with positive psychology's outlook on preventative programmes. Positive psychology focuses on human strength and virtue as a possibility for understanding prevention and health promotion (Seligman, 2002). LoveLife's strategy mainly focuses on core values embedded on an individual level as a preventative measure (http://www.lovelife.org.za/corporate/index.html/).

1.3.2 CORE VALUES

LoveLife focuses mainly on four core values, which they also describe as behavioural values, since their strategy involves making people aware of these values so that they can direct healthy sexual behaviour (http://www.lovelife.org.za/corporate/index.html/). LoveLife provides specific definitions for each of these core values:

- *Love*[2] - Self-esteem and confidence in oneself; love for one's partner based on mutual understanding and commitment.
- *Respect* - Respect for one's elders, others and self.
- *Dignity* - The pride in being who and what you are, never degrading oneself through irresponsible behaviour, protecting the dignity of those you love, and respecting the dignity of others.
- *Responsibility* - Knowing that responsibility is a shared commodity and recognizing your share, behaving as if you want the world to be a better place and as if it is not somebody else's responsibility.

LoveLife aims at making youth aware of these core values as strengths to overcome risky situations, make healthy decisions, and direct their behaviour accordingly (http://www.lovelife.org.za). The latter correlates with the crux of the developmental framework, namely to enable youth to foster well-being by utilising their strengths. The concept of developmental assets is explained next.

1.3.3 DEVELOPMENTAL ASSETS

In this study, the developmental asset framework was used as an applicatory framework in order to obtain a closer look at how HIV/AIDS messages are framed, not only to make their audience aware of the benefits of 'healthy behaviour' but also, potentially, to enable them. Research on resilience, prevention and adolescent development served as a launch pad for the developmental asset framework (Scales & Leffert, 1999). The framework consists of forty

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[2] Core values are indicated by an italic font.

developmental assets, which serve as building blocks for healthy youth development (ibid.). These assets fall within eight categories and are classified as either internal or external assets. Figure 1.1 illustrates these categories as well as the forty identified assets within each category. The developmental asset framework aims at increasing these assets in youth to provide them with positive building blocks that will help them build a brighter future (Scales & Leffert, 1999). This framework further implies that the more developmental assets the youth mobilises the more positive experiences and fewer risk patterns they will experience (ibid.).
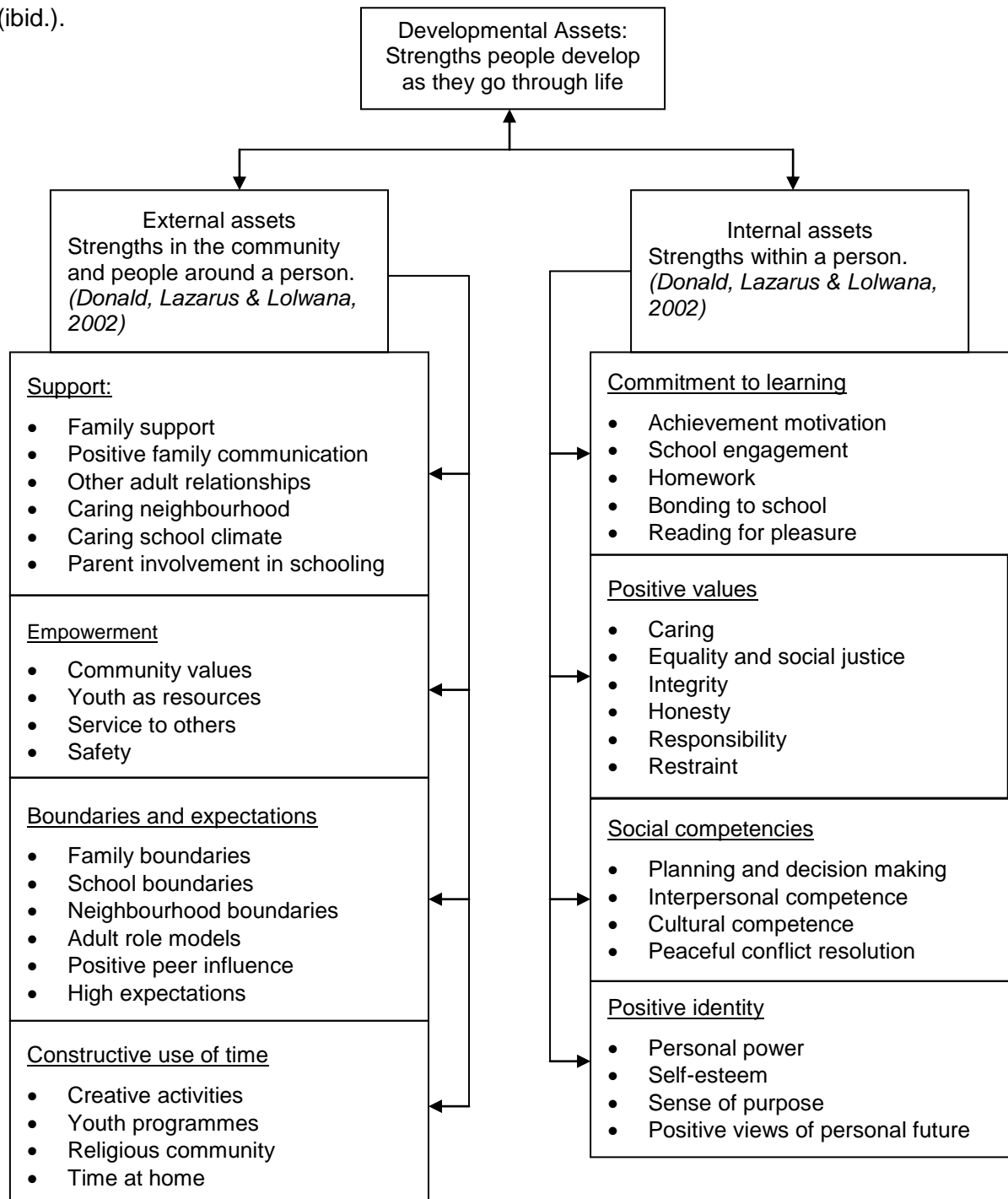
FIGURE 1.1: Outline of the forty identified developmental assets (Adapted from Scales & Leffert, 1999, pp. 5-6)

1.3.4 LOVELIFE MEDIA MESSAGES

LoveLife media messages were used as data in the current study and entailed printed, broadcast as well as outdoor media. The following figure 1.2 indicates which loveLife media messages were included in the current study:
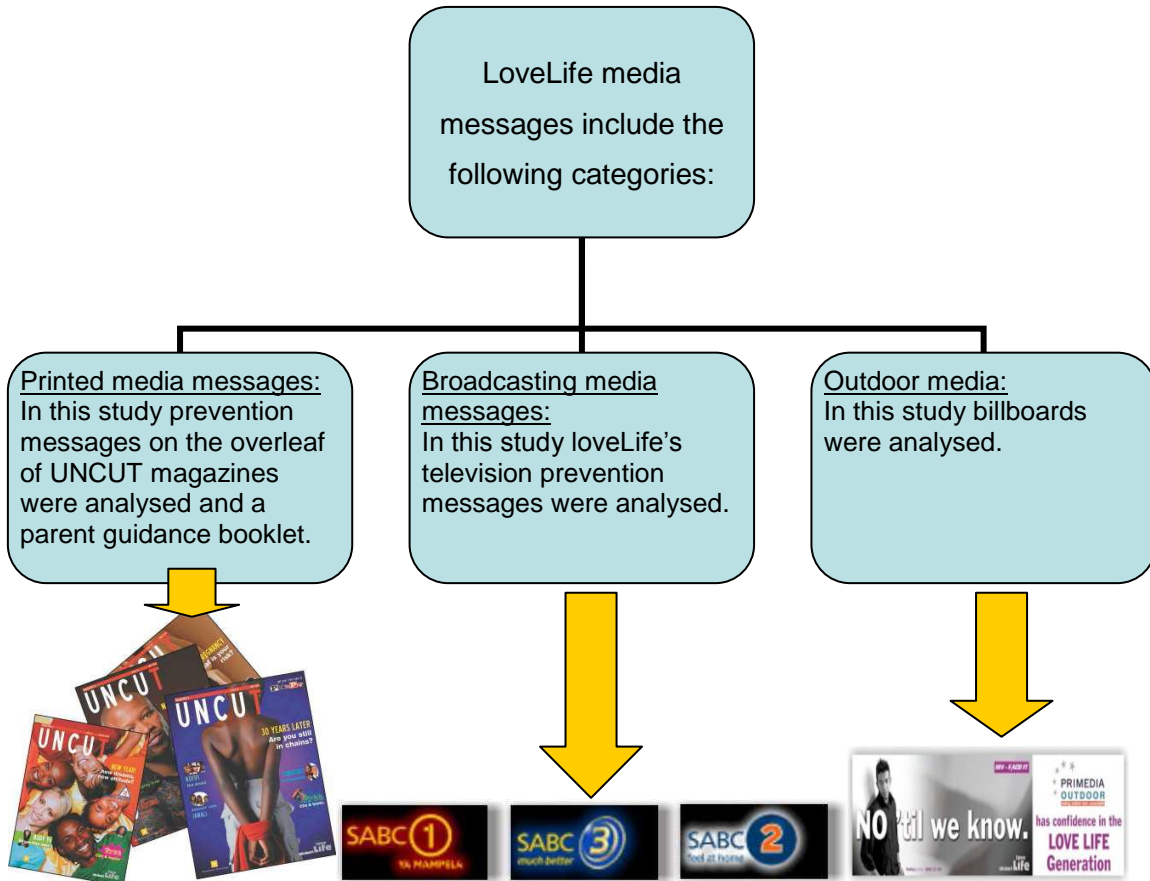
FIGURE 1.2: **LoveLife media messages** (http://www.lovelife.org.za/)

LoveLife media messages were used as data for several reasons. LoveLife's strategy involves two important components that had the potential to narrow the identified limitations in the literature. Firstly, loveLife moved away from prevention that focuses on the negative consequences and risks of irresponsible sexual behaviour towards a more positive focus (http://www.lovelife.org.za/corporate/index.html/). The positive focus entails messages of hope and a "look-for-an-opportunity" mindset (tone of optimism) to motivate healthy lifestyle choices (http://www.lovelife.org.za/). LoveLife's strategy to portray positive messages created the possibility that a contribution could be made to the literature on positive HIV/AIDS prevention messages. Secondly, loveLife's "look-for-an-opportunity" mindset is accompanied by portraying core values in their messages (http://www.lovelife.org.za/). These core values include *love, respect, dignity* and *responsibility*

(http://www.lovelife.org.za/corporate/index.html/). This strategy of portraying core values had the potential to contribute to the literature on how HIV/AIDS prevention programmes can use strategies other than portraying knowledge and skills to motivate healthy sexual choices[3].

1.3.5　MESSAGE FRAMING AND HIV/AIDS MESSAGE FRAMING:

Message framing refers to how a message is framed in terms of what the emphasis of the messages is (Salovey & Wegener, 2003). Messages are divided into two categories, namely gain-framed messages and loss-framed messages. Figure 1.3 illustrates differences between gain- and loss-framed messages and provides examples of a gain- and loss-framed message.
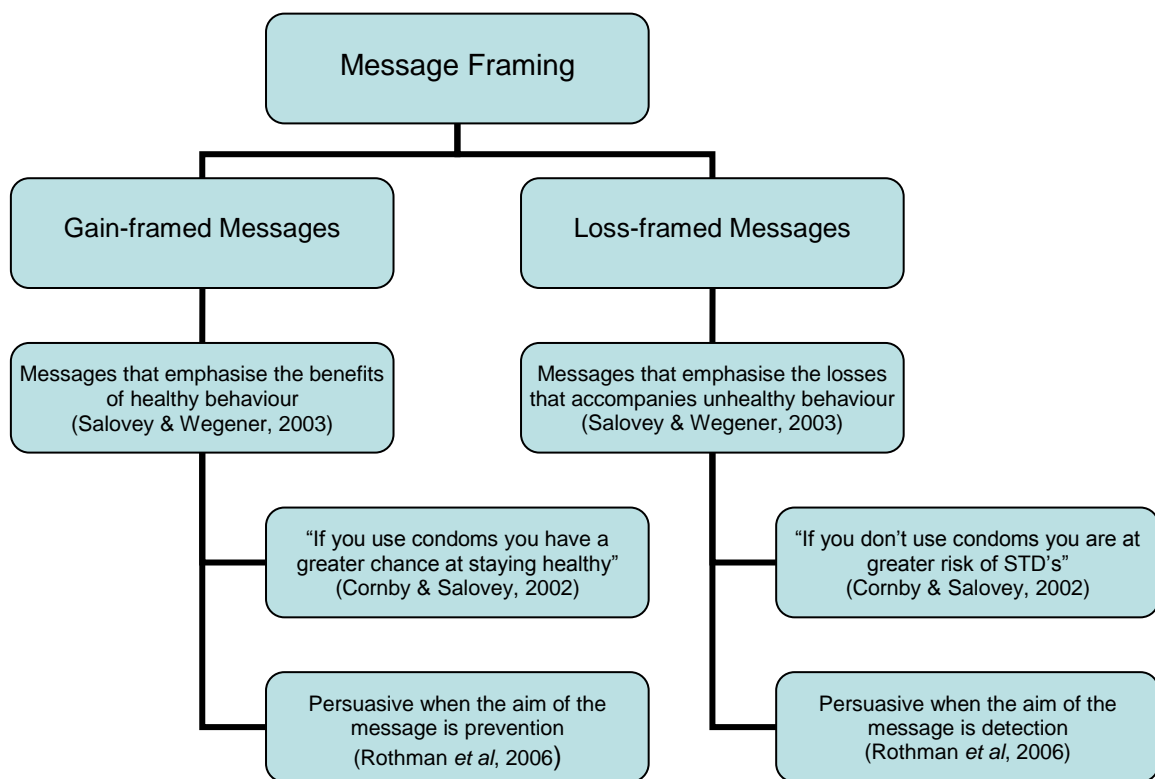
FIGURE 1.3:　Gain-framed and Loss-framed Messages

Since the current research focused mainly on HIV/AIDS preventative messages, gain-framed messages were more relevant in this study. HIV/AIDS message framing in the current study referred to how HIV/AIDS preventative messages are framed to reduce risky sexual behaviour and motivate a healthy lifestyle. Part of the current study's aim was to gain insight into HIV/AIDS preventative messages after analysing loveLife media messages in terms of

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[3] In the current study the aim of HIV/AIDS prevention is seen as motivating both healthy sexual choices and general healthy lifestyle choices that increases resilience in youth and assist them in fostering well-being.

developmental assets. I hoped to gain insight by elaborating on the idea of what gain-framed messages entailed within the context of HIV/AIDS prevention.

1.3.6 CONTENT ANALYSIS

Although content analysis is mainly associated with quantitative research it can also be used in qualitative research where it is usually referred to as qualitative content analysis (Bryman, 2001). Mayring (2000, n.p.) describes qualitative content analysis as follows, "*an approach of empirical, methodological controlled analysis of text within the context of communication, following content analytical rules and step by step models*". According to Denscombe (1998) all types of communication are suitable for content analysis, including written text, sound and pictures. In the current study, content analysis was used to analyse loveLife media messages as HIV/AIDS prevention communications. Two specific characteristics of qualitative content analysis were useful in the current study. Firstly, qualitative content analysis allows for documents to be analysed on different levels. Content analysis helped to uncover latent content by looking for meanings hidden underneath the surface of communications (Bryman, 2001). Secondly, content analysis recognises the role of the researcher in the construction of meaning of and in the text (Bryman, 2001). The latter fits into the role of a researcher in qualitative research where he/she is subjectively involved with the data in the research process (Nieuwenhuis, 2007).

1.4 PARADIGMATIC PERSPECTIVE, RESEARCH DESIGN AND METHODOLOGY

For the current study, I selected constructivism as meta-theory and qualitative research as methodological paradigm. Documents for content analysis included loveLife media messages, specifically television prevention messages, a parent guidance booklet and magazines as well as billboards. The analysis methods of coding and categorisation, allowed me to explore these messages. Table 1.1 below indicates the relevance of the chosen paradigm, methodology and design to the current study.

TABLE 1.1: Paradigmatic and methodological considerations

	Relevance to the study:
Methodological paradigm: Qualitative research	Qualitative research uses interpretive practices to get a better understanding of the subject matter at hand (Denzin & Lincoln, 2005). In the current study, the subject matter involved loveLife media messages and how they portray developmental assets in order to gain a better understanding of HIV/AIDS message framing.
Metatheoretical paradigm:	Constructivism views truth as constructed and not as an objective phenomenon that needs to be found (Nieuwenhuis, 2007). The latter

	Relevance to the study:
Constructivism	allowed me to explore new ways of understanding loveLife media messages and message framing in HIV/AIDS prevention instead of merely describing what is already there.
Research design Qualitative content analysis	According to Bryman (2001), qualitative content analysis is the most prevalent design for the qualitative analysis of documents. In short, content analysis involves the analysis of text (Patton, 2002). In this study text involved loveLife media messages. Qualitative content analysis involves exploring messages on a primary level (focus on themes and main ideas that arise from the documents) and latent level (hidden aspects of the documents) (Mayring, 2000). Exploring hidden aspects in loveLife media messages assisted the process of identifying which developmental assets are portrayed in loveLife media messages and how this contributes to HIV/AIDS message framing.
Method of data collection: Document collection	According to Nieuwenhuis (2007), when document collection is used as communication it is important to focus on communication that will shed light on the phenomenon being studied. In this study, loveLife media messages were used to shed light on HIV/AIDS message framing. LoveLife media messages served as data and were purposefully selected. These messages included television advertisements, pamphlets, magazines as well as billboards. Another important consideration when collecting the data was that the messages needed to be designed after loveLife changed their strategy from "do-or-die" messages to messages which reflected core values and a "look-for-an-opportunity" mindset.
Method of data analysis: Coding and categorization for qualitative content analysis	Coding refers to the grouping of information through the use of codes which facilitates the examination of the concrete and symbolic meaning of the data that has been collected (Nieuwenhuis, 2007). The codes that were used in the current study were based on the various developmental assets that are outlined on pages 21-22. Categorizing the data refers to organizing the coded data in such a manner that related codes fit into categories (Nieuwenhuis, 2007). Short descriptions clarify the meaning of each category (Cohen, Manion & Morris, 2000). Categorisation were used to identify correlations between core values and developmental assets.
Ethical considerations	Throughout the research I ensured ethical conduct through attending to the following: • Ensuring data collected was legitimate in terms of its type, sponsorship, originality and accessibility (Denscombe, 1998). • Being cautious not to fabricate or falsify data (Mouton, 2001). • Keeping an open mind for expected as well as unexpected findings (Rubin & Babbie, 1997).

1.5   CHAPTER OUTLINE

Chapter 1

This chapter entailed an introductory discussion on key components of the research study. The rationale of the study is discussed. The chapter states the research questions and provides a clarification of the various concepts included in the research questions. An outline of the paradigmatic perspectives, research design and research methodology is provided.

The ethical strategies and quality criteria I adhered to throughout the research are introduced in this chapter.

Chapter 2

In this chapter, the theoretical framework relevant to the current study is discussed. This chapter looks at HIV/AIDS messages through the lens of message framing. Literature that relates to current national and international trends in HIV/AIDS preventative programmes as well as new directions in HIV/AIDS preventative programmes is discussed.

Chapter 3

This chapter describes the research process and meta-theoretical assumptions as well as theoretical assumptions that underpinned the current research. A discussion to clarify the research methodological assumptions, with specific focus on the research design, data collection techniques and method for data analysis and interpretation is presented. This chapter entails a discussion on ethical conduct and quality control.

Chapter 4

In this chapter, an analysis and interpretation of the data is outlined. A discussion of the findings is presented in relation to the relevant literature.

Chapter 5

This final chapter includes an overview of the previous chapters as well as the conclusions and recommendations of the study. The degree to which this study adhered to quality criteria is discussed as well as the role the researcher played throughout the study. Finally, this chapter includes a discussion on the limitations of the study.

1.6   CONCLUSION

The aim of this study was to conduct a qualitative content analysis of developmental assets in HIV/AIDS message framing. This study had the potential to further our understanding of how HIV/AIDS messages are framed in order to assist in promoting prevention, detection or a healthy lifestyle. Working from a qualitative viewpoint allowed me to collect, analyse and interpret the loveLife media messages from a constructivist perspective alongside the theory of message framing and positive psychology. Chapter two describes message framing and its link to HIV/AIDS messages and programmes.

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2.1   INTRODUCTION

The aim of this literature review is twofold. Firstly, in this chapter, I aim to locate the current study in the scientific literature through a) contextualising this study, and b) identifying limitations in HIV/AIDS knowledge. Secondly, I aim to elaborate key components of the current study such as, loveLife media messages, developmental assets and message framing. I discuss these concepts in terms of their meaning, what research reveals regarding existing knowledge, and what role these concepts played in the current study.

After reviewing various studies on HIV/AIDS programmes, I identified two limitations in the literature. Firstly, there seems to be a shortage of literature on HIV/AIDS prevention programmes using strategies other than portraying knowledge and skills to motivate healthy sexual behaviour. Secondly, a shortage of knowledge exists on how HIV/AIDS prevention messages incorporate positive focuses to address increasing HIV infection rates. I conclude this chapter with remarks on how the reviewed literature theoretically directed working assumptions mentioned in chapter 1, section 1.1.

2.2   THE NEED FOR HIV/AIDS PREVENTION MESSAGES

2.2.1   THE HIV/AIDS PANDEMIC

Simon *et al.* (2006) reveal there were an estimated 4.1 million new HIV infections and about 2.8 million AIDS deaths in 2005. In 2007, infections rates were at about 2.7 million and AIDS deaths at approximately 2 million, which indicated that prevention programmes were making an impact (Kilmarx, 2009). However, Kallings (2008) stated that around the world the HIV/AIDS epidemic is still a force to be reckoned with since infection rates stands at about 33 million and deaths at about 25 million.

All over the world, HIV infection rates are high with sub-Saharan Africa, and specifically South Africa, facing the highest infection rates (Kilmarx, 2009; Simon *et al.*, 2006). Furthermore, HIV incidences are higher among the black community, especially for women in rural areas (Connolly, Calvin, Shishana & Stoker, 2004; Hargreaves *et al.*, 2007; Kilmarx, 2009). Reasons for South Africa's high incidence rates include vulnerability factors, such as

mobility, gender-based violence and concurrent partnerships (Piot, Bartos, Larson, Zewdie & Mane, 2008). There is an urgent need for effective HIV/AIDS prevention strategies in South Africa (Hargreaves *et al.*, 2007).

2.2.2 HIV/AIDS PREVENTION

According to Merson, O'Malley, Serwadda and Apisuk (2008), it is important that HIV/AIDS prevention remains the world's top health and development priority. In this regard, mass media is a powerful prevention tool (Wilson, 2005). HIV/AIDS prevention media messages can play a valuable role in increasing knowledge of sexual and reproductive health issues (Selikow, Flisher, Mathews & Ketye, 2006). HIV/AIDS prevention media messages have the potential to promote responsible behaviour and to improve communication and negotiation skills of adolescents (ibid.).

It is critical to continue attempts to gain a better understanding of the most effective and efficient methods to be used by HIV/AIDS mass media communication campaigns (Noar, Palmgreen, Chabot, Dobransky & Zimmerman, 2009, p.16). According to Noar *et al.* (2009), HIV/AIDS mass media campaigns that combine both behavioural and message design theories are more likely to be successful than those that use one without the other. Noar *et al.* (2009) identified loveLife as using a diffusion of motivational, ecological and reason action theories in their design. The current study focused on the use of theories, such as the developmental asset framework and message framing theory in loveLife media messages.

The next section includes a review of literature on HIV/AIDS prevention programmes. This review directed the identification of trends in HIV/AIDS prevention programmes and revealed limitations in the literature.

2.3 TRENDS IN HIV/AIDS PREVENTATIVE PROGRAMMES

Various studies focus on how HIV/AIDS prevention could be more effective. Recommendations made in previous studies regarding what HIV/AIDS prevention programmes should consider include the following: stating that everyone is at risk; making sure these messages reach rural areas, and including information on the nature of HIV/AIDS (Connolly *et al.*, 2004; Kallings, 2008; Petros, Airhihenbuwa, Simbayi, Romlagon & Brown, 2006). Further recommendations included making sure structural factors that contribute to HIV infection rates (such as poverty) are addressed; motivating having only one sexual partner at a time; delaying sex, and promoting condom use (Kallings, 2008; Gupta, Parkhurst, Ogden, Aggleton & Mahal, 2008). According to Mah and Halperin (2008), it is

important for prevention programmes to understand the nature of sexual behaviours. Bunnell, Mermin & DeCock (2006) stated that it is important that HIV/AIDS prevention programmes help infected mothers protect their babies from infection. The next section elaborates on studies that investigated strategies used by HIV/AIDS prevention programmes.

2.3.1 TRENDS PREVIOUSLY IDENTIFIED IN HIV/AIDS PREVENTION PROGRAMMES

This section discusses studies evaluating HIV/AIDS preventative programmes. Although these studies focus on evaluation, their findings reveal trends in HIV/AIDS prevention programmes.

In their study, in which they evaluated Soul City School and mass media life skills education among junior secondary school learners in South Africa, Peltzer and Promtussananon (2003) used a cross-sectional post-intervention survey including a sample of 3150 learners. The goal of the Soul City mass media edutainment was mainly to increase knowledge, develop skills and promote a positive and responsible attitude (ibid.). A questionnaire was given to the learners. The questionnaire reflected the content of the Soul City life skills Grade 9 workbook. Learners were also asked how often they heard about sex from other Soul City sources, such as mass media messages. They found that the programme had mainly a significant positive impact on condom use, knowledge, attitudes towards people with HIV/AIDS, self-efficacy and delaying sex (ibid.). Findings of this study suggest that sharing knowledge and prevention skills are one way of addressing increasing HIV infection rates. Other research studies conducted between 2000 and 2003 reinforce the focus on knowledge and skills in HIV/AIDS prevention programmes (ibid.).

Trend 1: Share knowledge and skills
Based on the latter study it seemed that one trend in HIV/AIDS prevention programmes involves portraying knowledge and skills that will enable individuals to make choices directing their behaviour towards leading a healthy life.

Agha's (2003) quantitative study focused on condom promotion as a prevention strategy portrayed by a mass media campaign. The findings give insight into how knowledge and skills should be portrayed in mass media campaigns.

A quantitative study conducted by Agha (2003) evaluated the impact of a mass media campaign on personal risk perception, perceived self–efficacy and on other behavioural predictors. A questionnaire was given to 2711 men and women between the ages of 15 to 39. In the questionnaire, the participants were given the opportunity to comment about their

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exposure to branded and generic mass media messages concerning HIV/AIDS as well as condom use. The study revealed that branded messages were associated with a higher level of personal self-efficacy, a greater belief in the efficacy of condoms, a lower level of perceived difficulty in obtaining condoms and reduced embarrassment in purchasing condoms (ibid.). The findings indicate that the branded mass media messages improved the participants' sense of self-efficacy in terms of their ability to use and obtain condoms. These findings suggest that the knowledge and skills approach in branded messages could be shared in such a manner that it creates a sense of self-efficacy among the target population.

Trend 2: Focus on how information and skills are shared
A second trend seems to emerge from Agha's study. Knowledge and skills approach could be portrayed in such a manner that it educates people on HIV/AIDS prevention and at the same time creates a sense of self-efficacy among people.

The next section focuses on studies that investigated what HIV/AIDS prevention programmes are doing and could be doing. These studies gave further insight into trends in HIV/AIDS prevention programmes.

2.3.2 STUDIES ON WHAT HIV/AIDS PREVENTION PROGRAMMES ARE DOING AND COULD BE DOING

Griessel-Roux, Ebersöhn, Smit and Eloff (2005) explored what learners wanted from HIV/AIDS preventative programmes. An instrumental case study design was conducted during which focus groups and written essays were used to gather data from 90 diverse learners from three high schools. This study extends the scope of existing studies on HIV/AIDS preventative programmes. Other studies pay attention to how HIV/AIDS prevention programmes *are* promoting an HIV-free life, whereas this study focuses on how these programmes *could* promote an HIV-free life style according to youth. The findings revealed the following suggestions made by youth regarding how HIV/AIDS preventative programmes could be improved: when group work is required, the groups should be small and consist of same gender members; the facts portrayed in the messages should be selective (since a lot of information is overwhelming and difficult to process successfully); an effective strategy should be chosen to portray messages, knowledge and skills. Youth also wanted information to be diverse in nature and to elicit fear in order to motivate practising safe sex (ibid.). This study extended my understanding of how HIV/AIDS prevention programmes could promote healthy choices and behaviours through mentioning what type of information needs to be shared.

> *Trend 3: Focusing on what information and skills need to be portrayed*
>
> *Being selective of the content portrayed in knowledge and skills seem to be a third trend in HIV/AIDS prevention programmes.*

Hartell (2005) did an analytical review of available research concerning sexual behaviour of adolescents in South Africa. Data was collected through identifying relevant sources such as interviews with leading individual researchers working in the area of HIV/AIDS and education by the major research organizations; review of journal-published research on this subject; synthesis of on-line journal research publications; summaries of theses and dissertations written on this topic; studies of research proposals representing research in progress which has not yet been completed for publication and review of AIDS Conference abstracts. According to the author, more than a third of adolescents in South Africa are sexually active; and that the average onset for sexual activity with several partners is 15 years and awareness of HIV/AIDS doesn't necessarily lead to behaviour change (ibid.). Furthermore, adolescents tend to disregard preventative measures and it seems as if they lack knowledge of how the disease is transmitted (ibid.). Although these findings are not directly relevant to the current study, certain recommendations for preventative measures made by the author based on these findings are. Relevant recommendations include the promotion of appropriate and culturally relevant programmes that portray both skills and knowledge (ibid.). These recommendations are relevant since they reveal something about how HIV/AIDS preventative programmes could promote preventative measures and therefore this study extends insights gained from previous studies.

> *Trend 4: Knowledge should be culturally relevant*
>
> *The fourth trend identified seems to focus on the importance of programmes being culturally appropriate. A programme should be sensitive towards how it can make the audience relate to the messages sent.*

Scott-Sheldon *et al.* (2006) explored the possibility of emphasising sexual pleasure when promoting condom use as a missing component in safer sex messages. Data was collected from 199 heterosexual male students and 50 homosexual men. To collect the data the thought-listening technique was used where participants were asked to list their thoughts when they think of condoms. Scott-Sheldon *et al.* (2006) found that homosexual men were more likely to associate condoms with pleasure than heterosexual men. The researchers recommend that condoms should be thought of in terms of pragmatic use and that condoms should be promoted by emphasizing sexual pleasure, hoping that this will increase condom use (ibid.). This study extends the scope of other studies that focused on condom promotion

in HIV/AIDS prevention programmes through recommending a more positive focus (sexual pleasure) when promoting condom use.

Trend 5: Be aware of what is being emphasised
This study reflects a fifth trend in HIV/AIDS prevention programmes, namely including a positive tone in HIV/AIDS prevention messages.

The fifth trend includes a positive underlying focus in attempts to decrease HIV/AIDS infection rates. Below is a review of literature that reports on HIV/AIDS prevention programmes with a positive tone.

2.3.3   NEW DIRECTIONS IN HIV/AIDS PREVENTATIVE PROGRAMMES

2.3.3.1 Identifying the sixth trend

Gibson and Nadasen (2007) conducted a study in which they scrutinised the meaning, production and sustaining of hope in safe sexual practices. They collected data from 63 males in Khayelitsha through conducting in-depth interviews (focus groups and discussions) and making observations. The findings revealed that hope in prevention messages could be approached as something a person can practice. "Being careful in sexual practices means planning, making it happen (safe sex), being sexually faithful, having condoms or knowing where to get them. Having and practicing hope accordingly seems to positively affect sexual practices" (ibid.). This study extends the scope of studies since it focuses on motivating healthy lifestyle choices by emphasising the benefits and joy of a healthy future.

Trend 6: Send a message of hope rather than doom
The fifth identified trend entailed a positive focus limited to the present benefits (such as pleasure). Trend 6 entails a positive focus that creates awareness of future benefits, such as being hopeful about future opportunities.

2.3.3.2 The loveLife HIV/AIDS prevention campaign: elaborating on "Trend 6 – send a message of hope rather than doom"

LoveLife is South Africa's National HIV/AIDS prevention programme for young people (http://www.lovelife.org.za/corporate/index.html/). LoveLife's approach integrates various components namely, media campaigns; face-to face support programmes and services as well as monitoring and evaluating programmes impact (ibid.). LoveLife's aim to decrease HIV infection rates among youth includes various strategies. Firstly, loveLife aim at speaking in

language that youth relate to and understand. Secondly, loveLife intend to use a tone of optimism rather than fear by sending messages of hope rather than doom. LoveLife decided to move away from "do or die" messages as they found these doomsday messages to be less effective (ibid.). A third component of loveLife's strategy involves portraying core values, which include *love, respect, dignity* and *responsibility*. LoveLife provides a definition for each of these core values, as illustrated in table 2.1.

TABLE 2.1:   Four core values presented and defined by loveLife

(http://www.lovelife.org.za/corporate/index.html/)

LoveLife's core values
Love - Self-esteem and confidence in oneself, love for one's partner based on mutual understanding and commitment.
Respect - Respect for one's elders, others and self.
Dignity - The pride in being who and what you are, never degrading oneself through irresponsible behaviour, protecting the dignity of those you love and respecting the dignity of others.
Responsibility - Knowing that responsibility is a shared commodity and recognizing your share, behaving like you want the world to be a better place and it is not somebody else's responsibility.

2.3.3.3 Studies on the effectiveness of loveLife

Because of loveLife's national scope, it is important to evaluate the effectiveness of this mass media prevention campaign (Pettifor, Macphaul, Bertozzi & Rees, 2007). However, evaluating loveLife is difficult for numerous reasons (ibid.). All South African adolescents are theoretically exposed to loveLife and therefore there is no obvious control group (ibid.). Randomisation of the campaign is not possible which makes it unfit for being evaluated by a randomised control trial (ibid.). Furthermore, loveLife entails various prevention programmes (mass media, y-centres, ground-breakers, etc) and merely focusing on one of these programmes does not provide an accurate reflection of the efficacy of the campaign as a whole (ibid.).

A study conducted by Zisser and Francis (2006) evaluated the effectiveness of loveLife billboards that portrayed sayings such as "get attitude" and "born free" as well as "talk about it". The study was concerned that these messages were too cryptic, which might lead to incorrect interpretations by those reading the messages. Respondents' interpretations suggested that the ambiguity of the billboards allowed them to personalise these messages and most of their interpretations corresponded with loveLife's own interpretations (ibid.). The study further found that the youth's interpretation of the messages equipped them in making

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decisions from which youth could benefit (ibid.). However, the billboard "talk about it" failed to stimulate conversation among peers and therefore, suggest that the billboards should be more specific, for instance, saying, "talk about it because your friends want to talk about it to" (ibid.). The study revealed that loveLife fails to specify to whom they are speaking, but the study also acknowledges that it might be part of loveLife's strategy so that the messages can appeal to more people (ibid.). However, Zisser and Francis (2006) further argue that without a specific target, some people might feel that the responsibility implied by the billboard does not apply to them. Another study recommended loveLife to continue to promote issues such as reduction in partners and consistent condom use, but they should do it together with addressing contextual factors such as poverty, gender inequalities, and social norms regarding HIV testing (Pettifor, Rees, Kleinschmidt, Steffenson, MacPhail, Hlongwa-Madikizela, Vermaak & Padian, 2005).

2.4: LIMITATIONS OF LITERATURE IN HIV/AIDS PREVENTION KNOWLEDGE

According to Berg (2001), various components of communication can be analysed, which include the message, sender and audience. The identified trends in section 2.3 relate to these communication components. Figure 2.1 displays the identified six trends of HIV/AIDS programmes and to which component of a message these trends relate.
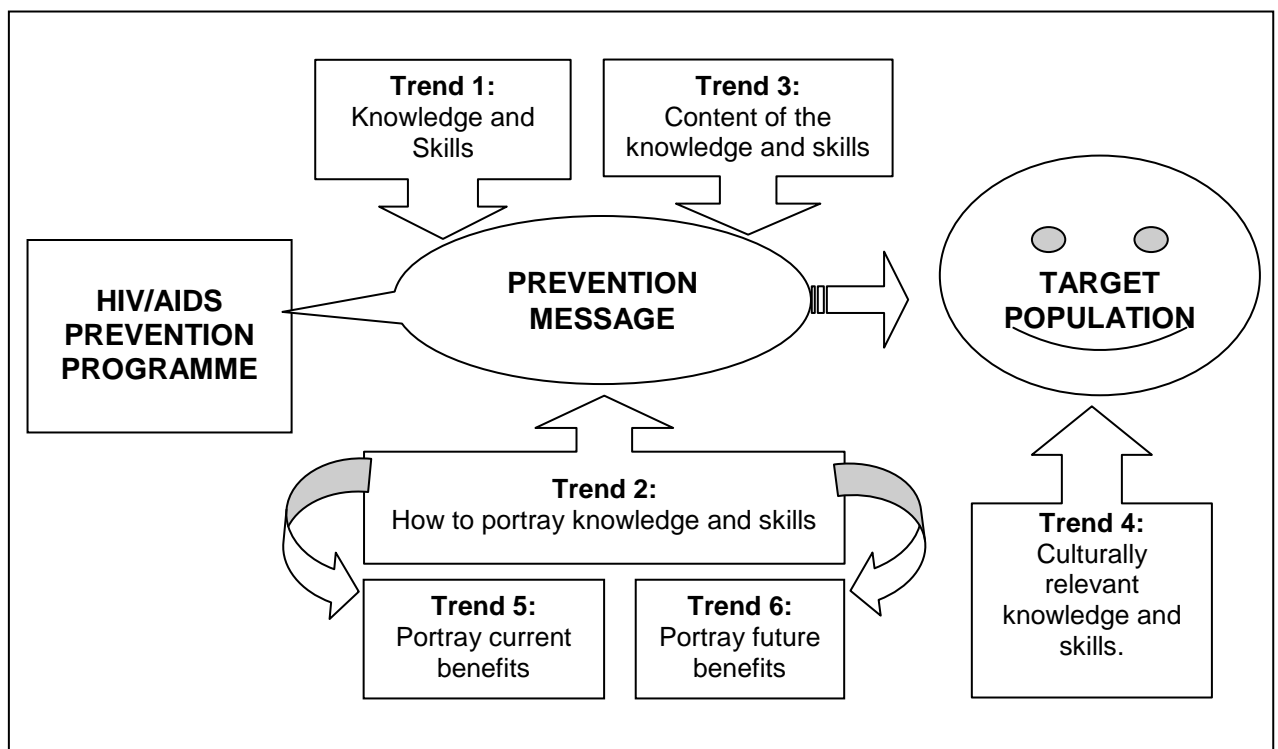
FIGURE 2.1 Trends in HIV/AIDS prevention programmes (Hartell, 2005; http://www.lovelife.org.za/; Gibson & Nadasen, 2007; Peltzer & Promtussananon, 2003; Scott-Sheldon *et al.*, 2006)

Trends one, two, three, five and six focus on what should be included when designing an HIV/AIDS prevention message. Trend one focuses on ensuring knowledge and skills are portrayed, whereas trend three focuses on what knowledge and skills should be included in prevention messages. The second trend takes it further by taking into account that attention should be paid to how knowledge and skills should be portrayed. Trends five and six make recommendations on how knowledge and skills can be portrayed, namely by portraying current and future benefits. Although trend four does make recommendations on what knowledge and skills should be included in prevention messages, the focus of this trend is primarily on the audience of the message and how the message can be tailored to the audiences needs. The current study focused on the message being sent.

Although it was possible to identify six trends, two limitations in the literature were identified. First, there seems to be a shortage of literature on what strategies (other than portraying knowledge and skills) HIV/AIDS prevention programmes use. Second, it is not clear how particular prevention messages incorporate a positive tone in their messages. The next section focuses specifically on gaining a better understanding of the developmental asset framework and the role it plays in prevention.

2.5 DEVELOPMENTAL ASSET FRAMEWORK AND POSITIVE PSYCHOLOGY WITHIN THE CONTEXT OF HIV/AIDS PREVENTION

2.5.1 DEVELOPMENTAL ASSETS – ENABLING YOUTH TO FOSTER WELL-BEING BY UTILISING THEIR STRENGTHS

Developmental assets are building blocks that have the potential to empower people to make healthy lifestyle choices despite risk factors (Scales & Leffert, 1999). Developmental assets can further be seen as protective factors as they interact with sources of risk to reduce the probability of negative outcomes and the more assets a person has, the higher the likelihood of decreasing negative outcomes (Deb & Arora, 2008). Although assets cannot be seen or touched, they influence obtaining and maintaining well-being (Ebersöhn & Eloff, 2006). The promotion of these strengths and resources can increase psychosocial and competency based outcomes (Cheah, 2008). These assets are broadly categorised as either internal or external assets as illustrated by figure 2.2. Internal assets refer to inner strengths such as commitment to learning, positive values, social competencies and positive identity (Donald, Lazarus & Lolwana, 2002; Scales & Leffert, 1999). External assets refer to resources outside a person such as support, empowerment, boundaries and expectations as well as constructive use of time (Donald, Lazarus & Lolwana, 2002; Scales & Leffert, 1999)

External Assets:

Support: The support assets refer to the support children receive in various forms such as love, being affirmed, as well as accepted. Support can come either from a family member, a friend or someone in the wider community.

Empowerment: An important developmental need is to feel safe and valued. The empowerment assets focus on community perceptions of youth and the opportunities they have to contribute to society in meaningful ways.

Boundaries and Expectations: Clear and consistent boundaries complement support and empowerment. Ideally, young people experience boundary assets in the family, at school, in after-school programs, and in the neighbourhood. They provide a set of consistent messages about appropriate behavior and expectations across socializing contexts.

Constructive use of time: Healthy communities provide a rich array of constructive after-school opportunities. Whether through schools, community organizations, congregations, or for-profit centers, structured activities stimulate positive growth and contribute to the development of the other assets.

Developmental Assets

Internal Assets:

Commitment to Learning: This asset refers to how committed and motivated learners are to achieve and entails curiosity to gain skills and knowledge that is important for school and work success.

Positive Values: Positive values are seen as an internal guide that leads youth to make positive behavioural choices and priorities effectively.

Social Competencies: This asset refers to important personal and interpersonal skills that influence the youth's choices, relationships and options.

Positive Identity: Positive Identity entails a young person's view of him or herself, including their sense of agency, purpose, worth and potential.

FIGURE 2.2   Categories of Developmental Assets (Adapted from Scales & Leffert, 1999, 5-6)

The developmental framework further identified forty developmental assets that are described as "crucial categories of influence" that shape young people's developmental pathways (Scales & Leffert, 1999). In the current study, these forty developmental assets will be used as a-priori assumptions for deduction. Figure 2.3 lists and describes these assets:

INTERNAL ASSETS

Commitment to learning

- Achievement motivation – Young person is motivated to do well in school.
- School engagement – Young person is actively engaged in learning.
- Homework - Young person reports doing at least one hour of homework every school day.
- Bonding to school – Young person cares about her or his school.
- Reading for pleasure – Young person reads for pleasure three or more hours per week.

Positive values

- Caring – Young person places high value on helping other people.
- Equality and social justice – Young person places high value on promoting equality.
- Integrity - Young person acts on convictions and stands up for her or his beliefs.
- Honesty – Young person "tells the truth even when it is not easy".
- Responsibility - Young person accepts and takes personal responsibility.
- Restraint – Young person believes it is important not to be sexually active or to use alcohol or other drugs.

Social competencies

- Planning and decision making – Young person knows how to plan ahead and make choices.
- Interpersonal competence – Young person has empathy, sensitivity, and friendship skills.
- Cultural competence – Young person has knowledge of and is comfortable with people of different cultural / racial / ethnic backgrounds.
- Resistance skills – Young person can resist negative peer pressure and dangerous situations.
- Peaceful conflict resolution – Young person seeks to resolve conflict non-violently.

Positive identity

- Personal power – Young person feels he or she has control over "things that happen to me".
- Self-esteem – Young person reports having a high self-esteem.
- Sense of purpose – Young person reports that "my life has a purpose".
- Positive views of personal future – Young person is optimistic about his or her personal future.

EXTERNAL ASSETS

Support:

- Family support – The young person's family members and their dynamics provide support for him or her.
- Positive family communication – Positive communication takes place between the young person and his parent(s) and he or she is able to seek advice and guidance from them.
- Other adult relationships – The young person receives support from adult significant others.
- Caring neighbourhood – Neighbours give care to the young person.
- Caring school climate – The young person experiences their school as caring and encouraging.
- Parent involvement in schooling – The person's parents are involved in the school in such a manner that it helps him or her to succeed.

Empowerment

- Community values – The adults in the community are valued by the youth.
- Youth as resources – Useful roles are ascribed to the youth in the community.
- Service to others – A young person provides support and services in the community for more than one hour a week.
- Safety – The young person feels that they belong and are safe at his or her home, school and neighbourhood.

Boundaries and expectations

- Family boundaries – Clear rules and consequences are established for the young person and his or her family are aware of his or her whereabouts.
- School boundaries – Clear rules and consequences are established within the school setting.
- Neighbourhood boundaries – The young person's behaviour are also monitored and acted upon by neighbours.
- Adult role models – Adult significant others in the young person's life are experienced as positive and responsible role models.

- Positive peer influence – The young person's peer group display positive and responsible behaviour.
- High expectations – The young person experiences encouragement from both teachers and parents to do well.

Constructive use of time
- Creative activities – Three or more hours a week are spent in practising an extra-mural such as art, dance or drama.
- Youth programs – Three or more hours are spent a week at club that offers youth programmes such as soccer.
- Religious community – One or more hours per week is spent at a religious institution.
- Time at home – The young person spends more evenings at home than going out with friends.

FIGURE 2.3: Descriptions of the Forty Developmental Assets (Adapted from Scales & Leffert, 1999, p. 3-4)

According to Mannes (n.d.), the developmental asset framework holds benefits such as increasing understanding of what constitutes risk and how high-risk behaviours can be prevented. The framework could also help to explain the expression of thriving behaviours and better to understand the relationships between asset categories and risk as well as thriving developmental outcomes (ibid.). Another benefit of the developmental asset framework includes helping learners to improve their academic achievement (Scales, Benson, Roehlkepartain, Sesma & Van Dulmen, 2003). Lastly, the more developmental assets a person has the more likely he/she is to develop a strong character and become resilient (Sesma & Roehlkepartain, 2003).

According to Vesely *et al.* (2010), the forty developmental assets can be used as a framework for prevention programmes. The next section locates the developmental asset framework in prevention.

2.5.2 LOCATING DEVELOPMENTAL ASSETS IN HIV/AIDS PREVENTION

A review of various studies on developmental assets revealed the importance of incorporating developmental assets in messages aimed at reducing risk behaviour. According to Scales (2005), developmental assets reduce risk behaviours among youth. Oman, Vesely, Aspy, McLeroy and Luby (2004) found that the presence of assets serves as a protective function in protecting youth from risky sexual behaviour as it inhibits problematic behaviours among students that are considered to be at risk (Edwards, Mumford, Shillingford & Roldan, 2007). Programmes that work with sexually active youth, or youth at risk could benefit from focussing on multiple asset development (Oman *et al.*, 2004). Studies by Vesely *et al.* (2004) as well as Evans, Sanderson, Griffen, Reininger, Vincent, Parra-Medina and

Taylor (2004) identified several youth assets that motivated safe sexual practices among adolescents. The study found that internal asset categories and internal assets as well as external asset categories and external assets increase safe sexual practices. Internal assets categories include "commitment to learning"[4], "social competencies", "positive identity" as well as "positive values" (Evans *et al.*, 2004; Vesely *et al.*, 2004). An internal asset that motivates safe sexual practices is *positive view of personal future*[5] (Evans *et al.*, 2004; Vesely *et al.*, 2004). External asset categories that motivated safe sexual practices include "constructive use of time", "boundaries and expectations" and "empowerment" (Evans *et al.*, 2004; Vesely *et al.*, 2004). *External assets included non-parent adult role-models, , positive peer models, community involvement, responsible chores, family communication, a young person's empathetic relationships*, and (Evans *et al.*, 2004; Vesely *et al.*, 2004).

According to Murphey, Lamonda, Carney and Duncan (2004), the number of assets a young person has affects the probability that they will engage in risky behaviour. Furthermore, prevention programmes might be more effective if they focus on the number of assets and on which assets are the most enabling (Aspy *et al.*, 2010). Programmes should be sensitive towards gender and culture preferences regarding developmental assets (Mueller, Guan, Oman, Vesely, Aspy, Tolma & Rodine, 2010; Valois, Zullig, Huebner & Drone, 2009). Although all young people benefit from the kinds of supports, opportunities and personal characteristics captured in the developmental asset framework they do not benefit in the same way (Sesma & Roehlkepartain, 2003). The latter should be taken into account by prevention programmes that incorporate the developmental asset framework (ibid.).

Various studies show that the developmental asset framework can be used in programmes that do not directly aim at reducing risk behaviours. Programmes that could benefit from the developmental asset framework include parent educational programmes, sex education programmes in schools, and any psycho-educational programmes (Behrendt, 2009; Weiss, Dwonch-Schoen, Howard-Barr & Panella, 2010).

2.5.3 POSITIVE PSYCHOLOGY, DEVELOPMENTAL ASSETS AND PREVENTION

The notion of using assets as building blocks to direct healthy choices and behaviours correlates with the core principle of positive psychology. Positive psychology capitalizes on strengths to overcome problems (Lopez & Magyar-Moe, 2006). According to positive psychology, focusing on strengths can make a difference in people's lives (ibid.). Should these notions be applied to HIV/AIDS prevention, identifying developmental assets in people

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[4] In the current study internal and external asset categories are indicated by inverted commas.
[5] In the current study internal and external assets are indicated by an italic font.

and fostering these assets could enable people to adopt healthy sexual behaviour. Berman and Davis-Berman (2005) mention that human behaviour can be seen as driven by positive human traits. Positive psychology focuses on these traits with the idea of strengthening and developing the assets in a person in order to direct behaviour (Berman & Davis-Berman, 2005).

The developmental assets framework is, furthermore, consistent with the core dynamics of positive youth development that involves an active interplay of ecological and individual factors in moving youth toward promoting healthy actions and behaviours (Mannes, n.d.). According to positive youth development, developmental assets are important, as these assets need to be aligned with youth's potential to enable young people to thrive (Lerner, Almerigi, Theokas & Lerner, 2005). Furthermore, positive youth development does not agree with focusing on young people's deficits, but rather believes in a strength-based conception of adolescence with the goal to build and strengthen assets that will enable young people to flourish (Damon, 2004; Lerner *et al.*, 2005; Park, 2004). The latter situates positive youth development within positive psychology. According to Park (2004), programmes that promote wellness and build assets have the potential to not only prevent challenges in the short term, but help youth to overcome future challenges. From a positive youth development perspective, it seems as if it is important for health promotion programmes to incorporate developmental assets as a strategy of enablement. A programme such as an HIV/AIDS prevention programme that promotes healthy sexual choices and behaviours could then potentially benefit from incorporating developmental assets.

It should be mentioned that positive psychology believes in positive prevention, which entails identifying and amplifying strengths to prevent destructive behaviours (Seligman, 2002). Erin, Steck, Abrams and Phelps (2004) found that ecological intervention emphasising positivity and increasing the protective process across the three pillars of positive psychology, is effective in preventing destructive behaviour (Erin *et al.*, 2004). The three pillars of positive psychology include positive subjective experiences, positive individual characteristics as well as positive institutions and communities (Seligman & Csikszentmihalyi, 2000). Some of the developmental assets can be divided into three pillars of positive psychology, which plays a role in prevention. For instance, internal developmental assets correlate with the idea of positive individual characteristics, whereas external assets correlate with positive institutions and communities.

The next section focuses on message framing. The following are discussed: what message framing entails, and how it fits in with prevention, and the contributions made to the theory by previous studies.

2.6 THEORETICAL FRAMEWORK: MESSAGE FRAMING

2.6.1 CLARIFYING THE CONCEPT OF MESSAGE FRAMING – PROSPECT THEORY

Message framing refers to the process of selecting and presenting information in a certain manner (Wu, 2006). The message framing theory focuses on how information in messages is framed in order to elicit specific decisions and behaviour from people (Rothman & Salovey, 1997). The prospect theory served as a cornerstone for the development of the concept of message framing (Salovey & Wegener, 2003). According to the prospect theory, people's preferences are influenced by the manner in which information is framed in a message (Rothman, Bartels, Wlaschin & Salovey, 2006). The way in which health messages are framed in terms of their gains or losses, influences the behaviours that people adopt (Rothman *et al.*, 2006). Some messages emphasize the benefits of making certain decisions and practising certain behaviour that will enhance healthy living (Salovey & Williams-Piehota, 2004). Other messages emphasize the costs of not making proposed responsible decisions and practising certain healthy behaviour (ibid.). The former messages are referred to as gain-framed messages and the latter are referred to as loss-framed messages.

It seems as if in the past, loveLife relied on loss-framed messages. LoveLife media messages moved a way from "do or die" messages (loss-framed messages) that informed people what they will loose if they do not comply with healthy choices and behaviours (http://www.lovelife.org.za/). Several studies suggest that gain-framed messages are more effective when the aim of the messages is to motivate preventative behaviour. A few of these studies will now be discussed.

2.6.2 EFFECTIVENESS OF MESSAGE FRAMING IN PREVENTION – PROSPECT THEORY

Various studies on message framing focused on when is it best to use which frame (gain-or loss-framed). Several studies found that it is most effective when gain-framed messages are used to motivate prevention behaviours and when loss-framed messages are used to motivate detection behaviours (Cornby & Salovey, 2002; Gillian & Straub, 2009; O'Malley, Goold *et al.*, 2006; Satia *et al.*, 2010; Steward, Nevert, Land & Salovey, 2004). It was also noticed that the behaviour motivated by a message could be both prevention and detection such as HIV testing (Cornby & Salovey, 2002). Should testing for HIV be portrayed by a message with the intention to promote prevention, a gain-framed message should be used, but if the intention is to promote detection, then a loss-framed message should be used (ibid.).

Other studies found that evaluations of the prospect theory are mixed in that gain-framed messages are not necessarily more persuasive than loss-framed messages in prevention (Maule & Villejoubert, 2007; Zhao & Pechmann, 2006). According to Zhao & Pechmann (2006), possible reasons for mixed results might include the following, the message framing theory is too simplistic since it only focuses on positive (gain-framed) and negative factors (loss-framed); or, it might be that message framing might be governed by fundamental factors that go beyond information processing motive factors.

A study by O'Keefe and Jensen (2007) revealed evidence against the effectiveness of gain-framed messages to motivate prevention behaviours. Latimer, Salovey and Rothman (2007) responded by emphasising that prevention behaviours versus detection behaviours should not be the only criteria for identifying when to use gain-framed messages and when to use loss-framed messages. Maule and Villejoubert (2007) state that it is not message framing that produces inconsistent results, but rather the characteristics of the behaviour being considered. Another influencing factor in whether a gain-or loss-framed message is effective is the characteristics of the message recipient such as, their feelings and worries as well as the characteristics of the desired behaviour (Rothwell *et al.*, 2006).

Irrespective of when which of the frames is most effective, message framing is an effective message tailoring strategy that has been well studied in the psychology literature over the past twenty plus years across a breadth of health behaviours (Myers, 2010). According to Rothman *et al.* (2006), message framing provides a theoretical grounded approach to the development of effective health messages. According to Latimer *et al.* (2007), future research on message framing should, therefore, focus on refining the framing postulates and going beyond categories such as, detection and prevention.

Although the current study focused on message framing in prevention, it did not focus on when to use gain- and loss-framed messages. Rather, it was concerned about what message framing entailed when another theoretical framework, such as the developmental assets framework, is incorporated. An article written by Randolph and Viswanath (2004) focused on lessons learned from public mass media campaigns pertaining especially to the messages the programmes send. In this article, it is mentioned that public health mass media campaigns need to pay careful attention to messages they send and use message effects theories when designing these messages since it can enhance their success (ibid.). Merely focusing on what information to include in health messages is not enough (Schnearer, 2006). Several studies made recommendations on how message framing can be

used in ways that are more effective. The next section discusses some of these recommendations.

2.6.3   RECOMMENDATIONS FOR MORE EFFECTIVE USE OF MESSAGE FRAMING

According to McCornick and McElroy (2009), messages that are positively framed (gain-framed) and entail a negative effect (such as a warning picture) together with a substantial amount of arguments lead to the best behavioural intentions. Another practical recommendation is provided by Gerent and Sias (2009), as they mention that when colour priming is used interactively with message framing, the effectiveness of the message seems to increase.

Brunton (2007) recommends that any attempt to provide communication about a health intervention must be firmly grounded in a framework appropriate for diverse populations and cultures as it mediates the effect of gain- and loss-framed messages. According to Randolph and Viswanath (2004), messages should be simple, straightforward, and framed in such a way that the campaign successfully redefines the issue for the target audience. Other studies proposed additions to the theory of message framing. These additions will now be discussed.

2.6.4   PROPOSED ADDITIONS TO THE THEORY OF MESSAGE FRAMING

Zhao and Pechman (2006) proposed four message frames as an addition to gain- and loss-framed messages. Firstly, benefit-positive frames which emphasise the attainment of benefits because of complying with the message advocacy and secondly, a benefit-negative frame that emphasises the foregoing of benefits because of failing to comply with the message (ibid.). They further proposed a cost-positive frame and a cost-negative frame. The former emphasises avoidance of costs when complying with the message and the latter emphases the incurrence of costs when failing to comply with the message (ibid.). The study found that frames that included a positive effect (benefit-positive frame and cost-negative frame) were more persuasive than the messages that emphasised the absence of the behaviour (ibid.).

Mayer and Tormala (2010) added emotional and cognitive factors to the concept of message framing. The study proposed that messages that motivate behaviour through playing on thoughts and messages that play on emotions are differently persuasive for people with cognitive versus affective orientations. They found that a "feel-frame" is more persuasive among affectively orientated individuals whereas a "think-frame" is more persuasive among cognitively orientated individuals (ibid.).

Sherman, Mann and Updegraff (2006) proposed that messages should be framed either according to an approach orientated person or a person with an avoidance orientation. People with an approach orientation regulate behaviour towards potential awards and therefore they respond better towards gain-framed messages (ibid.). People with an avoidance orientation regulate behaviour by avoiding negative outcomes and, therefore respond better to loss-framed messages (Updegraff, Sherman, Luyster & Mann, 2007). These studies contributed possible additional components to the theory of message framing. The current study aimed at gaining further insight into message framing, specifically in HIV/AIDS prevention, and hoped to make contributions to the message framing theory.

2.7   CONCLUDING REMARKS

The literature reviewed provided theoretical support for some of the working assumptions mentioned in chapter 1, section 1.1. This section consists of concluding remarks on insight gained into the various working assumptions.

2.7.1   WORKING ASSUMPTION 1: "ENABLEMENT TO FOSTER WELL-BEING THROUGH STRENGTH" UTILISATION UNDERPINS THE DEVELOPMENTAL ASSETS-FRAMEWORK

The developmental assets framework encompasses forty identified assets, which are also referred to as building blocks, protective factors and strengths (Cheah, 2008; Deb & Arora; Scales & Leffert, 1999). Irrespective of what these assets are called, they seem to have one main purpose, namely being utilised by youth in such a manner that well-being is fostered. Table 2.2 indicates the first assumption together with examples of abstracts that argue to support this assumption:

TABLE 2.2:   Working assumption 1

Working Assumption	Examples of Abstracts
Working Assumption 1 Enablement to foster well-being through strength utilisation underpins the developmental assets-framework	• Developmental assets are building blocks that have the potential to empower people to make healthy lifestyle choices (Scales & Leffert, 1999). • Developmental assets are protective factors that reduce the probability of negative outcomes (Deb & Arora). • Assets influence obtaining as well as maintaining well-being and the promotion of these strengths can increase psychosocial and competency based outcomes (Cheah, 2008; Ebersöhn & Eloff, 2006).

2.7.2 WORKING ASSUMPTION 2: GAIN-FRAMED HIV/AIDS PREVENTION MESSAGES (LOVELIFE MESSAGES) PORTRAY CORE VALUES AS STRENGTHS THAT FOSTER WELL-BEING AND A POSITIVE FUTURE PERSPECTIVE

Gain-framed messages portray future benefits and in the same way, loveLife media messages portray the idea of having a hopeful future if one adheres to healthy sexual choices and behaviours. Theoretically, it can be argued that loveLife media messages are gain-framed messages (see Appendix B). These gain-framed messages (loveLife media messages) further portray core values that seem to be the means to foster well-being and a positive future perspective. Table 2.3 indicates examples of abstracts that argue to support the assumption that gain-framed HIV/ADIS prevention messages (loveLife media messages) portray core values as strengths that foster well-being and a positive future perspective.

TABLE 2.3:   Working assumption 2

Working Assumption 2	
HIV/AIDS gain-framed messages (loveLife messages) portray core values as strengths that foster well-being and a positive future perspective	• The positive focus entails messages of hope and a "look-for-an-opportunity-mindset" (tone of optimism) to motivate healthy lifestyle choices (http://www.lovelife.org.za/). • This "look-for-an-opportunity-mindset" in loveLife media messages is accompanied by portraying core values in their messages (http://www.lovelife.org.za/).

2.7.3 WORKING ASSUMPTION 3: GAIN-FRAMED HIV/AIDS PREVENTION MESSAGES (LOVELIFE MESSAGES) PORTRAY DEVELOPMENTAL ASSET

This working assumption was not theoretically supported by this chapter. Support for this assumption is discussed in chapter 4, section 4.3.

2.7.4 WORKING ASSUMPTION 4: CORE VALUES CORRELATE WITH DEVELOPMENTAL ASSETS

Theoretically, the use of developmental assets and core values in preventions seem to share a commonality. This commonality entails making youth aware of strengths (developmental assets and core values) so that they can utilise them to can make healthy choices and foster their own well-being. Further support for this assumption is discussed in chapter 4, section 4.4.

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3.1 INTRODUCTION

In this chapter, I describe the aim and framework for research methodology. I selected constructivism as meta-theory. I held theoretical propositions and generalizations of the construction of loveLife media messages that were derived from message framing as well as positive psychology and the developmental assets framework. I used a qualitative research paradigm and specifically, qualitative content analysis as a research design to answer the following research question: How can insights into developmental assets portrayed by loveLife media messages contribute to understanding of HIV/AIDS message framing?

3.2 AIM AND RESEARCH QUESTIONS

The purpose of this study was explorative and descriptive (Mouton, 2001). First, this study can be seen as explorative since new insight is gained regarding message framing in HIV/AIDS prevention messages through applying the developmental assets framework to the theory of message framing (Rubin & Babbie, 1997). Second, this study was descriptive, since loveLife media messages were analysed and described using loveLife core values as well as developmental assets (Rubin & Babbie, 1997).

Four phases of analysis directed insight into the primary question (as provided in the introductory section of this chapter). Figure 3.1 demonstrates the goals of the study (aligned with the working assumptions presented in chapter 1, section 1.1). Aligned with the four phases, I identified secondary questions to direct the exploration of the primary question (as presented in chapter 1, section 1.2). The results of the four phases are presented in chapter 4, sections 4.2-4.5, whereas the answer of the primary research question is presented in chapter 5, section 5.4. The outlined phases (phases one to three) are discussed in the section below in figure 3.1.

LoveLife media messages

1. Core Values

A content analysis of core values portrayed in loveLife media messages

2. Developmental assets

A content analysis of loveLife media messages to describe which assets in the developmental assets framework are portrayed in the messages.

3. Correlation between Core Values and Developmental Assets

Assessing links between identified loveLife's core values and developmental assets.

4. Developmental assets in prevention

Exploring the use of the developmental asset framework in HIV/AIDS prevention.

FIGURE 3.1: **Strategy for answering the primary research question**

Phase 1. Content analysis of core values in loveLife media messages. Denscombe (1998) states that when working with social constructions the possibility exists that the intentions of the developers of social constructions might be lost. Part of the intention of the developers of loveLife media messages is to portray core values (refer to chapter 1, section 1.3.2) (http://www.lovelife.org.za/corporate/index.html/). An aim of the current study was to identify core values (conceptualised by the loveLife media messages) to understand the social construction of loveLife media messages.

Phase 2. A content analysis of developmental assets in loveLife media messages. The content of loveLife media messages was analysed to determine which developmental assets are portrayed in these messages.

Phase 3. Assessing links between core values in loveLife media messages and developmental assets. In this phase, the aim was to assess to what extent identified core values correlate with developmental assets.

Phase 4. This phase focused on understanding the role the developmental assets framework plays in HIV/AIDS prevention messages. This phase incorporated reflecting on both the results and the literature.

3.3 PARADIGMATIC PERSPECTIVES

Constructivism served as meta-theory in the study and I followed a qualitative approach. The ontological and epistemological assumptions of constructivism in relation to the current study are discussed in this section.

3.3.1 META-THEORETICAL PARADIGM – CONSTRUCTIVISM

3.3.1.1 Ontological and epistemological assumptions

Ontological assumptions refer to a certain view regarding reality, whereas epistemological assumptions have to do with the nature of knowledge and how we end up knowing what we know (Guba & Lincoln, 2005; Nieuwenhuis, 2007). Constructivism holds certain assumptions about the nature of reality and knowledge, which will now be discussed in relation to the current study.

Constructivism is classified as an interpretive approach, viewing reality as a social construction where people construct their own reality through organizing and representing experiences (Nieuwenhuis, 2007). Constructivism accepts the researcher as being part of what is being researched and asserts that findings are created rather than discovered (Nieuwenhuis, 2007). This paradigm allowed me to be involved subjectively in the analysing of loveLife media messages and to represent them in such a way that new meanings about message framing were constructed.

According to Jansen (2007), social conventions direct behaviour and to understand behaviour, social conventions need to be interpreted. Therefore, loveLife media messages as a convention should be explored since these messages are aimed at directing people's behaviour. The latter created a sense of urgency for the current study and this is further reinforced by Adams, Collair, Oswald and Perold (2004) who claim that a person's representation of their world needs to be taken seriously. If a person's representation of their world is important, then the experiences that underlie his/her representation are also important. If the messages that loveLife media sent has the potential to influence people's representation of their world, then it is worth exploring. The current research problem can now be seen as more than an exploration of loveLife media messages. It entailed the

exploration of an experience on which people build their realities and the exploration of a social convention that has the potential to enable people to adopt healthy behaviours.

According to constructivism, knowledge and, therefore, truth is constructed and not an objective phenomenon that needs to be found (Nieuwenhuis, 2007). The phenomenon that is key to the research is therefore, not something that has to be found, but rather something to be explored (Nieuwenhuisen, 2007). The latter was clear in the current research problem since it is stated that loveLife media messages were be explored through the application of both the developmental assets framework and the theory of message framing to these messages. Patterns, trends and themes ought to emerge throughout the research process that enables the researcher to explore the phenomenon being researched (Maree & Van der Westhuizen, 2007). The latter was useful since patterns, trends and themes emerged from the loveLife messages to directed insight into message framing in HIV/AIDS prevention.

Choosing constructivism as meta-theoretical paradigm for this study implied certain limitations for this study. These limitations are discussed in section 3.6.

3.3.2 METHODOLOGICAL ASSUMPTIONS – QUALITATIVE APPROACH

This study was conducted from a qualitative approach. Qualitative research entails the exploration and understanding of a central phenomenon through employing interpretive practices (Denzin & Lincoln, 2005). In this study, the central phenomenon being explored was loveLife media messages and the interpretive practices being employed are discussed in section 3.4. Furthermore, in qualitative research, an effort is made to understand a phenomenon in its own uniqueness as part of a particular context and the interactions within the context being studied (Adams *et al.*, 2004). In this instance, loveLife media messages were explored within the context of message framing in HIV/AIDS prevention. Qualitative research has several central characteristics that became evident in the current study. These characteristics will now be discussed.

3.3.2.1 Central characteristics of qualitative research

The central characteristics of qualitative research are discussed in the form of table 3.1, and reveal what implications this methodological paradigm had on my role as researcher, the type of data I worked with, and the form of results I expected.

TABLE 3.1:   Central Characteristics of Qualitative Research

Characteristic of Qualitative Research:	How the characteristic is evident in the current research:
Qualitative research is naturalistic in that it prefers to study phenomenon in its natural setting (Punch, 2005).	In this study, loveLife media messages were explored in their natural setting as messages that are sent aiming at reducing HIV/AIDS infection rates. They were observed in their natural form, including broadcast messages on television; printed messages in the form of booklets and magazines, as well as outdoor messages namely billboards.
Qualitative research is concerned with words rather than with numbers (Denscombe, 1998).	This characteristic of qualitative research was evident in this study, as the data being collected, namely loveLife messages in the media, consist of words and images.
Results take the form of thick descriptions (Merriam, 2002).	Descriptions of whether and which developmental assets are portrayed in loveLife media messages were given as well as how this contributed to my understanding of message framing within the context of HIV/AIDS prevention.
The inclusion of thick description implies that the phenomenon being studied will be described and not explained (Denscombe, 1998).	This study did not aim at explaining why and how developmental assets are portrayed in loveLife media messages or what their effect is but rather to describe the content of these messages and how they contribute to the understanding of message framing HIV/AIDS prevention.

Choosing to follow the qualitative research paradigm had certain implications for my role as researcher as well as strengths and limitations that it brought to the current study, which will be discussed in section 3.6.

3.4   METHODOLOGY

3.4.1   RESEARCH DESIGN

As stated, in the current study, I selected an example of gain-framed HIV/AIDS mass media items (namely loveLife media messages) to explore through content analysis. According to Bryman (2001), the main use of content analysis is in the examination of printed text and documents and of mass media items in particular. Bryman (2001) further states that qualitative content analysis is probably the most prevalent approach where documents are being qualitatively analysed. Mayring (2000, n.p.) describes qualitative content analysis as follows: "an approach of empirical, methodological controlled analysis of text within the context of communication, following content analytical rules and step by step models". An important aspect of qualitative content analysis is that it allows for text within the context of communication to be analysed (Denscombe, 1998). The latter quality of qualitative content analysis justifies why this research design was relevant to the current study. Since this study

focused on the HIV/AIDS prevention messages of the mass media loveLife campaign, qualitative content analysis allowed me to analyse messages sent to its target population. Content analysis is suitable for all types of communication and artefacts of social communications including written text, sounds and pictures (Berg, 2001; Denscombe, 1998). The latter feature of qualitative content analysis added to the usefulness of this design in the current study.

Another insightful and valuable definition of qualitative content analysis is that of Patton (2002, p. 453) namely, *content analysis is used to refer to any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meaning.* Consistencies and meanings in loveLife media messages were explored through applying the developmental assets framework in order to gain an understanding of HIV/AIDS message framing.

Qualitative content analysis allows for documents to be analysed on different levels. On a primary level, one can focus on themes and main ideas that arise from the documents, whereas on a latent level one can explore hidden aspects of the documents (Mayring, 2000, n.p.). The current study aimed at revealing both primary and latent content. *Primary content* was explored through describing the loveLife media messages in terms of developmental assets. To uncover *latent content* it is necessary for the researcher to look for meanings hidden underneath the surface of communications (Bryman, 2001). In order to accomplish the latter, the analysis of loveLife media messages went beyond a description of developmental assets portrayed in messages. Descriptions were applied to message framing theory in order to reveal latent content. Content analysis, therefore, created the opportunity to identify hidden aspects of text that are being communicated to people, such as unintentional messages that lie deeply within the document (Denscombe, 1998). Berg (2001) mentions that it is best to use both latent and primary content and when latent content is discussed, it is important to offer detailed excerpts from relevant messages that serve to document the researcher's interpretation.

Another appealing aspect of content analysis is that it recognizes the role of the researcher in the construction of meaning of and in the text (Bryman, 2001). This fits into the role of a researcher in qualitative research where he/she is subjectively involved with the data in the research process (Nieuwenhuis, 2007). Furthermore, content analysis helped to identify and summarise message content in a systematic manner and to answer the question, "Who says what, to whom, why, how and with what effect" (Babbie, 2005; Nieuwenhuis, 2007). In this

research, "what" is being said was emphasized, namely what is being said by loveLife media messages.

Rubin and Babbie (1997) as well as Babbie (2005) present various strengths of content analysis, which include the following: cost-effectiveness, it is easy to repeat a part of the study if a mistake is detected and correct errors, studying processes occurring over long periods of time is made possible, and it is unobtrusive in nature. Berg (2001) adds to the strengths of content analysis by mentioning that it has the ability to reflect trends in society, which is important in this study, since it can help reflect trends of HIV/AIDS prevention messages and how these messages are framed.

The disadvantages of qualitative content analysis such as, how it limited the current study and how I aimed at overcoming these limitations are discussed in section 3.6 of this chapter.

3.4.2 SAMPLING OF DOCUMENTS

According to Babbie (2001), selecting a sample depends largely on what the unit of analysis is, namely loveLife media messages in the current study. Media messages were purposively (Cohen, *et al.*, 2000) selected according to the following selection criteria:

1) LoveLife media messages created after loveLife as a campaign decided to move from "do or die" messages towards messages that portray core values and a "look-for-an-opportunity" mindset. In 2006, messages with a hopeful future perspective were launched and, therefore, I only selected messages from 2006 onwards (assuming such "look-for-an-opportunity" messages to be gain-framed in nature) (http://www.lovelife.org.za/corporate/index.html/);

2) Messages available at the time of the study – loveLife headquarters, television and the loveLife website.

The type of documents that were used, as well as a description of each, together with their aim and distribution appears in Table 3.2. Refer to Appendix A for the complete set of examples of documents that served as data in the study. Broadcast loveLife media messages on the radio were not used, as they were difficult to obtain. The data used in this research study included the mentioned types of communication, namely combinations of written text and pictures (brochures, UNCUT magazines and billboards) and recorded communication in the form of pictures and sounds (such as television advertisements).

TABLE 3.2: Types of loveLife media messages sample

Media Type	Document Type	Description	Aim	Distribution
Printed Media	Parent guidance booklet (HIV/AIDS prevention message on front page).	Booklet containing information on how to talk to youth about sexual health. In this study, only the prevention message on the front of the booklet was used.	Encouraging parents to talk to their teenagers as well as what to talk about and how to approach them.	Available at Y-centres and Youth Friendly Clinics.
	UNCUT magazine (HIV/AIDS prevention message on backside of magazine).	A magazine consisting of 44 pages that consists of news, facts, competitions and content derived from the campaigns as well as from issues raised by young people themselves. In this study, only the prevention message on the back of the magazines were used.	The main aim of the loveLife publications is to equip young people and their parents to deal effectively with the social pressures and expectations that drive HIV.	Distributed monthly in the following magazines: The Star, Pretoria News, Diamond Field Advertiser, Daily News, Kaapse Rapport. Available at certain Pick & Pay stores in Kwa-Zulu Natal, Youth Friendly Centres and Y-Centres.
Broadcasted media	Television HIV/AIDS prevention messages	Short messages portraying youth making responsible decisions.	Communicating and encouraging proactive attitudes among target audience.	Broadcast on South Africa's national television stations: SABC 1; SABC 2; SABC 3.
Outdoor media	Billboards	Billboards that portray a punchy statement. They feature confident young people who know where they stand and where they are going.	Prompting thought about the main drivers of HIV infection and to promote loveLife's free telephone counselling services. Creating campaign visibility, which encourages programme participation.	In 2006, 1703 billboards were distributed all over South Africa, including: North West, Mpumalanga, Limpopo, Kwa-Zulu Natal, Free state, Eastern and Western Cape as well as Gauteng.

Merriam (1998) states that the use of documents is very similar to the use of interviews or observations as data collection methods. Whether in fieldwork or library work, tracking down leads, being open to new insights, and being sensitive to the data are the same whether one is interviewing, observing, or analyzing documents (Merriam, 1998). This holds true for this study since loveLife media messages had the potential to contribute to the understanding of the use of developmental assets in HIV/AIDS prevention messages and in order to expand insight into the framing of HIV/AIDS prevention messages. Although these documents were not produced for research purposes, the documents were relevant to what was being researched (Bryman, 2001). According to Denscombe (1998), the following questions that need to be asked in the selection of documents are outlined in table 3.3.

TABLE 3.3:   Important questions pertaining to document collection

Are the documents genuine?	Only original loveLife messages were used. Original loveLife messages were identified by the loveLife logo. Furthermore, photo's of the billboards as well as television advertisements were downloaded from the loveLife website and printed media, such as pamphlets and the UNCUT magazine, were collected from the loveLife headquarters.
Are the documents credible in terms of their type and representative of HIV/AIDS prevention messages with a positive slant?	LoveLife media messages are suitable for research as justified by Bryman (2001) who states that mass media output (such as loveLife messages in this research) can be seen as sources for data. Furthermore, loveLife's strategy to portray hopeful, "look-for an-opportunity" messages that entail utilising core values to foster well-being makes it representative of HIV/AIDS prevention messages with a positive slant.
Are the documents credible in terms of their authors/creators?	LoveLife is a nation wide campaign, established in 1999, that specialises in HIV/AIDS prevention (http://www.lovelife.org.za/) and by using their media messages the possibility of gaining insight into message framing within the context of HIV/AIDS prevention is strengthened.
Are the documents credible in terms of their accessibility of information?	Information about the LOVE Life media campaign is accessible on their website: http://www.lovelife.org.za/. In addition, printed media is available from loveLife's head office and are distributed to various clinics as well as schools. LoveLife's broadcast messages can be viewed on the SABC channels and heard on radio stations.

Bryman (2001) lists various advantages of using documents as data, which is discussed next. A vast amount of information is embedded in documents, which are easily accessible, and in most cases inexpensive. LoveLife media messages as data are easily accessible as they can be downloaded from their website, watched on television, and collected from their headquarters. The data has a permanent nature in the sense that it will always be available and it is possible for others to refer to it. It is important to mention that the documents used in this research study were of a qualitative nature and since they had not been produced with the intention of being researched, they are non-reactive. The latter counts as an advantage

since the possibility of a reactive effect can be largely eliminated, which means that the credibility of the data is increased.

Printed media were collected through visiting loveLife's head offices and the following data were obtained (refer to table 3.2): four UNCUT magazines and a parent guidance booklet. Television advertisements (broadcast media) and pictures of loveLife billboards were downloaded from loveLife's website.

3.4.3   DATA ANALYSIS AND INTERPRETATION

In the current study loveLife media messages were. This analysis was done through coding, memoing and categorising (see Appendix C for examples) (Patton, 2002; Punch, 2005). Coding and memoing played an important role in the first two phases of analysis. Categorisation directed the identification of correlations between loveLife's core values and the developmental assets portrayed by loveLife media messages. Categorisation is clarified in section 3.4.3.3. A clarification of the coding and memoing follows.

3.4.3.1   Coding

Coding refers to the grouping of information through the use of codes, which facilitates the examination of the concrete and symbolic meaning of the data that has been collected (Nieuwenhuis, 2007). Mouton (2001) states that content analysis involves the development of coding schemas, or systems, and according to Schwandt (2007), artefacts such as documents, billboards and advertisements qualify as data to be coded. Bryman (2001) adds to the role of coding in content analysis by stating that it is a crucial stage of content analysis.

Throughout the analysis, the loveLife media messages were coded twice to attend to the first two secondary questions, "What core values are portrayed by loveLife media messages?" and "Which developmental assets are portrayed in loveLife media messages?" Firstly, codes were used to identify core values portrayed in loveLife media messages and secondly, the same messages were coded in order to identify developmental assets also portrayed in these messages.

In the first two phases of analysis (see figure 3.1), I followed a deductive approach as data was analysed according to existing frameworks (Patton, 2002). Therefore, the first step in the analysis was developing manageable coding schemes (Patton, 2002) to indicate the a priori assumptions (Nieuwenhuis, 2007). These a priori assumptions included the four core values as described by the creators of loveLife media messages (see chapter 2, section 2.3.3.2), as

well as the forty identified developmental assets as described by the developmental asset framework (see chapter 2, section 2.5.1). The a priori assumptions enabled me on the one hand, to explore core values in loveLife media messages (*love, respect, dignity* and *responsibility*). On the other hand, a priori assumptions helped me to explore developmental assets portrayed by the sampled loveLife media messages (see Appendix D for examples of coding).

3.4.3.2 Memoing

Punch (2005) refers to Miles and Huberman's idea of memoing that accompanies coding and involves the researcher writing ideas as they emerge while data is coded. I used memoing to write down any ideas on how the codes contributed to my understanding of message framing in HIV/AIDS prevention (see Appendices D and F for memoing in this study). These notes further helped identification of latent content and contributed to some of the categories included in the analysis (see Appendix D).

3.4.3.3 Steps in data analysis

The following figure 3.2 outlines the steps I used to analyse the loveLife media messages in order to answer research questions
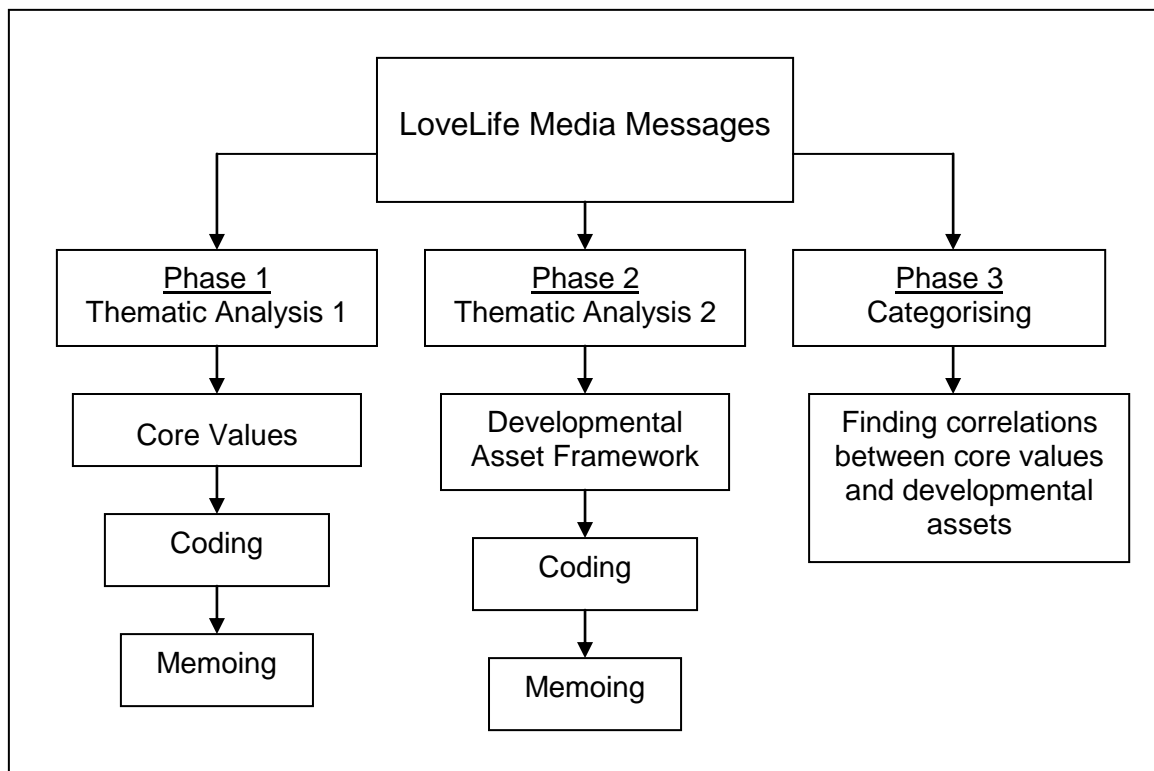
FIGURE 3.2:   An outline of analysis

Phase 1: Thematic analysis 1 – loveLife's core values

Firstly, I analysed loveLife media messages through using codes (aligned with the a priori assumptions) created by the four loveLife core values. I used the colour purple to indicate codes referring to identified values (see Appendix C for examples of the codes used in this analysis as well as examples of this analysis). The aim of the first thematic analysis was to determine the extent to which values are present in loveLife media messages and consequently answer the secondary research question - which core values are portrayed by loveLife media messages?

Phase 2: Thematic analysis 2 - developmental assets

I then analysed documents using codes (to indicate the a priori assumptions) I created based on the forty developmental assets (see chapter 2, figure 2.3 and Appendix C for examples of the a priori assumptions and codes). I used the colour orange to code internal assets and green to code external assets (see Appendices C and D for the codes and examples of the analysis). The aim of this analysis was to explore the extent to which developmental assets are present in loveLife media messages and therefore to answer the secondary question – which developmental assets are portrayed in loveLife media messages?

Phase 3: Comparing identified core values with developmental assets (Categorising)

This phase entailed answering the secondary question – which identified core values can be described as developmental assets? Examples of how categorisation took place can be found in Appendix D. Categorising the data refers to organizing the coded data in such a manner that related codes fit into categories (Nieuwenhuis, 2007). The different categories are given an identifying name through using the descriptive phrases that was used to code the data. However, it is important to make sure that the coded data that is put into the different categories is not taken out of context. A useful way to avoid the latter is to write short descriptions to clarify the meaning of each category (Cohen *et al.*, 2000).

Categorisation enabled identification of correlations between the developmental assets and core values portrayed in the analysed loveLife media messages. I took the following into account, the descriptions of the eight external and internal developmental assets categories as well as the descriptions of external and internal assets (portrayed in loveLife media messages) according to the developmental assets framework.

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Phase 4: Gaining insight into the use of developmental assets in HIV/AIDS prevention messages

This phase entailed elucidating meanings from the analysed data by asking questions such as "What does this mean?" or "What does this tell me about the phenomena being studied?" (Patton, 2002). Answering these questions helped to attach significance to what was found (ibid.). This phase went beyond identifying developmental assets portrayed by loveLife media messages, by asking what understanding can be gained of the use of developmental assets in HIV/AIDS prevention messages.

Insights gained during the four phases of analysis were used to answer the primary research question. The primary question is answered in chapter 5.

3.5   TRUSTWORTHINESS AND CREDIBILITY

3.5.1   DEPENDABILITY

Dependability refers to the researcher's role to ensure that the research process, and specifically how findings were obtained, is clearly documented and traceable (Toban & Begley, 2004). In this study, an audit trail (Seale, 1999) helped to document the data used, the methods used to analyse loveLife media messages and how I obtained findings (see Appendices A, B, C and D). Memoing helped to document the analysis of the data (loveLife media messages). Memos made it possible to provide clear documentation on how data (selected loveLife media messages) were coded and why certain codes were ascribed to specific data (refer to Appendix D).

3.5.2   TRANSFERABILITY

The extent to which the findings of a study could be applied to other contexts is known as transferability (Malterud, 2001). I planned to relate the findings of the study only to contexts that have to do with the prevention of HIV infection and not other illness. According to Seale (1999), detailed and rich descriptions of what the researcher studied helps to strengthen the transferability of the study and to judge applicability of findings to other similar settings. Detailed and rich descriptions of loveLife media messages selected for the current study was provided (refer to table 3.2). Furthermore, rich descriptions of the codes used to analyse the data as well as how data was coded and how inferences were drawn are provided in Appendices C and D.

3.5.3 CONFIRMABILITY

Confirmability is concerned with establishing that data and interpretations of the findings are not merely made up by the researcher (Toban & Begley, 2004). In the current study, I based analysis and interpretation of data on literature to enrich findings. I included literature on developmental assets and message framing to ground findings about these topics in the literature.

3.5.4 REFLEXIVITY

I used reflexivity to keep track of my role as researcher, as I needed to note down how my prior knowledge, personal characteristics, intellectual biases and motives influenced the study (ibid.; Mays & Pope, 2000). I took into account how my psychological background could have influenced my role as researcher. Reflection notes were written down in a reflective journal.

Nieuwenhuis (2007) suggests strategies that can be taken to increase the trustworthiness of one's study. I used three of these strategies. Firstly, I included multiple data sources that entailed various forms of loveLife media messages, namely printed, broadcast and outdoor messages. Secondly, I avoided generalization of the findings and respected the fact that I chose to work with only one of many HIV/AIDS prevention programmes and that the results specifically pertained to loveLife as a prevention programme. Thirdly, I stated the limitations of the study from the outset. Throughout the study, I was aware of the various limitations that accompany qualitative research, constructivism, purposive sampling and qualitative content analysis. The limitations are discussed in section 3.6 in addition to possible ways to address these limitations.

3.5.5 CREDIBILITY

I considered strategies suggested by several authors that contributed to the credibility of the current study. Firstly, I selected the most appropriate method for data collection, namely document analysis (Graneheim & Lundman, 2004). Secondly, it was important to select the most suitable meaning unit as well as categories and themes that covered the data thoroughly (ibid.). I used loveLife's description of core values as well as an established framework, namely, the developmental assets framework, as the basis of the codes and categories that helped me analyse the data. Thirdly, thick descriptions of the selected loveLife media messages, codes and analysis of data, as well as interpretations of findings contributed to the credibility of the current study (Shenton, 2004).

3.5.6 AUTHENTICITY

According to Seale (1999), authenticity in a study is demonstrated if the researcher can show that he/she has presented a range of different viewpoints. Since this study had no participants, my supervisor shared her viewpoint on the analysis and interpretations of loveLife media messages that provided an additional viewpoint on the study conducted.

There were other challenges embedded in this study in addition to those related to trustworthiness and credibility. The limitations will be discussed in the following section.

3.6 LIMITATIONS OF THE STUDY

3.6.1 QUALITATIVE RESEARCH AND CONSTRUCTIVISM

My decision to use a qualitative research paradigm inevitability led to various limitations in the current study. Firstly, according to Bryman (2001), a qualitative researcher relies too much on his/her own view because he/she is subjectively involved. To address the issue of being too subjectively involved, I used reflexivity to reflect on possible ways in which my subjectivity could have influenced the research process (see Appendix E for the reflective journal).

Secondly, the complex nature of the data may lead to the interpretation thereof to be either overly simplistic or exaggerated (Bryman, 2001). In this regard, I based analysis and interpretation of the data in theory during the coding and categorising phase (as explained in 3.4.3.1 of this chapter).

Thirdly, the generalization of findings stated in the report may be limited due to my subjective input and because the findings were only true for a small sample (Cohen *et al.*, 2000). According to Larsson (2009), it is this subjective view that makes generalization a problem in qualitative research since the reality being portrayed by the findings of the study is based on the researcher's perception of that reality. The use of purposive sample, which was used to collect data in the current study, further limits the generalizability of the findings of the study (Collingridge and Gantt, 2008). In the current study, I only used loveLife media messages, meaning that the interpretation of the results can only be applied to these messages. I do, however, think that insight into message framing within the context of HIV/AIDS prevention might benefit other prevention programmes.

Apart from qualitative research, constructivism yielded its own limitations to the current study. One of the core assumptions of constructivism is that knowledge is not something that needs to be found but rather explored and that it is constructed by the person exploring the phenomena (Nieuwenhuis, 2007). Objective measures are not use to discover new knowledge, but rather the subjective reasoning of a person and therefore one limitation is that the findings of a study might be less trustworthy (Seale, 1999). This limitation was addressed through using reflexivity, which helped to document personal accounts on how my subjective involvement in the research process could have influenced the findings of the study (see Appendix E).

3.6.2   AIMS OF THE STUDY

The aim of this study was explorative and descriptive in nature (see explanation chapter 1, section 1.2). Explorative and descriptive studies have inherent limitations that needed to be taken into account. Explorative studies are essential when research is braking new ground (such as gaining new insights into HIV/AIDS message framing) and explorative studies almost always yield new answers into a topic however it rarely provides satisfactory answers to research questions (Rubbin & Babbie, 1997). This limitation was addressed through doing literature control to enrich findings and the answering of the research questions. Descriptive studies' limitation, on the other hand, is that it is difficult to draw casual inferences (Grimes & Schultz, 2002). This limitation was addressed through ensuring that casual inferences weren't drawn when there was none (ibid).

3.6.3   QUALITATIVE CONTENT ANALYSIS AND RELATED PROCESSES

Several limitations accompanied choosing qualitative content analysis as research design. The limitations related to the type of data used in content analysis as well as how it was analysed and what implication this had on the results.

Bryman (2001) mentions that printed text and documents, as well as mass media items are suitable data for qualitative content analysis. However, issues of authenticity in terms of the adequacy of the authors/creators might limit the value of the study (Bryman, 2001). I did consider loveLife as the creator of these messages as adequate since this is a nationwide campaign that not only specializes in HIV/AIDS prevention messages, but also evaluates their messages constantly through conducting research to ensure the strategies they use are effective. Furthermore, Bryman (2001) states that content analysis can only be as good as the documents on which the practitioner works and according to Babbie (2005), the concreteness of material studied strengthens the likelihood of reliability. I, therefore, used

only original loveLife media messages and included transcriptions of recorded and descriptions of outdoor and printed loveLife media messages to strengthen the dependability of and quality of the study.

LoveLife media messages were purposefully sampled. Limitations associated with purposive sampling are that the findings do not represent meaningful populations and, therefore, it is difficult to transfer the findings beyond the selected sample (Rubin & Babbie, 1997). One strategy to limit the impact of the latter limitation is to provide detailed and rich descriptions of what was studied (Seal, 1999). Keeping an audit trail helped to document data as well as a thorough description of what was studied and how it was studied. Memos were included in the audit trail that entailed thick descriptions of the analysis and interpretations of the data (see Appendix D). According to Denscombe (1998), purposive sampling is inherently biased. Reflexivity helped to document personal accounts on how personal biases could have influenced the results. These accounts formed part of the audit trail that is documented in the form of a reflection journal (see Appendix E).

Another complication arises through accepting that knowledge is a social construction because the interpretation of those who produced the documents might differ from the interpretation of the researcher (Descombe, 1998). In the current study, the intentions and perceptions of the creators of loveLife media messages were considered. This was done through taking into account what loveLife's creators see as core values and including their perception of core values in the analysis of the loveLife media messages.

Lastly, it needs to be mentioned that incomplete analysis in content analysis could limit the value of one's findings (Elo & Kyngas, 2007). To avoid not analysing the data properly, the coding process was repeated a few times until no more new codes could be assigned to the data.

3.7   THE RESEARCHER'S ROLE

In this study, I was subjectively involved in the exploration and description of loveLife media messages and how this process provided insight into the content of these messages and how they are framed. One of the main implications is that instead of using a research instrument, the researcher becomes the research instrument (Nieuwenhuis, 2007). Being the research instrument and gathering useful data depends on the researcher.

As mentioned before, loveLife media messages served as data and to make sure that this data is useful, I made sure that the following questions were taken into account Denscombe (1998):

- *Are the documents genuine?*
- *Are the documents credible in terms of their type?*
- *Are the documents credible in terms of their authors/creators?*
- *Are the documents credible in terms of their sponsorship?*
- *Are the documents credible in terms of their accessibility of information?*

According to Denzin and Lincoln (2005), a qualitative researcher is interested in questions that stress how social experiences are created. In this study, loveLife media messages as a social experience and specifically how they are created with reference to developmental assets and HIV/AIDS message framing were my focus.

Throughout the research process, I needed to be aware of how I, as the researcher, influenced every step of the research process. As discussed under in section 3.5.4, reflexivity allowed me to note down how my prior knowledge, personal characteristics, intellectual biases and motives that influenced the study (ibid.; Mays & Pope, 2000). Memoing played two roles in this study. Firstly, it assisted reflexivity as I was constantly able to note down how I, as the researcher influenced the research process and especially the data collection, analysis and interpretation. Secondly, it helped to assist me in making conceptual leaps from raw data to the abstracts that explain research phenomena in the context in which it is examined (Birks, Chapman & Francis, 2008). In other words, memoing allowed me to make the leap from the coded loveLife media messages to how the identified developmental assets inform understanding in loveLife media messages.

During the research process, the researcher has several ethical issues that needed to be taken into account. This will be discussed in the following section.

3.8   ETHICAL CONSIDERATIONS

Since no human participants were involved in this study, several ethical issues were not relevant. These issues included, protection of the participants' identities, obtaining informed consent and permission to be interviewed, as well as an undertaking to destroy audio tapes (Maree & Van der Westhuizen cited in Maree, 2007). However, I was still accountable for handling the data with integrity. Handling the data with integrity in this research study included taking into account the intentions of the creators of loveLife media messages

through analyzing them within the context of HIV/AIDS prevention (Denscombe 1998). Furthermore, I aimed at analysing and interpreting the data with integrity through ensuring that no inferences were made or data coded if no correlation existed. LoveLife's description of core values and the developmental assets framework's descriptions of the individual developmental assets served as a priori assumptions (see Appendix C) which helped to code data only when the data truly correlated with the code. My research supervisor's input on the analysis and interpretation of data helped to support the honesty of the coding and categorising processes.

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4.1 INTRODUCTION

This chapter focuses on data gathered (data realisation) as well as results obtained in the analysis and interpretation of data by means of literature control. The next section includes four phases of analysis and interpretation of loveLife media messages (as explained in chapter 3, section 3.4.3).

4.2 PHASE 1: CORE VALUES PORTRAYED IN LOVELIFE MEDIA MESSAGES

4.2.1 RESULTS

As discussed in chapter 1, section 1.3.2, and chapter 2, section 2.3.3.2, part of loveLife's strategy is to portray core values (*love, respect, dignity* and *responsibility*) in their messages as strengths that youth can use to make healthy sexual decisions. LoveLife provide descriptions for each of these values (see chapter 2, section 2.3.3.2) that served as indicators (a priori assumptions) for analysis of core values portrayed in selected loveLife media messages.

Phase one of the analysis revealed that four core values are portrayed across printed, broadcast and outdoor loveLife media messages. Some media messages portrayed more core values than others. Table 4.1 represents the core values identified in the selected loveLife media messages.

TABLE 4.1: **Core values portrayed in loveLife media messages**

Core Value: *Love*	**Indicator: Self-esteem and confidence in oneself, love for one's partner based on mutual understanding and commitment (http://www.lovelife.org.za/corporate/index.html).** **Note:**			
	It seems as if love has two components in the above loveLife conceptualisation: 1) Intrapersonal: love for oneself that manifests in the form of self-esteem and confidence (belief in oneself). 2) Interpersonal: love not for family, friends but specifically a partner. A criteria given for a love relationships is that there should be mutual understanding and commitment.			
	Type of message	Specific Data Source	Evidence	Reason for ascribing code
Love	Printed	UNCUT magazine: message on overleaf – May '09	"I am in charge of me"	This statement correlates with the intrapersonal component of loveLife's description of love. A convincing statement such as "I am in charge of me" indicates confidence in oneself and some degree of self-esteem as this statement reflects a young person who feels they are able to control what happens to them.
Love	Broadcast	TV prevention message– "Control your circumstance"	"I've got talent and I've got drive"	This statement is a direct confession of having self-esteem and confidence in oneself. This statement reflects positive convictions about oneself and reflects a love for oneself.
Love	Outdoor	Billboard 3	"No 'till we know"	This billboard's statement correlates with the interpersonal component of love as it implies having a mutual understanding that they need to know their HIV status before they can engage on a sexual level. It also implies mutual trust to a certain extent, as the partners should trust one another to be honest about their HIV status.

Core Value: *Respect*	**Indicator: Respect for one's elders, others and self (http://www.lovelife.org.za/corporate/index.html/)**			
	Note:			
	LoveLife's description of respect seems to be broad, as it is not linked to specific behaviour. Having respect for oneself, others and adults might however imply making certain choices and acting accordingly based on respect (respectful choices and behaviours). This value also has an intrapersonal (respect for self) and interpersonal (respect for others) component.			
	Type of message	**Specific Data Source**	**Evidence**	**Reason for ascribing code**
Respect	Broadcast	TV prevention message – "Second chance"	"I'm learning everyday by giving up not my body, but my brain"	The statement implies a young woman who respects her body as she decides not to engage in prostitution (disrespectful behaviour) anymore but to rightfully earn what she needs. This statement could therefore be argued to imply the intrapersonal component of respect.
Core Value: *Dignity*	**Indicator: Being proud of who and what you are, never degrading oneself through irresponsible behaviour, protecting the dignity of those you love and respecting the dignity of others (http://www.lovelife.org.za/corporate/index.html/)**			
	Note:			
	Dignity seems to have two components in the above loveLife conceptualisation: 1) An intrapersonal component. This component involves two aspects, namely: being proud of oneself and not engaging in irresponsible behaviour. 2) An interpersonal component. This component involves two aspects, namely: respecting the dignity of others and protecting your loved ones.			
	Type of message	**Specific Data Source**	**Evidence**	**Reason for ascribing code**
Dignity	Printed	Parent guidance booklet – message on front page of booklet	"Love them enough to talk about sex"	This statement can be argued to portray a call on parents to show dignity. This statement implies that parents should talk to their children about HIV/AIDS in order to protect them. Accordingly this statement correlates with the interpersonal component of dignity where people (in this case parents) should protect those they love (their children).

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Dignity	Broadcast	TV prevention message - "Second chance"	"I'm not leaning on any man until I can stand up for me"	This statement correlates with the intrapersonal component of dignity and more specifically with the aspect of not degrading oneself through irresponsible behaviour. The irresponsible behaviour in this case refers to leaning on a man (prostitution) in order to provide for oneself.
		TV prevention message – "Control you circumstance"	"I'm in school, no booze, drugs, sex, no babies for me yet"	This statement reflects the notion of deciding not to engage in irresponsible behaviour and therefore correlates with the intrapersonal component of dignity.
		TV prevention message – "Labels: I'm young not stupid"	"I'll ditch my girl if she sleeps around"	A relationship where one person is not being faithful can be seen as irresponsible behaviour because having multiple partners can spread sexually transmitted diseases. By choosing not be in such a relationship one is choosing not to degrade oneself. This statement correlates with the intrapersonal component of dignity and specifically the aspect of not degrading oneself by engaging in irresponsible behaviour.
Dignity	Outdoor	Billboard 1	"If it's not only me, you're not for me"	The intrapersonal component of dignity is portrayed by a young person's decision to not engage in a relationship where his/her partner is sleeping with other girls/boys as well. He/she therefore decides not to degrade himself/herself by engaging in risky behaviour.
		Billboard 2	"You can't pressure me into sex"	This statement reflects the notion of choosing not to be in a relationship where one puts one's safety on the line. This statement correlates with the intrapersonal component of dignity where a person chooses not to degrade themselves through engaging in irresponsible behaviour

| | | Billboard 3 | "No 'till we know" | This statement correlates with both the intrapersonal and interpersonal component of dignity. Firstly, the statement portrays the notion of deciding not to be in a sexual relationship before both parties know their HIV status. This correlates with not degrading oneself by engaging in irresponsible behaviour (intrapersonal). Secondly, the statement implies the decision to protect oneself and the one's partner by making responsible choices (interpersonal). |
| | | Billboard 4 | "You can't pressure me into sex" | This statement reflects the notion of choosing not to be in a relationship where one puts one's safety on the line. This statement correlates with the intrapersonal component of dignity where a person chooses not to degrade themselves through engaging in irresponsible behaviour. |

Core Value: *Responsibility*	**Indicator: Knowing that *responsibility* is a shared commodity and recognizing your share, behaving as if you want the world to be a better place and it is not somebody else's *Responsibility* (http://www.lovelife.org.za/corporate/index.html/).**
	Note
	There seems to be three components to loveLife's description of *responsibility*;
	1) Understanding that *responsibility* is something that needs to be shared.
	2) Taking up *responsibility* for one's own life.
	3) Behaving (living) as if one wants the world to be a better place (behaving responsibly).

	Type of message	Specific Data Source	Evidence	Reason for ascribing code
Responsibility	Printed	UNCUT magazine: message on overleaf – March '09	"I'll work damn hard and finish school"	This statement reflects the notion of taking up one's *responsibility*. In this situation specifically pertaining to the idea that a person is responsible for his/her own education.
		UNCUT magazine: message on overleaf – April '09	"Sure I've lived it up, but I've also paid the price. My next move it to change my life"	This statement reflects the notion of taking up one's *responsibility*. However in this situation it pertains to taking *Responsibility* for the way

				one lives life. Based on the latter this statement could also imply behaving as if one wants the world to be a better place.
		UNCUT magazine: message on overleaf – June/July '09	"Your formula to success – Making your move"	The statement that one needs to make one's move implies taking up one's *Responsibility* especially with regard to a successful future.
Responsibility	Broadcast	TV prevention message – "Control you circumstance"	"I'll work till someone notices me"	This statement portrays a decision to take up *Responsibility* for creating one's own future opportunities instead of waiting for someone else to create the opportunity.
		TV prevention message – "Labels: I'm young not stupid"	"I will work hard until I finish school"	This statement reflects the notion of taking up one's *Responsibility*. In this situation specifically pertaining to the idea that a person is responsible for his/her own education.
Responsibility	Outdoor	Billboard 1	"No 'till we know"	This statement portrays responsibility as a shared commodity as a young person realises his share in protecting himself/herself and his/her partner against HIV infection or re-infection.

4.2.1.1 Love

The core value, *love*, was portrayed by outdoor and broadcast loveLife media messages but not by all printed messages. The results indicated that both components of loveLife's definition of *love* were portrayed namely, having *love* for oneself as manifested by self-esteem and confidence (intrapersonal component) as well as having *love* for someone else as manifested by mutual trust and understanding (interpersonal component). The intrapersonal component was portrayed by a broadcast (television prevention message – control your circumstances) and printed loveLife media message (UNCUT magazine – May 2009). The interpersonal component was portrayed in an outdoor loveLife media message (billboard 3).

The only source of loveLife prevention messages that did not portray *love* was the prevention messages on the front page of the parent guidance booklet. Although the word "love" is mentioned in the statement, it is not used within the context of loveLife's description of what *love* is as a value, namely, self-esteem and confidence in oneself as well as *love* for one's partner based on mutual understanding and commitment. This prevention message on the front page of the parent guidance booklet therefore does not seem to portray *love* as a value.

4.2.1.2 Respect

LoveLife's description of *respect* is broad and does not pinpoint exact convictions or behaviours that represent *respect*. This broad definition hindered analyses of whether loveLife media messages authentically reflected the value of *respect*. Only one broadcast loveLife media message (television prevention message – second chance) seemed to portray *respect.*

4.2.1.3 Dignity

Dignity was portrayed across all broadcast loveLife media messages. This core value appeared in all outdoor loveLife media messages (billboards 1, 2, 3 and 4). *Dignity* was portrayed in the parent guidance booklet but not in UNCUT magazines.

All broadcast messages portrayed the intrapersonal component of *dignity*, (signify the notion of not degrading oneself by engaging in irresponsible behaviour). The printed message (parent guidance booklet) portrayed the interpersonal component of *dignity* (denoted by protecting the *dignity* of one's loved ones). LoveLife's outdoor media messages (billboard 1, 2, 3 and 4) portrayed both intra- and interpersonal components of *dignity*.

4.2.1.4 Responsibility

All three types of loveLife media messages (printed, broadcast and outdoor) portrayed the core value *responsibility*. However, mainly the intrapersonal component of *responsibility* was portrayed, namely that a young person should take *responsibility* for themselves and their future. Viewing *responsibility* as a shared commodity was portrayed less. Only billboard 1 implied *responsibility* as a shared commodity.

4.2.1.5 What core values are portrayed by loveLife media messages? (gain-framed HIV/AIDS prevention messages portray core values as strengths that foster well-being and a positive future perspective)

All four of the core values (*love, respect, dignity* and *responsibility*) were portrayed across the sampled loveLife media messages, which answer the secondary question: What core values are portrayed by loveLife media messages? It was clear throughout the analysis that the core values are not directly portrayed, but rather implied. However, indirect messages seem to be part of loveLife's strategy aligning with the social constructivist assumption that youth are co-constructors of their prevention messages (http://www.lovelife.org.za/corporate/index.html).

Overall, the core value *dignity* was most evident in loveLife media messages whereas *respect* was portrayed least. Broadcast and outdoor loveLife media messages seemed to be the sources that portrayed most core values. Printed loveLife media messages portrayed the least amount of core values.

Using values within the context of preventing at-risk behaviours is seen in the "Values in Action Inventory of Strengths for Youth (Park & Peterson, 2006). This framework assesses values in the form of character strengths that help youth develop optimally (ibid.). This framework posits that strengths (values) in youth should be recognised as the core of moral competence guiding youth to act responsibly (ibid.). In the same way the core values portrayed in loveLife media messages aim at portraying youth as possessing strengths (values). Values help youth foster well-being by making healthy sexual and life choices (ibid.).

In chapter 2, section 2.7.2, I stated that loveLife media messages could be seen as gain-framed messages. Gain-framed messages portray future benefits in the form of a hopeful future if the audience decides to comply with behaviour suggested in the messages. Based on results of the analysis, it is evident that loveLife media messages do portray core values

(http://www.lovelife.org.za/corporate/index.html/). LoveLife's message framing strategy emphasises hope and a promising future (look-for-an-opportunity mindset). In this way, I find that loveLife media messages are gain-framed messages (as benefits are emphasised) (ibid.). As such, these gain-framed loveLife messages portray core values as strengths that can potentially foster well-being. The identified core values support the second working assumption of the study, namely, gain-framed HIV/AIDS prevention messages (loveLife media messages) portray core values as strengths that foster well-being and a positive future perspective.

4.3 PHASE 2: IDENTIFYING DEVELOPMENTAL ASSETS PORTRAYED IN LOVELIFE MEDIA MESSAGES

4.3.1 RESULTS

As explained in chapter 1, section 1.3.3, and chapter 2, section 2.5.1, a developmental asset is a building block that has the potential to empower people to make healthy lifestyle choices despite risk factors (Scales, 1999, p. 133). The definition of each developmental asset (as defined by the developmental assets framework) served as indicators (a priori assumptions for deductive analysis) during analysis to determine whether loveLife media messages portrayed developmental assets or not. Table 4.2 illustrates the identified developmental assets portrayed in loveLife media messages.

TABLE 4.2:   Developmental assets portrayed in loveLife media messages

Developmental asset	*Internal asset:* • "Commitment to learning" – ***Achievement motivation*** • **Indicator:** *Young person is motivated to do well in school.*		
	Type of message	**Specific Data Source**	**Evidence**
Achievement motivation	Printed	UNCUT magazine: prevention message on overleaf – March '09	"I'll work damn hard and finish school"
Achievement motivation	Broadcast	TV prevention message – "Second chance"	"My formal education might be on hold, but I'm learning everyday" "It's a move away from my past and towards my dream of who I can become"
		TV prevention message – "Control your circumstance"	"I'll work hard till someone notices me" "I'm moving up"
		TV prevention message – "Labels: I'm young not stupid"	"I want to go places" "I'll work hard and finish school"
Developmental asset	*Internal asset:* "Commitment to learning" – ***School engagement*** *Indicator: Young person is actively engaged in learning.*		
	Type of message	**Specific Data Source**	**Evidence**
School engagement	Printed	UNCUT magazine: prevention message on overleaf – March '09	"I'll work damn hard and finish school"
School engagement	Broadcast	TV prevention message – "Control your circumstance"	"I'm in school" "I'll work hard till someone notices me"
		TV prevention message – "Labels: I'm young not stupid"	"I'll work hard and finish school"
Developmental asset	*Internal asset:* "Positive Value" – ***Responsibility*** *Indicator: Young person accepts and takes personal Responsibility.*		
	Type of message	**Specific Data Source**	**Evidence**
Responsibility	Printed	UNCUT magazine: prevention message on overleaf – March '09	"I'll work damn hard and finish school"

		UNCUT magazine: prevention message on overleaf – April '09	"My next move is to change my life"
		UNCUT magazine: prevention message on overleaf – May '09	"I am in charge of me"
		UNCUT magazine: prevention message on overleaf – June/July '09	"Your formula to success: making your move"
Responsibility	Broadcast	TV prevention message – "Second chance"	"I'm not leaning on any man till I can stand up for me"
		TV prevention message – "Control your circumstance"	"I'm in school , no booze, drugs, sex, no babies for me yet"
		TV prevention message – "Labels: I'm young not stupid"	"I'll work hard and finish school"
Responsibility	Outdoor	Billboard 1	"If it's not just me, you're not for me"
		Billboard 2	"You can't pressure me into sex"
		Billboard 3	"No 'till we know"
		Billboard 4	"Prove your love, protect me"
Developmental asset	***Internal asset:*** "Positive Value" – ***Integrity*** ***Indicator:*** *Young person acts on convictions and stands up for her or his beliefs.*		
	Type of message	**Specific Data Source**	**Evidence**
Integrity	Printed	UNCUT magazine: prevention message on overleaf – March '09	"I'll work damn hard and finish school"
		UNCUT magazine: prevention message on overleaf – April '09	"My next move is to change my life"
		UNCUT magazine: prevention message on overleaf – May '09	"I am in charge of me"
Integrity	Broadcast	TV prevention message – "Second chance"	"I'm not leaning on any man till I can stand up for me"
		TV prevention message – "Control your circumstance"	"She looks at me like its going to be my life (prostitution), well it won't"
		TV prevention message – "Labels: I'm young not stupid"	"I live life with *Integrity*" "I'll ditch my girl if she sleeps around"
Integrity	Outdoor	Billboard 1	"If it's not just me, you're not for me"
		Billboard 2	"You can't pressure me into sex"

		Billboard 3	"No 'till we know'"
		Billboard 4	"Prove your love, protect me"
Developmental asset	**Internal asset:** "Positive Value" – **Restraint** **Indicator:** *Young person believes it is important not to be sexually active or to use alcohol or other drugs.*		
	Type of message	**Specific Data Source**	**Evidence**
Restraint	Broadcast	TV prevention message – "Second chance"	"I'm not leaning on any man 'till I can stand up for me" "I'm learning everyday not by giving up my body, but my brain"
		TV prevention message – "Control you circumstance"	"no booze, drugs, sex, no babies for me yet"
Restraint	Outdoor	Billboard 1	"If it's not just me, you're not for me"
		Billboard 2	"You can't pressure me into sex"
		Billboard 3	""No 'till we know'"
Developmental asset	**Internal asset:** "Positive value" – **Honesty** **Indicator:** *Young person tells the truth even when it is not easy*		
	Type of message	**Specific Data Source**	**Evidence**
Honesty	Outdoor	Billboard 3	"No 'till we know"
Developmental assets	**Internal asset:** "Social Competence" – **Planning and decision making** **Indicator:** *Young person knows how to plan ahead and make choices.*		
	Type of message	**Specific Data Source**	**Evidence**
Planning and decision making	Broadcast	TV prevention message – "Control your circumstance"	"No babies for me yet"
Planning and decision making	Outdoor	Billboard 1	"If it's not just me, you're not for me"
		Billboard 2	"You can't pressure me into sex"
		Billboard 3	"No 'till we know"
		Billboard 4	"Prove your love, protect me"

Developmental assets	Internal asset: "Social Competence" – *Resistant skills* Indicator: *Young person can resist negative peer pressure and dangerous situations.*		
	Type of message	**Specific Data Source**	**Evidence**
Resistant skills	Broadcasted	TV prevention message – "Second chance"	"I'm not leaning on any man till I can stand up for me"
		TV prevention message – "Control you circumstance"	"No booze, drugs, sex, no babies for me yet"
		TV prevention message – "Labels: I'm young not stupid"	"I'll ditch my girl if she sleeps around"
Resistant skills	Outdoor	Billboard 1	"If it's not just me, you're not for me"
		Billboard 2	"You can't pressure me into sex"
		Billboard 3	"No 'till we know"
		Billboard 4	"Prove your love, protect me"
Developmental assets	Internal asset: "Positive Identity" – *Personal power* Indicator: *Young person feels he or she has control over "things that happen to me".*		
	Type of message	**Specific Data Source**	**Evidence**
Personal power		UNCUT magazine: prevention message on overleaf – March '09	"I'll work damn hard and finish school"
		UNCUT magazine: prevention message on overleaf – April '09	"My next move is to change my life"
		UNCUT magazine: prevention message on overleaf – May '09	"I am in charge of me"
		UNCUT magazine: prevention message on overleaf – June/July '09	"your formula to success: making your move"
Personal power	Broadcasted	TV prevention message – "Second chance"	"I'm learning everyday, not by giving up my body, but my brain"
		TV prevention message – "Control you circumstance"	"She looks at me"
		TV prevention message – "Labels: I'm young not stupid"	""She looks at me like its going to be my life (prostitution), well it wont"
Personal power	Outdoor	Billboard 1	"If it's not just me, you're not for me"

		Billboard 2	"You can't pressure me into sex"
		Billboard 3	"No 'till we know"
		Billboard 4	"Prove your love, protect me"
Developmental assets	**Internal asset:** "Positive Identity" – **Sense of purpose** *Indicator*: *young person reports that "my life has a purpose".*		
	Type of message	**Specific Data Source**	**Evidence**
Sense of purpose	Printed	UNCUT magazine: prevention message on overleaf – March '09	"I'll work damn hard and finish school"
		UNCUT magazine: prevention message on overleaf – April '09	"My next move is to change my life"
		UNCUT magazine: prevention message on overleaf – June/July '09	"Your formula to success: making your move"
Sense of purpose	Broadcast	TV prevention message – "Second chance"	"It's a move away from my past and towards my dream of who I can become"
		TV prevention message – "Control your circumstance"	"I'll work hard till someone notices me" "I'm moving up"
		TV prevention message – "Labels: I'm young not stupid"	"I want to go places"
Developmental Assets	**Internal asset:** "Positive Identity" – **Self-esteem** *Indicator:* *Young person reports having a high Self-esteem.*		
	Type of message	**Specific Data Source**	**Evidence**
Self-esteem	Printed	UNCUT magazine: prevention message on overleaf – March '09	"I'll work hard and finish school"
		UNCUT magazine: prevention message on overleaf – April '09	"My next move is to change my life"
		UNCUT magazine: prevention message on overleaf – May '09	"I am in charge of me"
		UNCUT magazine: prevention message on overleaf – June/July '09	"Your formula to success" "making your move"
Self-esteem	Broadcast	TV prevention message – "Second chance"	"My next move is to change my life"

		TV prevention message – "Control your circumstance"	"I've got talent, I've got drive"
		TV prevention message – "Labels: I'm young not stupid"	"I am in charge of me"

Developmental asset	**Internal asset:** "Positive Identity"- **Positive view of personal future** **Indicator**: young person is optimistic about his or her personal future.		
	Type of message	**Specific Data Source**	**Evidence**
Positive view of personal future	Printed	UNCUT magazine: prevention message on overleaf – March '09	"I'll work damn hard and finish school"
		UNCUT magazine: prevention message on overleaf – April '09	"My next move is to change my life"
		UNCUT magazine: prevention message on overleaf – May '09	"I am in charge of me"
Positive view of personal future	Broadcast	TV prevention message – "Second chance"	"It is a move away from my past and toward my dream of who I can become"
		TV prevention message – "Control your circumstance"	"I'm moving up"
		TV prevention message – "Labels: I'm young not stupid"	"I want to go places"
Developmental asset	**External asset:** "Support" – **Family support** **Indicator**: The young person's family members and their dynamics provide support for him or her.		
	Type of message	**Specific Data Source**	**Evidence**
Family support	Printed	Parent guidance booklet – message on overleaf of magazine	"Love them enough to talk about sex"
Developmental asset	**External asset:** "Support" – **Positive family communication** **Indicator**: Positive communication takes place between the young person and his parent(s) and he or she is able to seek advice and guidance from them.		
	Type of message	**Specific Data Source**	**Evidence**
Positive family communication	Printed	Parent guidance booklet – message on overleaf of magazine	"Love them enough to talk about sex"

4.3.2 WHICH DEVELOPMENTAL ASSETS ARE PORTRAYED IN LOVELIFE MEDIA MESSAGES? (GAIN-FRAMED HIV/AIDS PREVENTION MESSAGES PORTRAY DEVELOPMENTAL ASSETS)

Overall, the loveLife media messages portrayed fourteen of the forty developmental assets. Of the developmental assets portrayed in the loveLife media messages, twelve are internal assets and two, external assets. Internal assets in loveLife media messages included assets from all four internal categories, namely, "commitment to learning", "positive values", "social competence" and "positive identity". The external assets portrayed in the sampled loveLife media messages included only "support" assets, namely *family support* and *positive family communication*. This section answers the following secondary question, Which developmental assets are portrayed in loveLife media messages?

Figure 4.1 illustrates the frequency with which the internal developmental assets categories ("commitment to learning", "positive values", "positive identity") as well as the external developmental assets category ("support") were portrayed in the loveLife media messages.

Developmental asset	Times portrayed
Personal power	11
Sense of purpose	6
Self-esteem	7
Positive view of personal future	6
Responsibility	11
Integrity	10
Restraint	5
Honesty	1
Planning and decision making	5
Resistant skills	7
Achievement motivation	4
School engagement	3
Family support	1
Positive Family communication	1
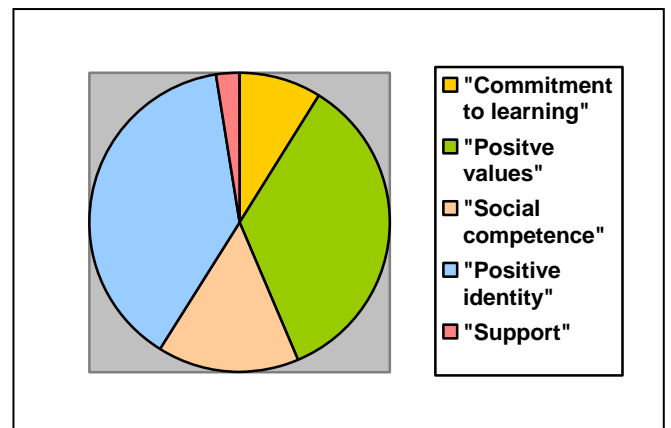
FIGURE 4.1: Internal and external developmental assets and frequency portrayed

Overall, *responsibility* was the internal asset portrayed most and *honesty* the internal asset portrayed least. Broadcast messages (television prevention messages) portrayed the greatest number of developmental assets and printed messages (UNCUT magazines and parent guidance booklet) portrayed the fewest developmental assets.

4.3.2.1 Internal assets

The following twelve internal assets are portrayed: *achievement, motivation*, *school engagement*, *integrity*, *honesty*, *responsibility*, *restraint*, *planning and decision making*, *resistance skills*, *personal power*, *self-esteem*, *sense of purpose* and *positive view of personal future*. Eight internal assets are not portrayed by loveLife media messages, which include homework, *bonding to school, reading for pleasure, caring, equity and social justice, cultural competence, peaceful conflict resolution* and *interpersonal competence*.

The discussion has been structured in such a way that the asset categories portrayed most ("positive identity" and "positive values") are discussed first. The asset categories portrayed least ("social competence" and "commitment to learning") are discussed last.

a)   Positive Identity

All four "positive identity" assets were portrayed. The "positive identity" assets include, p*ersonal power*, *sense of purpose*, *self-esteem* and *positive view of personal future*.

i)   *Personal power*

Personal power is the "positive identity" developmental asset portrayed most by the sampled loveLife media messages. All of the sampled loveLife media messages (except for the parent guidance booklet) indicated the notion of *personal power*. The developmental assets framework defines *personal power* as a young person feeling he/she has control over "things that happen to me". Messages, therefore, highlighted youth who has control (over themselves, their partners and their futures) as significant in preventing HIV/AIDS infection. *Personal power* could potentially be portrayed in gain-framed HIV/AIDS prevention messages as a source of enablement to obtain benefits of healthy living (staying HIV-free, not infecting others, or enjoying a promising future). The *personal power* asset could also be portrayed as a desirable character state (a benefit) which is obtainable if youth make correct choices.

ii)   Self-esteem

Self-esteem is the second most portrayed "positive identity" asset. One of the sampled loveLife media messages, namely a television prevention message, clearly portrayed a young person making positive statements about her personal characteristics by mentioning that she has talent and drive. The other broadcast messages and printed messages portrayed youth experiencing high *self-esteem*. In this regard, *self-esteem* is portrayed (by all four UNCUT magazines and all three television prevention messages) through youth making statements of being in charge and their ability to finish school, change their lives and make their move. *Self-esteem* seems to be portrayed as a character strength that enables a young person to foster well-being. Furthermore, *self-esteem* could be portrayed as a desirable characteristic (a benefit) that accompanies a healthy lifestyle. Portraying *self-esteem* as a benefit could therefore help to design gain-framed HIV/AIDS prevention messages. The outdoor messages and one printed message (parent guidance booklet) did not portray *self-esteem*.

iii)   Sense of purpose

"Positive identity" assets portrayed least in loveLife media messages, are *sense of purpose* and *positive view of personal future.* All but one UNCUT magazine (May 2009) and all three television prevention messages portray *sense of purpose*. In this regard, messages portray youth stating who they want to become ("become who I dream to be") or what they want to accomplish (I'll work hard until someone notices me"). Youth stating what they want to become are portrayed by all the television messages. A *sense of purpose* is portrayed by youth stating what their future dreams and goals are. The messages on the overleaf of the UNCUT magazines portrayed youth having a *sense of purpose* by reflecting notions of wanting to finish school and wanting to change their lives for the better. The portrayal of *sense of purpose* could also be seen as a way to portray a hopeful future as a benefit that accompanies healthy choices and behaviours. The latter opens the possibility that *sense of purpose* could be used to design gain-framed HIV/AIDS prevention messages. Outdoor loveLife media messages and the parent guidance booklet did not portray a *sense of purpose*.

iv)   Positive view of personal future

Positive view of personal future appears with the same frequency as does *sense of purpose* (six times). All three television prevention messages and all but one UNCUT magazine (June/July 2009) portray a young person with a positive view about his/her personal future. The developmental asset (*positive view of personal future*) is reflected in youth taking charge of themselves and their future and wanting to go places and become who they dream they

could be. *Positive view of personal future* can potentially be used in gain-framed prevention messages. Portraying youth as being in charge of themselves and their futures implies that a *positive view of personal future* becomes a motivating factor to stay HIV- negative. Benefits (gain-frames) in these sampled messages seem to entail staying HIV-negative as well as hoping for a promising future. Outdoor loveLife media messages (billboards) as well as the parent guidance booklet did not portray this asset.

b)   Positive values

Four of the six "positive value" developmental assets were portrayed. "Positive values" developmental assets not portrayed are, *caring* as well as *social justice and equity.*

i)   Responsibility

Responsibility (together with *personal power*) is the developmental asset portrayed most in loveLife media messages (eleven times). The developmental assets frameworks definition of *responsibility* is broad as it refers to *responsibility* involving any type of responsible behaviour. All four UNCUT magazines, all three television prevention messages and all billboards portrayed youth making responsible decisions to foster well-being. The parent guidance booklet did not portray *responsibility.* Some of the messages (billboards 3 and 4) implied responsible behaviour that will protect young people and their partners. *Responsibility* portrayed in messages could enable youth to practise healthy choices and behaviours in order to obtain the benefits (staying HIV-negative) of a healthy lifestyle.

ii)   Integrity

Integrity appears frequently (ten times) in loveLife media messages. All four UNCUT magazines, three television prevention messages and all billboards indicated *integrity*. The parent guidance booklet did not portray *integrity* as a developmental asset. The developmental assets frameworks definition of *integrity* is somewhat broad as the definition implies assertiveness. All television prevention messages, UNCUT magazines and billboards portray young people standing up for something they think is important (such as, taking charge of themselves and their future, working hard, finishing school and setting boundaries for relationships they enter into). The internal asset *integrity* is therefore often implied. *Integrity* could potentially play two roles in gain-framed HIV/AIDS prevention messages. On the one hand, *integrity* can be portrayed as a character strength that enables healthy choices and behaviours to obtain benefits of healthy living (such as staying HIV-negative). On the other hand, *integrity* could be portrayed as a desirable state (a benefit) that young people could aspire to and obtain if they lead a healthy life.

iii) Restraint

Restraint was portrayed five times in two television prevention messages ("second change" and "control your circumstances") and three billboards (billboard 1, 2 and 3). *Restraint* was not portrayed in printed loveLife media messages (UNCUT magazines and parent guidance booklet). The *restraint* developmental asset was reflected in youth making statements on avoiding dangerous situations, such as taking drugs, having unsafe sex and not selling one's body but rather relying on oneself to get what one needs. Avoiding risky behaviour could be portrayed in gain-framed HIV/AIDS prevention messages as a means to stay HIV-free (a benefit associated with healthy lifestyle). The possibility exists that youth might interpret *restraint* as desirable character strength and as a benefit gained by leading a healthy life (or as a means to live healthy).

iv) Honesty

Honesty is the developmental asset portrayed least, together with *family support* and *positive family communication*. Only one message (billboard 3) portrayed the notion of *honesty* where a young person is portrayed telling the truth even under difficult circumstances. *Honesty* is reflected in a young person's decision to first find out his/her and his/her partner's HIV status before getting sexually involved. The latter implies having to be honest about one's HIV status although it is a personal and sensitive issue. *Honesty* could potentially be portrayed in gain-framed HIV/AIDS prevention messages as both a source of enablement or as desirable character strength (benefit) associated with staying HIV-free and living a healthy life.

c) Social competence

Two of the five "social competence" developmental assets (namely *planning and decision making* as well as *resistant skills*) were portrayed in loveLife media messages. The following developmental assets in the social competence category were not portrayed in the sampled loveLife media messages: *interpersonal competence, peaceful conflict resolution* and *cultural competence.*

i) Planning and decision making

Planning and decision making is portrayed five times in loveLife media messages. *Planning and decision making* is portrayed in one television advertisement ("control your circumstances") and all billboards (billboard 1,2,3 and 4). Printed loveLife media messages did not portray *planning and decision making*. *Planning and decision making* are portrayed by youth making plans and taking decision about responsible behaviour within a relationship, such as abstaining from sexual practices until both partners know their HIV status. An gain-framed HIV/AIDS prevention message could potentially portray *planning and decision*

making as a source of enablement to stay HIV-negative (a benefit associated with safe sexual choices). Youth portrayed as able to plan ahead and make decisions could potentially serve as role models in charge of themselves and their future.

ii) Resistant skills

Resistant skills are portrayed seven times by loveLife media messages. *Resistant skills* are portrayed by all the television prevention messages. *Resistant skills* are not portrayed in printed media (UNCUT magazines and parent guidance booklet). The developmental assets frameworks definition of *resistant skills* implies two components. In the first instance, youth resists negative peer pressure, and in the second instance, youth resists dangerous situations. The billboards portrayed the notion of youth establishing safe sexual boundaries for their partners (resisting negative peer pressure). Both components of *resistant skills* are portrayed by the sampled loveLife media messages. All the broadcast messages (television prevention messages) portrayed the idea of youth not complying with dangerous situations such as drinking and using drugs. One of the television advertisements ("control your circumstances") reflected resisting dangerous situations, which are usually associated with negative peer pressure. *Resistant skills* can be portrayed in gain-framed HIV/AIDS prevention messages as both a source of enablement that could potentially help a young person avoid HIV infection and as an ideal character strength (a benefit) that is associated with living a healthy life.

d) Commitment to learning

Two of the five "commitment to learning" developmental assets were portrayed in sampled loveLife media messages. Homework*, bonding to school* and *reading for pleasure* are "commitment to learning" developmental assets that were not portrayed in sampled loveLife media messages.

i) Achievement motivation

Achievement motivation is portrayed four times in all the television prevention messages and one UNCUT magazine (March 2009). The *achievement motivation* asset is reflected in youth's determination to finish school, change their lives, and take control of their future and wanting to go places. *Achievement motivation* is not portrayed by outdoor loveLife media messages. *Achievement motivation* could potentially be portrayed in gain-framed HIV/AIDS prevention messages as a means to obtain benefits associated with healthy living, such as a promising future and staying HIV-free. The asset *achievement motivation* (as portrayed by taking control of one's life) could also be portrayed as a benefit in gain-framed HIV/AIDS prevention messages, which is obtainable through wise choices.

ii) School engagement

The *school engagement* asset was portrayed four times by the sampled loveLife media messages. One UNCUT magazine (March 2009) and two television prevention messages ("Control your circumstances" and "Labels: I'm young not stupid") portrayed *school engagement*. The *school engagement* asset is not portrayed in outdoor messages (billboards). Youth making positive statements about school are portrayed in the UNCUT magazine (March 2009) and television prevention messages ("Control your circumstances" and "Labels: I'm young not stupid"). Gain-framed HIV/AIDS prevention messages could potentially portray the asset of *school engagement* in the form of positive attitudes towards school as an enabling source to obtain benefits such as a promising future and staying healthy.

4.3.2.2 External assets

Of twenty external assets, only two were portrayed in the parent guidance booklet. Both of these external assets fall under the category of "support" assets. The following asset categories were not portrayed: "empowerment", "boundaries and expectations", as well as "constructive use of time".

a) Support

The following "support" assets were not portrayed in loveLife media messages: *other adult relationships, caring neighbourhood, caring school climate* and *parent involvement in schooling.* Only *family support* and *positive family communication* were identified.

i) Family support

Family support as a developmental asset is portrayed once by the parent guidance booklet (specifically the message on the front of the parent guidance booklet). *Family support* is portrayed in the form of adults (parents/caregivers) providing children with support within the context of making healthy sexual choices. UNCUT magazines (printed), television prevention messages (broadcast) and billboards (outdoor) did not portray *family support*. The *family support* asset could potentially be portrayed by gain-framed HIV/AIDS prevention messages as a source of enablement to protect children (a benefit associated with *family support*) from HIV infection or infecting others with HIV.

ii) Support – Positive family communication

Positive family communication was portrayed once in the parent guidance booklet (specifically the message on the front of the parent guidance booklet). *The positive family communication asset* was not portrayed in UNCUT magazines and television prevention messages as well as billboards. *Positive family communication* is defined as positive communication taking place between young people and parent(s) or adolescents being able to seek advice (Scales & Leffert, 1999, p. 5). The *positive family communication* asset is portrayed as parents talking to children about HIV/AIDS related issues. *Positive family communication* could potentially be portrayed by gain-framed HIV/AIDS prevention messages as a means of obtaining benefits (such as protecting children from HIV infection or infecting others).

4.3.3 CONCLUSION

Phase two of the analysis revealed that developmental assets are portrayed in gain-framed HIV/AIDS prevention messages (loveLife media messages). The two external assets portrayed (*family support* and *positive family communication*) are both portrayed once by the parent guidance booklet.

The internal asset categories (*commitment to learning*, *positive values*, *social competencies* and *positive identity*) identified in phase two of the analysis correlate with previous studies that focused on identifying developmental assets in prevention programmes. Previous studies on the developmental assets framework identified all four internal asset categories to be portrayed in prevention programmes (Evans *et al.*, 2004; Vesely *et al.*, 2004). However, these studies mainly considered categories of developmental assets, whereas the current study specifies twenty internal assets portrayed in gain-framed HIV/AIDS prevention messages.

Furthermore, previous studies revealed prevention programmes that portrayed more external assets (*non-parent adult role models, constructive use of time, positive peer models, community involvement, responsible chores, empathetic relationships, boundaries and expectations* as well as *empowerment*) than selected loveLife media messages in the current study (Evans *et al.*, 2004; Vesely *et al.*, 2004). Consequently, it is implied that loveLife media messages as gain-framed HIV/AIDS prevention messages could attempt to incorporate more external assets in their media messages.

Arguably, gain-framed HIV/AIDS prevention messages could benefit from portraying a broad spectrum of developmental assets as a broader spectrum of developmental assets mobilised in a young person affect the probability that they will engage in risky behaviour (Murphey, Lamonda, Carney & Duncan, 2004). Furthermore, programmes are more effective when they focus on the number of assets they portray (Aspy *et al*, 2010). The limited number of external assets portrayed in the selected loveLife media messages questions the feasibility of how the messages as contextual factors (external assets) could increase loveLife's effectiveness (Petifor *et al*, 2005, p. 1532).

Phase 2 thus provides an indication of how to answer the second question of the secondary questions - which developmental assets are portrayed by loveLife media messages? This phase of the analysis provides support for the proposal that developmental assets are portrayed in loveLife media messages and could be portrayed in gain-framed HIV/AIDS prevention messages.

4.4 PHASE 3: FINDING CORRELATIONS BETWEEN CORE VALUES

4.4.1 CORRELATIONS BETWEEN CORE VALUES AND THE EIGHT CATEGORIES OF EXTERNAL AND INTERNAL DEVELOPMENTAL ASSETS

Table 4.3 on page 73 indicates the core values correlating with the eight broader categories of internal and external developmental assets. Correlations were drawn based on loveLife's description of core values and the developmental assets frameworks definition of the four internal asset categories and four external asset categories. All eight developmental asset categories (even those not portrayed in loveLife media messages) were included to enrich possible correlations between core values and developmental assets.

4.4.1.1 Commitment to learning

Developmental asset category	Core value
"Commitment to learning" – Committed and motivated learners are to achieve and it entails curiosity to gain skills and knowledge that is important for school and work success.	***Responsibility -*** Knowing that *responsibility* is a shared commodity and recognizing your share, behaving as if you want the world to be a better place and it is not somebody else's *responsibility*

There is a correlation between "commitment to learning" and *responsibility* as both suggest taking charge of oneself and one's future. In the loveLife media messages that portrayed *responsibility* and "commitment to learning", the youth were portrayed as taking *responsibility*

for gaining skills and knowledge in order to create opportunities for employment instead of waiting for someone else to make a success of one's future.

TABLE 4.3: **Correlations between loveLife's core values and the categories of external and internal developmental assets**

	Love	*Respect*	*Dignity*	*Responsibility*
Commitment to learning *Internal*				*
Positive Values Internal	*	*	*	*
Social Competence Internal	*	*	*	*
Positive Identity Internal	*	*	*	
Support External	*			*
Empowerment External	*None*			
Boundaries and Expectations External	*None*			
Constructive use of time External	*None*			

4.4.1.2 Positive values

Developmental asset category	Core value
"Positive Values" - An internal guide that leads youth to make positive behavioural choices and prioritize effectively.	*Love* - Self-esteem and confidence in oneself, love for one's partner based on mutual understanding and commitment *Respect* - Respect for one's elders, others and self *Dignity* - The pride in being who and what you are, never degrading oneself through irresponsible behaviour, protecting the dignity of those you love, and respecting the dignity of others *Responsibility* - Knowing that *responsibility* is a shared commodity and recognizing your share, behaving as if you want the world to be a better place.

All four loveLife *core values* correlate with the developmental asset frameworks "positive values". Each loveLife core value can be seen as a value that has the potential to guide a person's choices and priorities in some way. *Love* could direct expectations of what a young person wants in a relationship. *Respect* (for yourself, your elders and other others) could potentially direct a young person's interactions with themselves and others. *Dignity* could guide choices and behaviours such as not using drugs or having unsafe sex. *Responsibility* could also act as a positive value since a young person who realises his/her shares in shaping their future would be likely to use responsible choice to direct their behaviour.

4.4.1.3 Social competence

Developmental asset category	Core value
"Social competence" – Important personal and interpersonal skills that influence the youth's choices, relationships and options	**Love** - Self-esteem and confidence in oneself, love for one's partner based on mutual understanding and commitment **Respect** - Respect for one's elders, others and self **Dignity** - The pride in being who and what you are, never degrading oneself through irresponsible behaviour, protecting the dignity of those you love and respecting the dignity of others **Responsibility** - Knowing that *responsibility* is a shared commodity and recognizing your share, behaving as if you want the world to be a better place and it is not somebody else's *responsibility*

Love correlates with "social competence" as loveLife's definition of love describes a healthy love relationship – love for one's partner based on mutual understanding and commitment. Having this type of love implies an interpersonal skill that can influence one's expectations of a relationship in that mutual understanding and commitment should be part of the relationship. *Respecting* others and protecting the *dignity* of others can be seen as skills that influence one's choices about relationships and how one interacts in relationships. *Responsibility,* according to loveLife, entails a social component, as *responsibility* should be seen as a shared commodity. As a shared characteristic, *responsibility* can be seen as a social skill that direct one's behaviour towards others as one behaves in such a way to make the world a better place.

4.4.1.4 Positive Identity

Developmental asset category	Core value
"Positive identity" – A young person's view of him or herself, including their sense of agency, purpose, worth and potential.	*Love* - Self-esteem and confidence in oneself, love for one's partner based on mutual understanding and commitment *Respect* - Respect for one's elders, others and self *Dignity* - The pride in being who and what you are, never degrading oneself through irresponsible behaviour, protecting the dignity of those you love and respecting the dignity of others *Responsibility* - Knowing that *responsibility* is a shared commodity and recognizing your share, behaving as if you want the world to be a better place and it is not somebody else's *responsibility*

LoveLife's definition of *love, respect* and *dignity* can be argued to correlate with the developmental asset frameworks description of "positive identity". Having a high self-esteem as well as confidence in oneself *(love)* and respecting (*respect*) and being proud (*dignity*) of who you are influence a person's personal view of themselves ("positive identity").

4.4.1.5 Support

Developmental asset category	Core value
"Support" – Support that children receive in various forms such as love, being affirmed, as well as accepted.	*Love* - Self-esteem and confidence in oneself, love for one's partner based on mutual understanding and commitment *Responsibility* - Knowing that *responsibility* is a shared commodity and recognizing your share, behaving as if you want the world to be a better place and it is not somebody else's *responsibility*.

Love entails a relationship that offers "support" in the form of mutual understanding and commitment. Based on these descriptions of "support" (which according to this description is not limited to only one's family) and *love*, it seems as if both portray a supportive relationship. *Responsibility* as a shared commodity also seems to suggest some form of "support" where various people "support" one another in their responsibilities.

Overall, loveLife's core values seem to correlate more with internal assets than external assets. In the next section, loveLife's core values are compared to individual assets in the various categories.

4.4.2 CORRELATIONS BETWEEN CORE VALUES AND IDENTIFIED EXTERNAL AND INTERNAL DEVELOPMENTAL ASSETS

Table 4.4 on page 78 illustrates the correlation between identified core values and individual identified external and internal assets. This table consists of a layout of the developmental asset framework and specifically the individual assets that were portrayed by the sampled loveLife media messages. LoveLife core values correlating with individual assets were categorised accordingly. The correlations between the individual assets and core values in loveLife media messages were identified based on the correlations between the developmental asset frameworks definitions of individual assets and loveLife's definition of core values. A discussion on the correlation between the individual assets and loveLife's core values follows:

4.4.2.1 Achievement motivation

Individual Developmental asset	Core value
Achievement motivation – Being motivated to do well in school implies some confidence in oneself and the belief that a person is able to do so.	***Love*** - Self-esteem and confidence in oneself, love for one's partner based on mutual understanding and commitment

Love defined by loveLife has an intrapersonal component correlating with *achievement motivation*. Having a high self-esteem and confidence in oneself (*love)* correlates with having confidence and believing that one can do good in school (*achievement motivation*).

4.4.2.2 School engagement

Individual Developmental asset	Core value
School engagement– Young person is actively engaged in learning.	***Responsibility*** - Knowing that *responsibility* is a shared commodity and recognizing your share, behaving as if you want the world to be a better place and it is not somebody else's *responsibility*

School engagement is a *responsibility* a young person should adhere to. *Responsibility* plays an active part in shaping her/his own future.

4.4.2.3 Integrity

Individual Developmental asset	Core value
Integrity – Young person acts on convictions and stands up for her or his beliefs.	*Dignity -* The pride in being who and what you are, never degrading oneself through irresponsible behaviour, protecting the dignity of those you love and respecting the dignity of others

Integrity implies that a young person protects who he/she is. In other words, they protect their *dignity* (who he/she is) by not engaging in acts he/she does not agree with.

4.4.2.4 Honesty

Individual Developmental asset	Core value
Honesty – Young person "tells the truth even when it is not easy"	*Dignity -* The pride in being who and what you are, never degrading oneself through irresponsible behaviour, protecting the dignity of those you love and respecting the dignity of others

Within the context of HIV/AIDS prevention, being *honest* could suggest being honest about one's HIV status (*honesty*). Through being honest about one's HIV status one is protecting oneself (*dignity*) from re-infection and infecting others (*dignity*).

4.4.2.5 Responsibility

Individual Developmental asset	Core value
Responsibility – Young person accepts and takes personal *responsibility*.	*Responsibility -* Knowing that *responsibility* is a shared commodity and recognizing your share, behaving as if you want the world to be a better place and it is not somebody else's *responsibility*

These two definitions of *responsibility* correlate in a direct manner. In both cases, *responsibility* refers to the notion of a young person realising that they have to foster their own well-being instead of waiting for someone else to do so.

Table 4.4: Correlations between loveLife's core values and identified individual internal and external loveLife media messages.

Commitment to leaning		Positive Values				Social Competence		Positive Identity				Support	
Achievement motivation	School engagement	Integrity	Honesty	Responsibility	Restraint	Planning and decision making	Resistance skills	Personal power	Self-esteem	Sense of purpose	Positive view of personal future	Family support	Positive family communication
Love	Respon-sibility	Dignity	Dignity	Respon-sibility	Dignity	Dignity	Dignity	Love	Love			Respon-sibility	Respon-sibility
					Respon-sibility	Respon-sibility	Respon-sibility		Dignity				
(Respect)	(Respect)	(Respect)	(Respect)	(Respect)	(Respect)	(Respect)	(Respect)						

4.4.2.6 Restraint

Individual Developmental asset	Core value
Restraint – Young person believes it is important not to be sexually active or to use alcohol or other drugs.	**Dignity** - The pride in being who and what you are, never degrading oneself through irresponsible behaviour, protecting the dignity of those you love and respecting the dignity of others **Responsibility** - Knowing that *responsibility* is a shared commodity and recognizing your share, behaving as if you want the world to be a better place and it is not somebody else's *responsibility*

Restraint correlates with both *dignity* and *responsibility. Restraint* entails making a conscious decision to not engage in risky behaviours such as taking drugs, which correlates with loveLife's description of *dignity* as not to degrade oneself through irresponsible behaviour. A conscious decision to avoid risky behaviour further implies a young person realising that they have a *responsibility* to foster his/her own well-being.

4.4.2.7 Planning and decision making

Individual Developmental asset	Core value
Planning and decision making – Young person knows how to plan ahead and make choices.	**Dignity** - The pride in being who and what you are, never degrading oneself through irresponsible behaviour, protecting the dignity of those you love and respecting the dignity of others **Responsibility** - Knowing that *responsibility* is a shared commodity and recognizing your share, behaving as if you want the world to be a better place and it is not somebody else's *responsibility*

Planning and decision making refers to an interpersonal skill. If one is able to plan ahead and make choices within a relationship and especially within the context of HIV/AIDS prevention, *planning and decision making* correlates with making decisions that could protect one and others (*dignity*). *Planning and decision making* as an interpersonal skill further correlates with viewing *responsibility* as a shared commodity where a young person realises that plans and decision made in a relationship affect both parties.

4.4.2.8 Resistance Skills

Individual Developmental asset	Core value
Resistance Skills – Young person can resist negative peer pressure and dangerous situations.	***Dignity*** - The pride in being who and what you are, never degrading oneself through irresponsible behaviour, protecting the dignity of those you love and respecting the dignity of others ***Responsibility*** - Knowing that *responsibility* is a shared commodity and recognizing your share, behaving as if you want the world to be a better place and it is not somebody else's *responsibility*

Resistance skills as a social competency relate to avoiding interpersonal risky situations. Both *dignity* and *responsibility* correlate with resisting risky situations (such as unsafe sexual behaviours) *(dignity)* within the context of a relationship. A young person should realise his/her *responsibility* in a relationship and accordingly protect himself/herself and his/her partner *(dignity).*

4.4.2.9 Personal power

Individual Developmental asset	Core value
Personal power – Young person feels he or she has control over "things that happen to me".	***Love*** - Self-esteem and confidence in oneself, love for one's partner based on mutual understanding and commitment

Personal power and *love* share a characteristic. It can be argued that there is a correlation between feeling in control (*personal power*), having a high self-esteem and confidence in oneself *(love).*

4.4.2.10 Self-esteem

Individual Developmental asset	Core value
Self-esteem – Young person reports having a high *self-esteem*.	***Love*** - Self-esteem and confidence in oneself, love for one's partner based on mutual understanding and commitment ***Dignity*** - The pride in being who and what you are, never degrading oneself through irresponsible behaviour, protecting the dignity of those you love and respecting the dignity of others

The developmental asset *self-esteem* and the core values, *love* and *dignity* share a commonality, namely experiencing oneself in a positive manner. Based on this developmental asset and the core values, experiencing oneself in a positive manner entails having a high *self-esteem* (*love*, *self-esteem*) and being proud of oneself (*dignity*).

4.4.2.11 Family support

Individual Developmental asset	Core value
Family support – The young person's family members and their dynamics provide support for him or her.	***Responsibility*** - Knowing that *responsibility* is a shared commodity and recognizing your share, behaving as if you want the world to be a better place and it is not somebody else's *responsibility*

Responsibility as a shared characteristic correlates with providing support to youth. Just as a young person should take *responsibility* for fostering their own well-being, their family should realise their *responsibility* in supporting the young person in making healthy decisions and acting accordingly.

4.4.2.12 Positive family communication

Individual Developmental asset	Core value
Positive family communication – Positive communication takes place between the young person and his parent(s) and he or she is able to seek advice and guidance from them.	***Responsibility*** - Knowing that *responsibility* is a shared commodity and recognizing your share, behaving as if you want the world to be a better place and it is not somebody else's *responsibility*

This correlation between a developmental asset and a core value is similar to the correlation in section 4.3.3.11. Here the family can realise their *responsibility* in *family communication* when the young person comes to seek advice and guidance.

4.4.2.13 Respect

LoveLife gives a broad definition of *respect* – *respect* for one's elders, others and self. This broad definitions leaves *respect's* correlation with the developmental assets to be vague. Some degree of correlation between *respect* and certain developmental assets can be argued. Someone who has *respect* for themselves will engage in learning (*school engagement*) and strive to achieve (*achievement motivation*). Furthermore, a person who *respects* themselves will act responsibly (*responsibility*), stand up for what they believe in (*integrity*) and not engage in risky behaviour (*restraint*). A person who respects others will tell

the truth even if it is difficult (*honesty*) and they will make decisions and plan in such a way that they protect themselves and those around them (*planning and decision making*). Respecting others could also entail avoiding negative peer pressure and risky situations that can harm either the person or others (*resistance skills*). However, because of loveLife's broad and vague definition of *respect,* correlations between *respect* and developmental assets are merely implied and not proven.

4.4.3 WHICH IDENTIFIED CORE VALUES CAN BE DESCRIBED AS DEVELOPMENTAL ASSETS? (CORE VALUES CORRELATE WITH DEVELOPMENTAL ASSETS)

LoveLife core values (*love, dignity* and *responsibility*) correlate with the developmental frameworks internal asset categories ("positive values", "commitment to learning", "social competencies" and "positive identity") and external category – support. Correlations were further identified between core values (*love, dignity* and *responsibility*) and internal assets (*achievement motivation*, *school engagement*, *integrity*, *honesty*, *responsibility*, *restraint*, *planning and decision making*, *resistant skills*, *personal power* and *school engagement*). LoveLife's core values further correlated with the external assets *family support* and *positive family communication*.

Correlations between loveLife core values and developmental assets suggest that loveLife incorporates certain elements of the developmental asset framework in their messages. The portrayal of developmental assets in loveLife media messages supports the third working assumption, namely that core values embedded in loveLife media messages correlate with developmental assets. The latter provides further evidence that developmental assets can be portrayed in gain-framed HIV/AIDS prevention messages. Phase three of the analysis therefore answers the secondary question "Which core values correlate with developmental assets?" Sections 4.4.1 and 4.4.2 provide support for correlations between developmental assets and the following core values: *love, dignity* and *responsibility*. Based on loveLife's broad and vague description of *respect* it seems as if correlations between *respect* and developmental assets are merely implied and not strongly supported.

No correlations were identified between core values and the internal assets *sense of purpose* and *positive view of personal future*. Furthermore, there were instances where a core value correlated with a developmental asset category but not with an asset that falls under the specific developmental asset category. For instance, loveLife's value *love* correlated with the description of the internal asset category "positive values" but not with any of the individual assets that fall within this category. LoveLife's value *responsibility* correlated with the

definition of the category "commitment to learning" but no correlation between *responsibility* and the individual assets in this category were identified. On the other hand, *responsibility* did not correlate with the external asset category "support", but did correlate with the description of two individual assets in this category namely, *family support* and *positive family communication*. Indirectly, *respect* is implied by some developmental assets although the correlations are vague.

The correlations between core values (*love, dignity* and *responsibility*) seem to exist on three levels. Firstly, core values and developmental assets portrayed in gain-framed HIV/AIDS prevention messages (loveLife media messages) share a common characteristic, namely both entail strengths that could potentially enable youth to lead a healthy lifestyle. **In other words, both core values and developmental assets aim at enablement.** Secondly, core values correlate with the developmental assets categories portrayed in gain-framed HIV/AIDS prevention messages (loveLife media messages). Thirdly, correlations exist between core values and internal and external assets portrayed in gain-framed HIV/AIDS prevention messages (loveLife media messages).

Literature on values and developmental assets support shared potential to enable youth to lead healthy lives. The values in action (VIA) – strength classification system is a framework that focuses on what strengths a person has that could contribute to optimal human development (Park & Peterson, 2006). The way in which the framework views values is relevant in the current study. The VIA views values as character strengths that guide a person's desire to do what is worthy and good and foster optimal human development (ibid.). Core values portrayed by gain-framed HIV/AIDS prevention messages (loveLife media messages) serve a similar function as character strengths (as defined by the VIA). Values as character strengths play an enabling function in a young person's life. Developmental assets also play an enabling function as they are described as building blocks, strengths and protective factors that have the potential to empower people to make healthy lifestyle choices despite risk factors (Cheah, 2008; Deb & Arora, 2008; Scales & Leffert, 1999). Both core values and developmental assets as enabling strengths used in prevention fall under strength-based practices where young people are guided to utilise their own strengths and marshal these strengths in the face of adversity (Smith, 2006). The developmental assets frameworks potential to enable youth to foster well-being plays a fundamental role as discussed in the next section.

4.5 PHASE 4 INSIGHT INTO THE FRAMING OF HIV/AIDS PREVENTION MESSAGES BASED ON THE DEVELOPMENTAL ASSETS PORTRAYED IN LOVELIFE MEDIA MESSAGES

The portrayal of developmental assets seems to serve three functions. Firstly, it serves a function of enablement. Secondly, it becomes a strategy to be used by HIV/AIDS prevention programmes to design prevention messages with a positive tone. Thirdly, the developmental asset framework could potentially be used in conjunction with the message framing theory to design prevention messages.

4.5.1 DEVELOPMENTAL ASSETS AS A MEANS OF ENABLEMENT

The use of developmental assets in HIV/AIDS prevention gain-framed messages correlate with positive prevention proposed by positive psychology (Seligman, 2002). Positive prevention entails identifying and amplifying strengths to overcome problems and prevent destructive behaviour (Lopez, Magyar-Moe, 2006). Developmental assets have been described as strengths and building blocks that empower youth and protective factors that interact with sources of risk that could decrease the probability of negative outcomes (such as HIV infection) (Deb & Arora, 2008; Scales & Leffert, 1999). It should be taken into account that positive prevention entails two components, namely 1) identifying and 2) amplifying these strengths (Lopez, Magyar-Moe, 2006).

HIV/AIDS prevention messages cannot identify assets on a personal level in each young person exposed to an HIV/AIDS prevention message. Some form of "universal strengths" to which all young people can relate, is needed. Developmental assets could be argued to be "universal strengths" since all young people benefit from the kinds of supports, opportunities and personal characteristics captured in the developmental assets framework even though youth benefit from these assets in different ways (Sesma & Roehlkepartain, 2003). The developmental assets framework could potentially be used as a type of criteria by which to indicate strengths to portray in gain-framed HIV/AIDS prevention messages. Positive prevention further entails amplifying strengths (Lopez, Magyar-Moe, 2006). By portraying developmental assets in prevention messages, the receiver could be made aware of the strengths they possess and utilise these strengths to direct their behaviour (Berman & Davis-Berman, 2005). Accordingly, strengths are amplified. Support for developmental assets in prevention as strengths is provided by Van Dyk (2005) who proposes one strategy that should be included in HIV/AIDS prevention is empowering people through teaching them communication, negotiation and decision makings skills ("social competence") and self-

esteem as well as self–efficacy ("positive identity") and lastly, problem solving and conflict resolution ("social competence").

Furthermore, the developmental assets framework correlates directly with two of the three pillars of positive psychology, namely positive individual characteristics and positive institutions and communities. According to Erin *et al.* (2004), emphasising positivity and increasing the protective process across the three pillars of positive psychology, support effective prevention of destructive behaviours. If the incorporation of developmental assets in HIV/AIDS prevention messages could help portray the pillars of positive psychology, the possibility exists that the developmental assets framework can help increase the effectiveness of HIV/AIDS prevention messages. Internal developmental assets correlate with positive individual characteristics and external developmental assets correlate with positive institutions and communities. Incorporating the developmental assets framework in gain-framed HIV/AIDS prevention messages provides a means of incorporating pillars (positive individual characteristics and positive institutions and communities) of positive psychology in prevention. The third pillar, namely subjective positive experiences (also referred to as subjective well-being and positive emotions) entails an individual's evaluation of his/her own life, where cognitive and emotional appraisals lead to a summative evaluation of fulfilment or satisfaction (Seligman & Csikszentmihalyi, 2000). Furthermore, a young person's positive subjective experience is influenced by his/her broader context, such as home, school and community (Erin *et al.*, 2004). The developmental assets framework could potentially support the portrayal of the third pillar in prevention messages. It could be argued that internal assets as sources of enablement could promote a young person's evaluation of himself to be more positive and accordingly experience better fulfilment and satisfaction. Being aware of external assets could, on the other hand, make a young person aware of external support they could rely on, which could potentially increase the experience of fulfilment and satisfaction.

4.5.2 DEVELOPMENTAL ASSETS AS A MEANS OF DESIGNING PREVENTION MESSAGES WITH A POSITIVE TONE

A second potential function of the developmental assets framework in HIV/AIDS prevention programmes is to design prevention messages with a positive tone. Other strategies used to incorporate a positive tone in prevention messages include emphasising sexual pleasure together with safe sexual behaviour, portraying hope as well as future mindedness (Gibson & Nadasen, 2007; http://www.lovelife.org.za/corporate/index.html/; Scott-Sheldon *et al.*, 2006). The developmental assets frameworks potential to direct HIV/AIDS prevention messages to incorporate a positive tone is closely related to positive psychology as the emphasis in the

message is not on what a young person is lacking, but what they have (strengths) and how they can use these strengths to foster well-being (Damon, 2004; Lerner *et al.*, 2005; Park. 2004).

4.5.3   DEVELOPMENTAL ASSETS AND THE MESSAGE FRAMING THEORY

The third potential function of the developmental assets framework relates to the message framing theory. The third potential function of the developmental assets framework in HIV/AIDS prevention is discussed in chapter 5, section 5.4.2 and the discussion provides the answer to the primary research question, "How can insights into developmental assets portrayed by loveLife media messages contribute to an understanding of HIV/AIDS message framing?"

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5.1 INTRODUCTION

In this chapter, the previous four chapters are reviewed shortly, specifically focusing on the findings revealed in chapter 4 that are discussed in relation to the secondary research questions. In addition, the final primary question of the current study is discussed, by theorising how the findings of the current study contribute to the understanding of message framing, as the primary research question is answered. Lastly, this chapter contains a section on the contributions of this study together with recommendations for future research on message framing within the context of HIV/AIDS prevention.

5.2 REVIEW OF PREVIOUS CHAPTERS

5.2.1 CHAPTER 1

Chapter 1 consisted of a discussion of the rationale of the current study in relation to limitations in the literature, namely how HIV/AIDS prevention messages use positive framing and could potentially use strategies other than portraying knowledge and skills to address the HIV epidemic. Concepts were described to clarify important components of the research questions, such as positive psychology, core values, developmental assets, loveLife media messages, message framing and content analysis. The chapter included a short overview of the current study's methodological paradigm, the meta-theoretical paradigm, research design and the method of data collection and analysis.

5.2.2 CHAPTER 2

The current study was contextualised in this chapter. Chapter 2 consisted of a review of various studies that identified trends in HIV/AIDS prevention programmes. The chapter provided support for the limitations of the literature mentioned in chapter one. Important theories and frameworks significant to the current study were discussed namely, message framing, developmental assets and positive psychology.

5.2.3 CHAPTER 3

Chapter 3 mainly discussed various research processes specifically in terms of four phases that led to the answering of the research questions. The first phase involved identifying core values portrayed in loveLife media messages as a way to determine whether loveLife's conceptualisation is realised in their messages. The second phase entailed identifying the developmental assets portrayed to establish if loveLife messages focus on available strengths. Finding correlations between core values and developmental assets was done in the third phase to explore if similarities existed between the strengths and loveLife's conceptualisation of their messages. The fourth phase focused on how insight from the first three phases can contribute to understanding the potential role of developmental assets in developing gain-framed HIV/AIDS prevention messages. This chapter described the decision to follow a qualitative approach and to use content analysis as research design in the current study. Included in the discussion of content analysis was a description of how I analysed the loveLife media messages through coding and memoing as well as the role categorisation played in the current study. Lastly, I included sections on the limitations of the study together with how I aimed to ensure quality control.

5.2.4 CHAPTER 4

This chapter recorded the findings of the current study's first three phases and accordingly the first three secondary questions were answered, namely:

- Which core values are portrayed by loveLife media messages?
- Which developmental assets are portrayed in loveLife media messages?
- Which of these identified core values can be described as developmental assets?
- What does the portrayal of developmental assets in loveLife media messages reveal about using developmental assets in HIV/AIDS preventative messages?

Chapter 3 further included a summary of literature research that was done to ensure that the findings were grounded in theory.

5.3 FINDINGS

5.3.1 WHICH CORE VALUES ARE PORTRAYED BY LOVELIFE MEDIA MESSAGES?

All of the four core values (*love, dignity and responsibility*) were portrayed across the selected loveLife media messages, although *respect* is only indirectly implied and not proven. LoveLife's core values were not directly stated, but portrayed as latent content

(Bryman, 2001). LoveLife's strategy to portray core values (together with an emphasis on hope and on a promising future) in their messages was identified (http://www.lovelife.org.za/corporate/index.html). It could be argued that loveLife's media messages emphasis on hope and a promising future are portrayed as benefits associated with a healthy lifestyle. Since loveLife's media messages emphasise benefits they fit the criteria of gain-framed messages (messages that emphasise benefits) (Salovey & Williams-Piehota, 2004). According to Damon (2004), a moral character (values) is an essential part of positive youth development. The portrayal of core values in gain-framed HIV/AIDS prevention messages, therefore, serves a potentially enabling function as it could direct positive development in youth.

Evidence of the portrayal of core values (as a source of enablement) in gain-framed HIV/AIDS prevention messages provides support for the working assumption: *gain-framed HIV/AIDS prevention messages (here specifically loveLife messages) portray core values as strengths that foster well-being and a positive future perspective.* The next section provides insight into the second secondary research question.

5.3.2   WHICH DEVELOPMENTAL ASSETS ARE PORTRAYED BY LOVELIFE MEDIA MESSAGES?

Figure 5.1 represents the sampled loveLife media messages together with the developmental assets the messages portrayed. An indication is given of which loveLife media messages portrayed the most developmental assets together with the frequency of the portrayed developmental assets.

Broadcasted (portrayed 29 developmental assets).

Outdoor (portrayed 23 developmental assets).

Printed (portrayed 25 developmental assets).

UNCUT Magazines:
- **Achievement Motivation (1)**
- **School Engagement (1)**
- **Integrity (3)**
- **Responsibility (4)**
- **Personal Power (4)**
- **Self-esteem (4)**
- **Sense of Purpose (3)**
- **Positive View of Personal Future (3)**

Parent Guidance Booklet:
- **Family Support (1)**
- **Positive Family Communication (1)**

- **Integrity (4)**
- **Restraint (3)**
- **Responsibility (4)**
- **Planning & Decision Making (4)**
- **Resistant Skills (4)**
- **Personal Power (4)**

- **Achievement Motivation (3)**
- **School Engagement (2)**
- **Integrity (3)**
- **Restraint (2)**
- **Responsibility (3)**
- **Planning & Decision Making (1)**
- **Resistant Skills (3)**
- **Personal Power (3)**
- **Self-esteem (3)**
- **Sense of Purpose (3)**
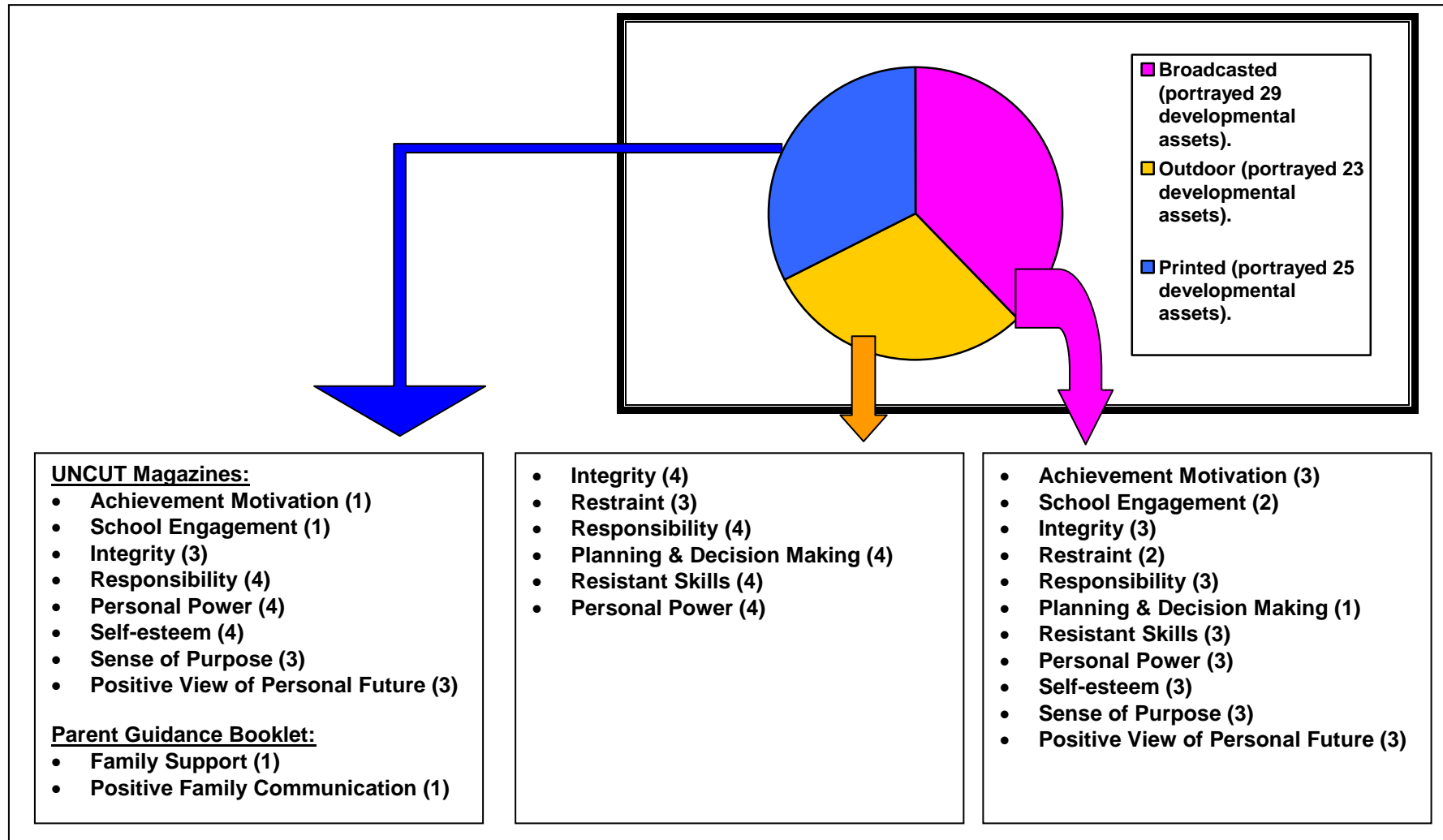- **Positive View of Personal Future (3)**

FIGURE: 5.1: A summary of developmental assets portrayed in gain-framed messages (loveLife media messages)

Overall, fourteen of the forty developmental assets (internal and external developmental assets) were portrayed by loveLife media messages. The television prevention messages (broadcast) portrayed the most developmental assets and the parent guidance booklet the least. The internal assets portrayed were the following: *responsibility, personal power, integrity, self-esteem, resistant skills, positive view of personal future, sense of purpose, restraint, planning and decision making, achievement motivation, school engagement* and *honesty* (rated from most portrayed to least portrayed). Of all the developmental assets, *honesty, family support* and *positive family communication* were portrayed least.

It follows that internal developmental assets were dominantly portrayed in the loveLife media messages. Emphasising internal assets could be beneficial as every young person has talents, strengths and interests that could be utilised and offer the young person a promising future (Damon, 2004). However, emphasising external assets is equally important as the quality of relationships between a young person and his family and friends influences the likelihood that the young person will engage in risky behaviour (Makiwane & Mokomane, 2010). Furthermore, thriving youth are those young people engaged in mutually beneficial interaction with their multilevel context (Theokas, Almergi, Lerner, Van Eye, Dowling, Benson & Scales, 2005). According to Lerner, Alberts, Jelicic and Smith (2005), it is important that youth and communities provide youth with developmental assets since developmental assets help youth to thrive. Phase four of the analysed developmental assets (see chapter 4, section 4.5) reveals that developmental assets are a source of enablement that assist young people to develop positively and foster a promising future. Phase 4 further reveals that HIV/AIDS prevention messages can incorporate a range of assets in their messages, especially external assets (although they did include developmental assets from the "support" category).

Paine and Kennedy Paine (2007) proposed several ways in which external developmental asset categories could be portrayed in programmes and by institutions aimed and helping young people. "Support" could be included by building relationships between youth and their parents as well as other adults, and by making the parents and other adults aware of how they could support young people (ibid). LoveLife media messages did incorporate the latter strategy as evident by using for example, the parent guidance booklet that states, "Love them enough to talk about sex". The developmental asset categories "empowerment", "boundaries and expectations" as well as "constructive use of time" were not portrayed by loveLife developmental assets. Paine and Kennedy Paine (2007) suggest that "empowerment" is fostered among young people by making them aware that they are respected in the community and that they are seen as a resource. "Boundaries and

expectations" could be emphasised by parents and other adults not only setting boundaries, but continuously giving feedback to the young people about whether they are on track or not (ibid). Lastly, "constructive use of time" could be fostered by communities making the young people aware that there are constructive activities in the community in which the young people could get involved (ibid).

Developmental assets could be potentially beneficial in all HIV/AIDS prevention media messages. HIV/AIDS prevention messages could be portrayed on television, billboards, and magazines as well as parent guidance booklets.

Irrespective of the number of developmental assets portrayed by loveLife media messages, it was evident that the gain-framed messages, portraying developmental assets, also portrayed developmental assets as sources of enablement. The latter supports the working assumptions - *"gain-framed HIV/AIDS prevention messages (loveLife messages) portray developmental assets"* and *"enablement to foster well-being through strength utilisation underpins the developmental asset-framework."* The next section reveals correlations between the portrayed developmental assets and loveLife's core values.

5.3.3 WHICH OF THESE IDENTIFIED ASSETS CAN BE DESCRIBED AS CORE VALUES?

The core values (as defined by loveLife) correlated with both the categories of internal and external assets as well as individual internal and external assets. Significantly, correlations were only analysed between core values and developmental assets identified in the selected loveLife media messages. Table 5.1 illustrates correlations between loveLife core values and developmental asset categories and individual developmental assets. The core values are listed in the centre table. The developmental asset categories the core values correlate with appear in the left column. The individual developmental assets correlating with the core values appear in the right column. Brackets at the end of each developmental category and individual developmental assets indicate whether the category or asset is internal or external.

TABLE 5.1:   Correlations between loveLife core values and developmental assets

Developmental Asset Category	LoveLife Core Values	Individual assets
• "Positive values" (internal) • "Social competency" (internal) • "Positive identity" (internal)	*Love*	• *Achievement motivation* (internal) • *Planning and decision making* (internal) • *Resistance skills* (internal) • *Personal power* (internal) • *Self-esteem* (internal) • *Family support* (external)
• "Positive values" (internal) • "Social competency" (internal) • "Positive identity" (internal)	*Dignity*	• *Integrity* (internal) • *Restraint* (internal) • *Planning and decision making* (internal) • *Resistance skills* (internal) • *Self-esteem* (internal)
• "Commitment to learning" (internal) • "Positive values" (internal) • "Social competence" (internal)	*Responsibility*	• *Restraint* (internal) • *Planning and decision making* (internal) • *Resistant skills* (internal) • *Personal power* (internal) • *Sense of purpose* (internal) • *Positive family communication* (internal)
ONLY IMPLIED • "Positive values" (internal) • "Social competency" (internal) • "Positive identity" (internal)	*Respect* *(vague correlations)*	• *Achievement motivation* (internal) • *School engagement* (internal) • *Integrity* (internal) • *Honesty* (internal) • *Responsibility* (internal) • *Restraint* (internal) • *Positive family communication* (external)

In chapter 2, section 2.7.4, I stated an assumption that a correlation exists between loveLife's core values and the developmental assets, as both core values and developmental assets aim to enable young people to foster well-being (http://www.lovelife.org.za; Scales & Leffert, 1999). Phase 3 of the analysis (refer to chapter 4, section 4.4) reveals that such a correlation exists between the developmental assets frameworks descriptions of the developmental asset categories, as well as individual assets, and loveLife's descriptions of the core values.

Correlations between core values and developmental assets support the working assumption "*Core values portrayed in loveLife media messages correlate with developmental assets*" and confirm the working assumption "*gain-framed HIV/AIDS prevention messages (loveLife messages) portray developmental assets.*" The developmental assets framework can therefore be used to design gain-framed HIV/AIDS prevention messages. According to Lerner (2001), integration of prevention (in the current study gain-framed messages) and promotion (in the current study the developmental assets framework) messages could enhance the efficacy of healthy youth development. The next section discusses how promotion (the developmental assets framework) can be used in the context of HIV/AIDS prevention.

5.3.4 WHAT DOES THE PORTRAYAL OF DEVELOPMENTAL ASSETS IN LOVELIFE MEDIA MESSAGES REVEAL ABOUT USING DEVELOPMENTAL ASSETS IN HIV/AIDS PREVENTATIVE MESSAGES?

Phase four of the current study revealed that promotion (developmental assets) can serve three different functions in prevention (HIV/AIDS prevention messages). Promotion (the developmental assets framework) can play an enabling role in prevention. An enabling role entails portraying developmental assets in HIV/AIDS prevention to make the receiver of the message aware of their strengths that they can mobilize to help them make healthy choices and live accordingly. Fostering strengths to overcome challenges correlates with the notion of positive psychology (Faller & College, 2001). Promotion (the developmental assets framework) can be employed in HIV/AIDS prevention messages to add a positive tone to these messages. Seligman (2002) refers to "positive prevention". Part of positive prevention entails teaching people optimism through portraying strengths they can use to face adversity (ibid.). These two functions of the developmental assets framework (enabling and creating a positive tone) were thoroughly discussed in chapter 4, section 4.5. The third function of promotion (the developmental assets framework) in prevention provided insight into the primary research question, which is discussed in the next section.

5.4 HOW CAN INSIGHT INTO DEVELOPMENTAL ASSETS PORTRAYED BY LOVELIFE MEDIA MESSAGES CONTRIBUTE TO UNDERSTANDINGS OF HIV/AIDS MESSAGE FRAMING?

5.4.1 THEORETICAL INSIGHTS GAINED INTO THE THEORY OF MESSAGE FRAMING

The third potential function of the developmental assets framework relates to message framing theory. It is useful to have an insight into the theories used to frame prevention

messages, as incorporating message affect theories could enhance the success of public health message campaigns prevention messages (Randolph & Viswanath, 2004). As stated in chapter 2, message framing theory is an affect theory, which is a theoretically grounded approach to the development of effective health messages (Rothman *et al*., 2006). The current study revealed that the developmental assets framework could potentially serve as a message affect theory in HIV/AIDS prevention. Based on the results of the current study, it seems as if the developmental assets framework could complement message framing theory in two ways. Firstly, by refining the concepts of gain-framed messages and secondly, by providing an enabling component to the message framing theory.

The message framing theory can be used to frame information in a message either to emphasise what a person could gain from healthy choices and behaviour (gain-framed messages), or to emphasise what a person can loose because of unhealthy choices and behaviours (loss-frame) (Salovey & Williams-Piehota, 2004). Gain- and loss-framed messages are supposed to elicit certain behaviours, specifically either prevention or detection behaviour, from the receiver of the message (Rothman & Salovey, 1997; Salovey & Williams-Piehota, 2004). HIV/AIDS prevention messages would obviously aim at eliciting safe sexual choices and behaviour and in loveLife's case they go beyond this, wanting youth to make an overall success of themselves.

Most of the selected loveLife media messages involved an actor/actress who came across as a role model for youth. These role models seemed to come across as being aware of and using their internal and eternal assets. The other messages involved a statement such as "your formula to success; L2M3 (loving life – making my move)" which comes across as a desirable state and implies certain inner developmental assets such as "responsibility", "personal power" and "positive view of personal future". In both cases (role models and statements), it seems as if developmental assets are portrayed as benefits that accompany making the right choices and acting accordingly.

Considering developmental assets as benefits, the possibility emerges that such benefits can take the form of personal characteristics enabling a person to flourish. This benefit is not materialistic or interpersonal in nature, but rather intrapersonal and benefits portrayed in loveLife media messages become a personal experience. Other benefits more directly implied being HIV free, or if you have HIV, protecting those you love, as well as having a successful future. This third angle of looking at developmental assets portrayed in media messages reveals something about message framing of HIV/AIDS prevention messages, namely that "gains" emphasised in gain-framed messages can be something personal, such

as experiencing oneself as a person who has the necessary assets to lead a healthy life and flourish. Furthermore, if one takes into account the second angle through which one can look at the developmental assets portrayed in loveLife media messages, another possibility comes to the fore regarding the framing of information in a message. The two external developmental assets portrayed in the loveLife media messages namely, *positive family communication* and *family support* could also suggest that leading a healthy life involves gains of an interpersonal nature.

The gain-framed HIV/AIDS prevention messages in the current study portray a promising future and staying either HIV-free or free from re-infection, as a benefit if a person complies with the suggested choices and behaviour portrayed in the message. The developmental assets portrayed by the gain-framed HIV/AIDS prevention messages become the means to the benefit as it enables the young person to make healthy choices and achieve healthy behaviours.

Overall, it appears as if the inclusion of developmental assets in HIV/AIDS prevention messages could be potentially beneficial. The three mentioned functions of the developmental asset framework in HIV/AIDS prevention correlate with previously identified benefits of the developmental assets framework. Developmental assets portrayed in HIV/AIDS prevention messages could help understand how risk behaviours could be avoided (Mannes, n.d.). The framework could help to understand the relationship between assets and thriving developmental outcomes (ibid.). In the current study, two of the developmental assets portrayed in HIV/AIDS prevention messages related to school, namely *achievement motivation* and *school engagement*. The portrayal of school-related assets shows that even though the aim of the message is to promote healthy sexual behaviour, academic priority could help to realise this aim. The latter correlates with the potential benefit of the developmental assets framework to help young people improve their academic achievement (Scales, Benson, Roehlkepartain, Sesma & Roehlkepartain, 2003). The more developmental assets a person has, the more likely he/she is to develop a strong character and become resilient (Sesma & Roehlkepartain, 2003).

Lastly, it could be argued that if developmental assets are portrayed as benefits, then the theory of message framing can be used in conjunction with positive psychology where benefits can incorporate the three pillars of educational psychology. It was mentioned in chapter 2, section 2.5.3, that theoretically, some of the developmental assets correlate with the pillars of positive psychology. For instance, internal developmental assets correlate with the idea of positive individual characteristics, whereas external assets correlate with positive

institutions and communities. Since the developmental assets framework fosters enablement through making youth aware that they have strengths, these can be used to foster well-being (Cheah, 2008; Ebersöhn & Eloff, 2006) and the possibility exists that the developmental assets framework can contribute to the third pillar of positive psychology, namely positive subjective experiences (emotion). It seems as if the developmental assets framework can be used together with the three pillars of positive psychology when HIV/AIDS prevention messages are framed. The latter could be beneficial in HIV/AIDS prevention messages, since emphasising positivity and increasing the protective process across the three pillars of positive psychology is effective in preventing destructive behaviour (Erin *et al.*, 2004).

Based on the theoretical insights into the role of the developmental assets framework and message framing in HIV/AIDS prevention, it seems as if there is more to HIV/AIDS message framing than only the choice between using gain-framed messages or loss-framed messages. The type of benefits portrayed in HIV/AIDS prevention messages can be manipulated by using the developmental assets framework and the notions of positive psychology in conjunction with the theory of message framing. This gives HIV/AIDS prevention campaigns a solid theoretical framework on which to build their strategies.

5.4.2   THEORETICAL INSIGHT INTO THE ROLE OF DEVELOPMENTAL ASSETS AND **HIV/ AIDS** MESSAGE FRAMING CAN PLAY IN THE DEVELOPMENT OF **HIV/AIDS** PREVENTION CAMPAIGNS

5.4.2.1 Comparing the findings of the current study with the six identified trends in HIV/AIDS prevention programmes

Six trends were identified and discussed in chapter 2, section 2.3. The findings of the current study revealed correlations, differences and additions to these trends. The first identified trend in HIV/AIDS prevention programmes suggested that knowledge about the HIV/AIDS virus should be portrayed in addition to prevention skills (Peltzer & Promtussananon, 2003). Using the developmental assets framework in HIV/AIDS prevention programmes might not portray information regarding the nature of the HIV/AIDS virus, but it could potentially help to portray prevention skills. In section 5.4.1, it was mentioned that developmental assets could incorporate principles of positive psychology to promote positive prevention. Positive prevention could, with the use of the developmental assets framework, entail portraying "positive" prevention skills. In other words, instead of portraying what youth should not do, the developmental assets framework could portray what they could do to prevent HIV infection or infecting others with HIV. According to Mannes (n.d.), the developmental assets framework could be useful in helping youth understand how risks can be avoided. Using the

developmental assets framework could enhance important developmental outcomes, such as resiliency, to enhance positive developmental outcomes, for example avoiding risky situations (Short & Russell-Mayhew, 2009).

The second identified trend in HIV/AIDS prevention relates to paying attention to how knowledge and skills are presented in prevention messages (Agha, 2003). The third trend in HIV/AIDS prevention programmes is also relevant. This trend suggested that it is important to focus on what information and skills are portrayed in HIV/AIDS prevention (Griessel-Roux *et al.*, 2005). As discussed in section 5.4.1, the developmental assets framework and the theory of message framing can be used in combination when HIV/AIDS prevention campaigns design their prevention messages. The developmental assets framework could serve as a launch pad for which content to include in messages, whereas the theory of message framing could be used to frame the content in messages. Using the developmental assets framework together with the message framing theory is an example of how promotion can be used together with prevention in order to frame health messages that can enhance the positive development of youth (Lerner, 2001).

The use of the developmental assets framework in HIV/AIDS prevention correlates with the fourth identified trend in HIV/AIDS prevention programmes. The fourth trend proposed that the knowledge and skills portrayed in HIV/AIDS prevention messages should be culturally relevant. According to Short & Russell-Mayhew (2009), developmental assets can be utilised with diverse population groups and could provide a common language for communities and social systems. In chapter 4, section 4.5.1, the potential of developmental assets was discussed as "universal strengths" that could benefit persons from all population groups. Developmental assets hold the potential to portray strengths that all population groups relate to and could utilise to enhance healthy living (Sesma & Roehlkepartain, 2003).

The use of the developmental assets framework in conjunction with the message framing theory to help prevent HIV infection proposed additions to trends five and six. Trend five implied that HIV/AIDS prevention campaigns should be aware of what they emphasise in their messages. The message framing theory could be used either to emphasise benefits (gain-framed messages) or losses (loss-framed messages) (Salovey & Williams-Piehota, 2004). The developmental assets could be used to emphasise positive prevention skills, such as what youth should do (using strengths to promote their well-being) (Manne, n.d.). Emphasising benefits in prevention messages and portraying positive prevention correlates with trend six in HIV/AIDS prevention programmes. Trend six proposed that messages of hope should be portrayed (Gibson & Nadasen, 2007). The developmental assets frameworks enabling function (discussed in chapter 4, section 4.5.1) could potentially assist in designing

messages that foster hope in the recipients of the messages, as they become aware of strengths they can utilise in the face of adversity (Lopez, Magyar-Moe, 2006). The message framing theory could potentially be used to send hopeful messages by making the recipients aware of benefits they could gain when they comply with the choices and behaviours suggested in the messages (Salovey & Williams-Piehota, 2004)

5.5   CONTRIBUTIONS

The contributions made by the study entailed both theoretical and practical contributions. The current study contributed to identifying the limitations in HIV/AIDS prevention knowledge identified in chapter 2, section 2.3. The first limitation in the research literature suggested a shortage of knowledge on how HIV/AIDS prevention messages could incorporate a positive tone. In chapter 4, section 4.5.2, there was a discussion on how the developmental asset framework could be used in conjunction with the principles of positive psychology to frame HIV/AIDS prevention messages positively. The use of gain-framed messages in HIV/AIDS prevention could be used to frame HIV/AIDS prevention messages with a positive tone (see section, 5.4.1). The second limitation identified in the literature suggested that there is a shortage of literature on strategies HIV/AIDS programmes can use (other than portraying knowledge and skills) to promote sexual health. The current study suggested that various theories could be used in prevention campaigns to combat the HIV/AIDS epidemic. These theories include, the developmental assets framework, message framing theory and positive psychology. The study further identified how these theories could be used in various ways to frame HIV/AIDS prevention messages (see chapter 4, section 4.5 and chapter 5, section 5.4). The current study further refined the notion of what a gain-framed message entails (see section 5.4.1).

A deeper understanding of the various ways in which developmental assets could be used in HIV/AIDS prevention was gained as well as how the benefits emphasised in gain-framed messages can be presented by incorporating the developmental assets framework and notions of positive psychology.

5.6   RECOMMENDATIONS

Based on the findings of the current study, the following suggestions can be made. The suggestions refer to potential future research, practical implications, and possibilities for training.

5.6.1 RECOMMENDATIONS FOR FUTURE RESEARCH

The current study only implied the use of the developmental assets framework in conjunction with the message framing theory and principles of positive psychology in HIV/AIDS prevention on a theoretical level. The current study could be used as a launch pad for studies that investigate the effectiveness of using the latter theories when designing HIV/AIDS prevention messages.

5.6.1 PRACTICE

On a practical level, HIV/AIDS prevention campaigns can use the theoretical insights of this study when designing HIV/AIDS prevention messages. Using culturally relevant theories (such as the developmental assets framework) could potentially enhance the efficacy of HIV/AIDS prevention programmes (Brunton, 2007). The current study implied that various types of media messages (broadcast, printed and outdoor) portray developmental assets. It could be beneficial if HIV/AIDS prevention campaigns incorporated the developmental assets framework and message framing theory in many types of media messages to ensure that the target population is reached. Furthermore, media messages aimed at both parents and youth could portray developmental assets.

5.6.2 TRAINING

Theoretically, the current study implies that using the developmental assets framework, message framing theory and positive psychology in HIVAIDS prevention could be beneficial. It could be potentially valuable if professionals working in the field of HIV/AIDS prevention, receive training on positive and strength-based prevention to put theory into practice. In other words, enabling youth through strength identification and assets utilisation will be practised actively.

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APPENDICES

Appendix A:	**LoveLife Media Messages**

Appendix B:	**LoveLife media messages as gain-framed messages**

Appendix C:	**Codes used to analyse loveLife media messages**

Appendix D:	**Analysis of loveLife media messages**

Appendix E:	**Reflective Journal**

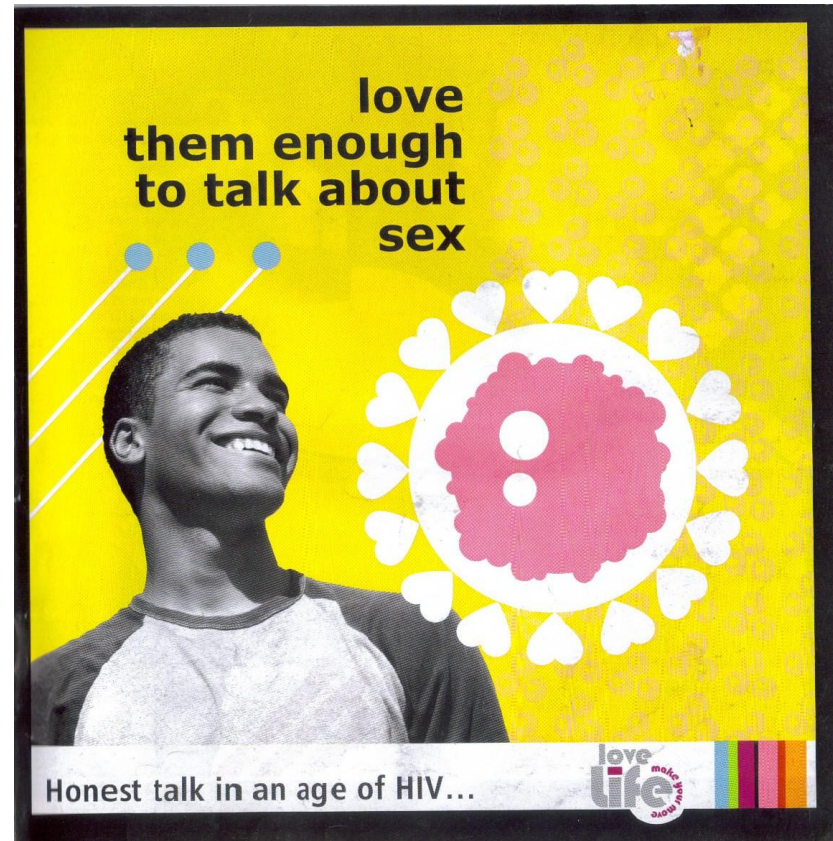|	
Appendix F:	**Ethical Clearance Certificate**

Appendix A
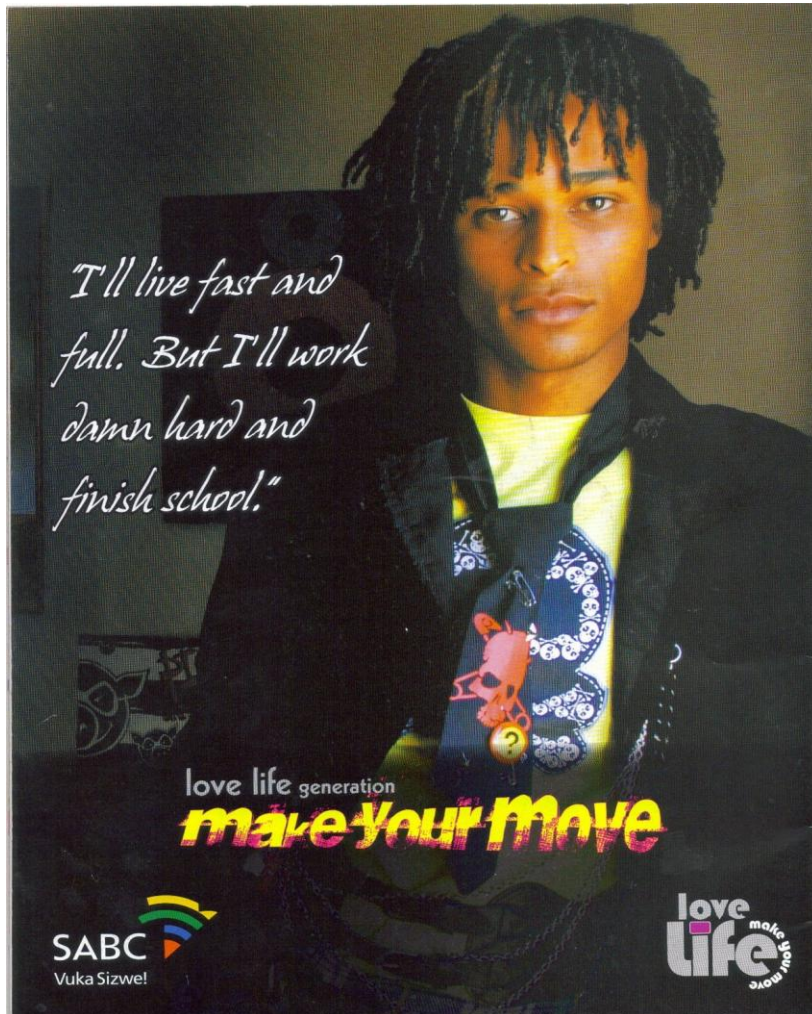
LoveLife Media Messages

Printed Media:

Parent Guidance Booklet (prevention message on front page)
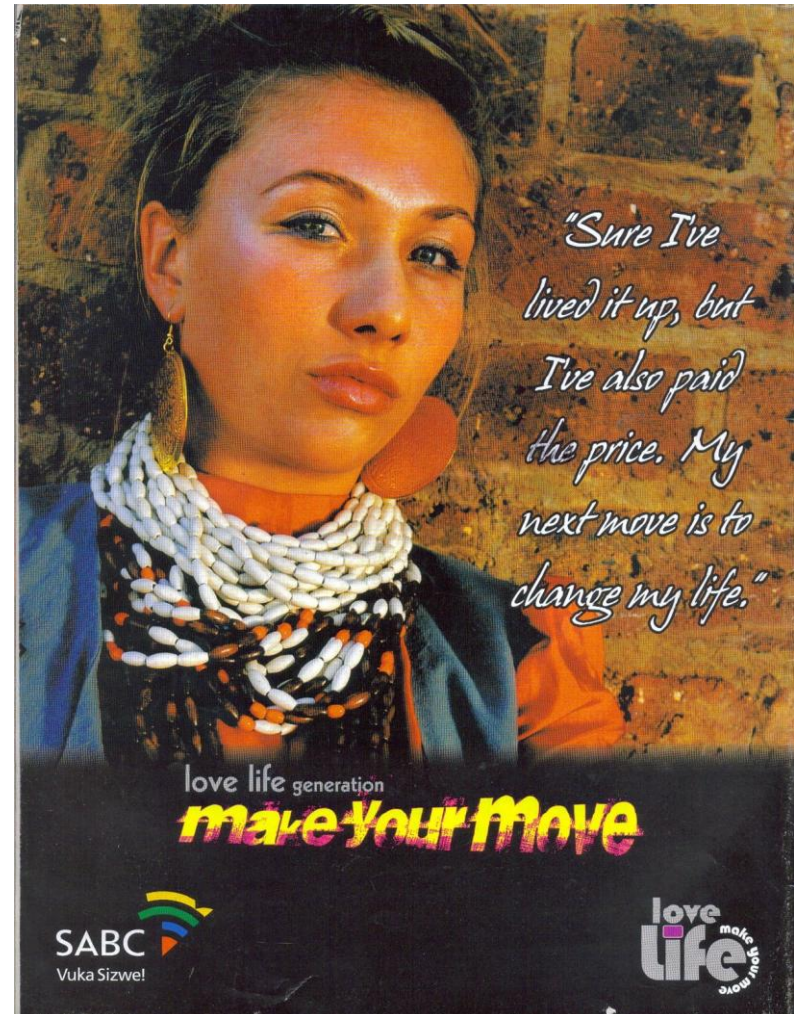
&

UNCUT magazine (prevention messages on overleaf)
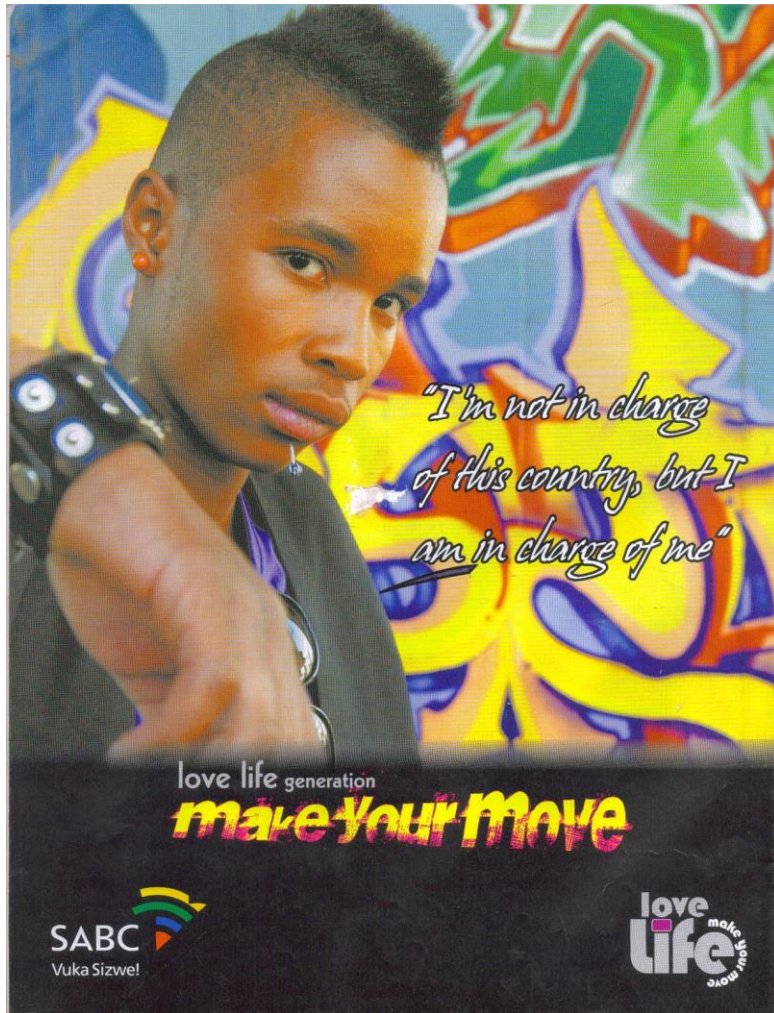

Parent Guidance Booklet

UNCUT magazine March 2009

UNCUT magazine – April 2009

UNCUT magazine – May 2009

UNCUT magazine – June/July 2009

Broadcasted loveLife media messages:

Prevention messages on television

Television prevention messages: "Second Chance"

1990 model used, and a bit dented, second hand, okay twenty second hands but no longer for sale. Sure I have lived it up, but I have also paid the price. My next move is to change my life, I used to think using men for money is okay. All my friends did it. Now I see that I was also being used. They gave me money, but one of them gave me something else for keeps. HIV. Now I finished matric and I can't afford to study, but I'm not leaning on any man till I can stand up for me. My formal education may be on hold, but I'm learning every day, by giving up not my body but my brain. I help out at deli's bakery and in return she gives me lunch and taxi money. It is not forever, but it is a move away form my past and towards my dream of who I can become.

Television prevention message – "Labels: I'm young not stupid"

Am I lazy cause I sleep till twelve? Immoral cause I kiss my girlfriend? Shallow cause I check on my cell or maybe I don't speak the language so well? You want to build by morals, change my behaviour, empower me, but big words are easy to say. I want to go places, so here is the deal. I live life fast and full, but I will work hard and finish school. I'll ditch my girl if she sleeps around and make sure I stand my ground. I live a life of integrity but first and foremost being true to me. I try and change this school of society, but lots of poverty yet lots of false piety. I'm not in change of this country, but I am in charge of me.

Television prevention message – "Control your circumstance"

My mom is a sex slave, well what do you call someone who earns so little a day and someone sleeping on the side with men she doesn't know. Then she drinks to forget it, so could you raise a family on two thousand rand a month? I blame her boss and those men who just use her and then just call her cheap. Mow she tells me her mother and her mother's mother did the same just to put food on the table. She looks at me like it is going to be my life to. Well it won't! I'm in school. No booze, drugs, sex and no babies for me yet. I'll work hard till someone notices me. I have got talent and drive and the guys think I'm hot. They try to make moves on me, but I'm moving up.

Outdoor loveLife media messages:

Billboards

Appendix B

LoveLife media messages as gain-framed messages

Although the young person in the HIV/AIDS prevention messages is gender specific, memo's on the HIV/AIDS prevention messages refer to he/she; him/her and himself/herself as it is assumed that the HIV/AIDS prevention messages are aimed at both genders.

Printed Media:

UNCUT magazine (prevention messages on overleaf)

&

Parent Guidance Booklet (prevention message on front page)

Although the young person in the HIV/AIDS prevention messages is gender specific, memo's on the HIV/AIDS prevention messages refer to he/she; him/her and himself/herself as it is assumed that the HIV/AIDS prevention messages are aimed at both genders.

UNCUT magazine March 2009 (prevention message on overleaf)

Memo:

This message can be seen as gain-framed because the possibility of a promising future is portrayed by a young person working hard. Should this have been a loss-framed message a hopeless future would have been portrayed because a young person is not working hard.

Memo:

This message is hopeful as it portrays a young person who is still responsible despite "living fast and full".

Memo:

This message has a positive tone because it focuses on a young person's strengths (what they are doing right, namely working hard) and not on what he/she is doing wrong.

Although the young person in the HIV/AIDS prevention messages is gender specific, memo's on the HIV/AIDS prevention messages refer to he/she; him/her and himself/herself as it is assumed that the HIV/AIDS prevention messages are aimed at both genders.
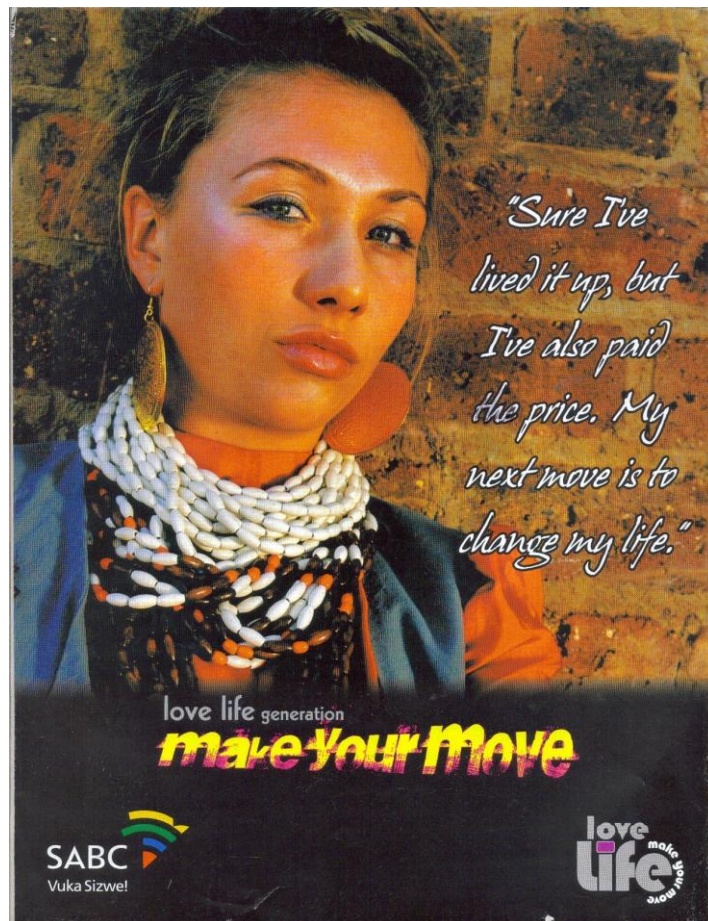
Memo:

This message can be seen as gain-framed because the possibility of a promising future is portrayed by a young person makes the decision to change his/her life toward the better. Should this have been a loss-framed message a hopeless future would have been portrayed because a young person is not willing to change his/her life.

Memo:

This message is hopeful as it portrays a young person who is making the decision to make something better of his/her life despite an unhealthy past.

Memo:

This message has a positive tone because it focuses on a young person's strengths (what they are doing right, namely changing his/her life towards the better) and not on what he/she doing wrong.

Although the young person in the HIV/AIDS prevention messages is gender specific, memo's on the HIV/AIDS prevention messages refer to he/she; him/her and himself/herself as it is assumed that the HIV/AIDS prevention messages are aimed at both genders.
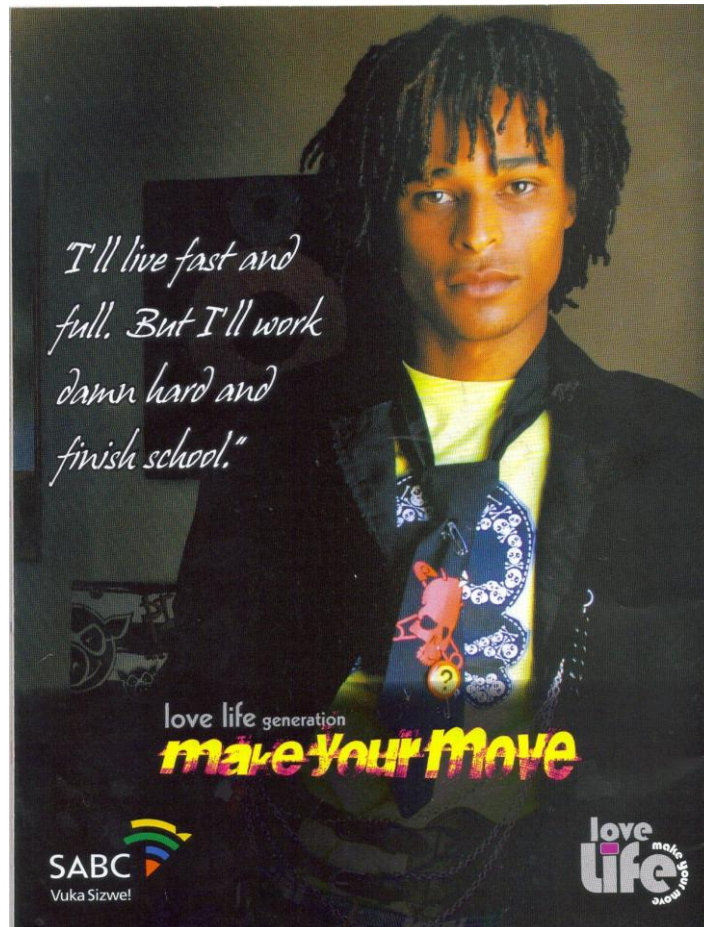
UNCUT magazine – May 2009 (prevention message on overleaf)
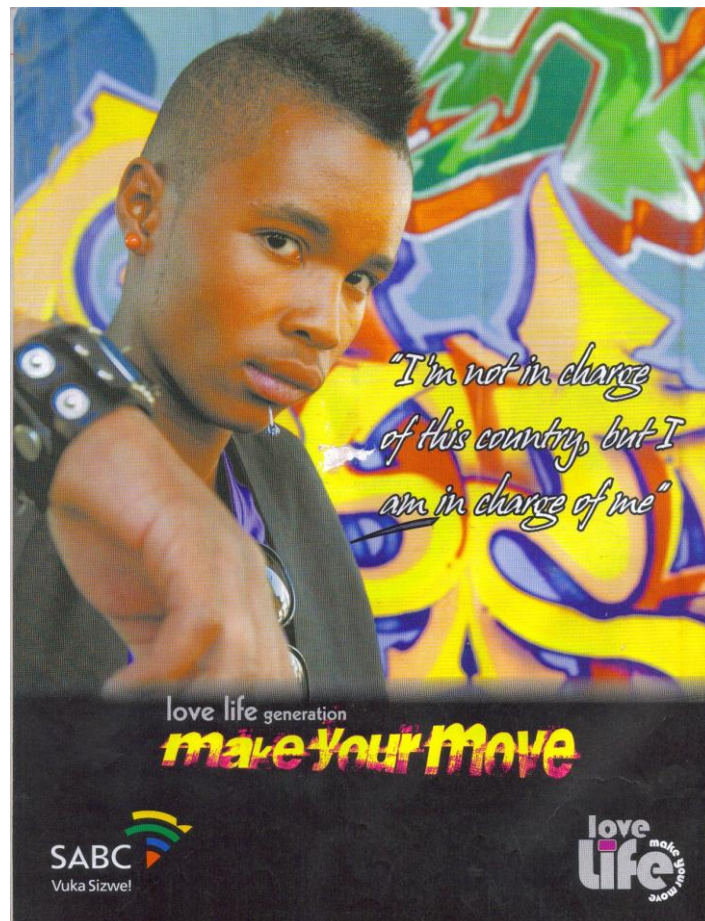
Memo:

This message can be seen as gain-framed because the possibility of a promising future is portrayed by a young person taking charge of his/her own life. Should this have been a loss-framed message a hopeless future would have been portrayed because a young person is not willing to take responsibility for his/her life.

Memo:

This message is hopeful as it portrays a young person who takes charge of himself/herself despite a country with various challenges such as poverty and crime.

Memo:

This message has a positive tone because it focuses on a young person's strengths (what they are doing right, namely taking charge of his/her life) and not on what he/she is doing wrong.

Although the young person in the HIV/AIDS prevention messages is gender specific, memo's on the HIV/AIDS prevention messages refer to he/she; him/her and himself/herself as it is assumed that the HIV/AIDS prevention messages are aimed at both genders.

UNCUT magazine – June/July 2009 (prevention message on overleaf)
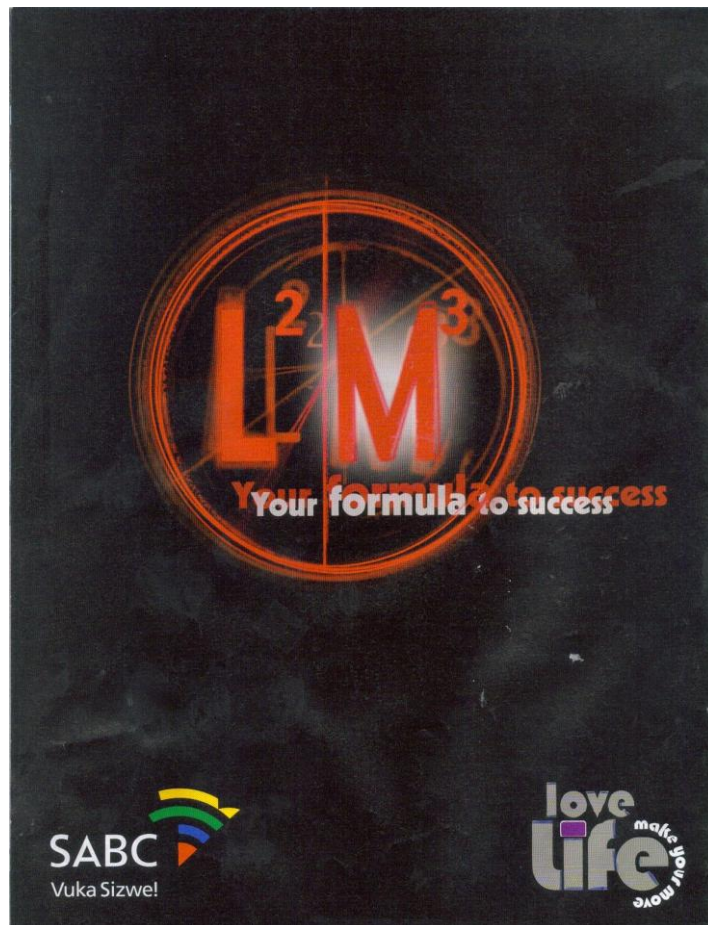
Memo:

This message can be seen as gain-framed because the possibility of a promising future is portrayed by a formula to success. Should this have been a loss-framed message a hopeless future would have been portrayed because of a formula that could lead to an unsuccessful future

Memo:

This message is hopeful as it portrays a formula to success.

Memo:

This message has a positive tone because it focuses on a young person's strengths, namely what a person could do to obtain success.

Although the young person in the HIV/AIDS prevention messages is gender specific, memo's on the HIV/AIDS prevention messages refer to he/she; him/her and himself/herself as it is assumed that the HIV/AIDS prevention messages are aimed at both genders.

Parent Guidance Booklet – Prevention message of front page
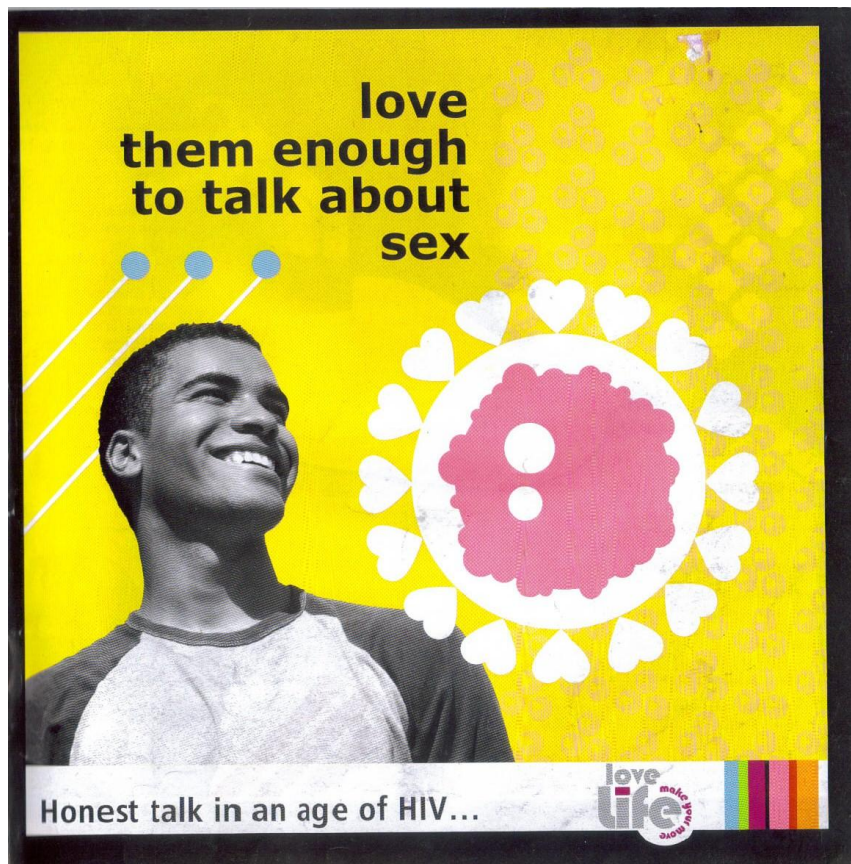
Memo:

This message can be seen as gain-framed because the possibility of a relationship between a young person and parent/legal guardian/adult is portrayed where open communication is evident and serves a protective function. Should this have been a loss-framed message an unhealthy relationship between a child and parent/legal guardian/adult would have been portrayed where they do not talk about issues such as sex.

Memo:

This message is hopeful as it portrays the possibility of an open relationship between a young person and parent/legal guardian/adult that could help the young person protect himself/herself against HIV/AIDS

Memo:

This message has a positive tone because it focuses on a family's potential to talk to a young person about issues that could help them stay HIV/AIDS free.

Although the young person in the HIV/AIDS prevention messages is gender specific, memo's on the HIV/AIDS prevention messages refer to he/she; him/her and himself/herself as it is assumed that the HIV/AIDS prevention messages are aimed at both genders.

Broadcasted loveLife media messages:

Prevention messages on television

Although the young person in the HIV/AIDS prevention messages is gender specific, memo's on the HIV/AIDS prevention messages refer to he/she; him/her and himself/herself as it is assumed that the HIV/AIDS prevention messages are aimed at both genders.

Television prevention messages: "Second Chance"

1990 model used, and a bit dented, second hand, okay twenty second hands but no longer for sale. Sure I have lived it up, but I have also paid the price. My next move is to change my life, I used to think using men for money is okay. All my friends did it. Now I see that I was also being used. They gave me money, but one of them gave me something else for keeps. HIV. Now I finished matric and I can't afford to study, but I'm not leaning on any man till I can stand up for me. My formal education may be on hold, but I'm learning every day, by giving up not my body but my brain. I help out at deli's bakery and in return she gives me lunch and taxi money. It is not forever, but it is a move away form my past and towards my dream of who I can become.

Memo:

This message can be seen as gain-framed because the possibility of a better future is portrayed despite an unhealthy past. Should this have been a loss-framed message a hopeless future would have been portrayed because a person is unable to change their unhealthy lifestyle.

Memo:

This message is hopeful as it portrays the possibility of a promising future despite an unhealthy past.

Memo:

This message has a positive tone because it focuses on a young person's ability to change his/her life.

Although the young person in the HIV/AIDS prevention messages is gender specific, memo's on the HIV/AIDS prevention messages refer to he/she; him/her and himself/herself as it is assumed that the HIV/AIDS prevention messages are aimed at both genders.

Television prevention message – "Labels: I'm young not stupid"

Am I lazy cause I sleep till twelve? Immoral cause I kiss my girlfriend? Shallow cause I check on my cell or maybe I don't speak the language so well? You want to build by morals, change my behaviour, empower me, but big words are easy to say. I want to go places, so here is the deal. I live life fast and full, but I will work hard and finish school. I'll ditch my girl if she sleeps around and make sure I stand my ground. I live a life of integrity but first and foremost being true to me. I try and change this school of society, but lots of poverty yet lots of false piety. I'm not in change of this country, but I am in charge of me.

Memo:

This message can be seen as gain-framed because the possibility of a promising future is portrayed by a young person working hard, living with integrity and being in charge of himself/herself. Should this have been a loss-framed message a hopeless future would have been portrayed because a young person is not working hard.

Memo:

This message is hopeful as it portrays a young person who is still responsible despite "living fast and full".

Memo:

This message has a positive tone because it focuses on a young person's strengths (what they are doing right, namely working hard, living with integrity and taking charge of himself/herself) and not on what they are doing wrong.

Although the young person in the HIV/AIDS prevention messages is gender specific, memo's on the HIV/AIDS prevention messages refer to he/she; him/her and himself/herself as it is assumed that the HIV/AIDS prevention messages are aimed at both genders.

Television prevention message – "Control your circumstance"

My mom is a sex slave, well what do you call someone who earns so little a day and someone sleeping on the side with men she doesn't know. Then she drinks to forget it, so could you raise a family on two thousand rand a month? I blame her boss and those men who just use her and then just call her cheap. Mow she tells me her mother and her mother's mother did the same just to put food on the table. She looks at me like it is going to be my life to. Well it won't! I'm in school. No booze, drugs, sex and no babies for me yet. I'll work hard till someone notices me. I have got talent and drive and the guys think I'm hot. They try to make moves on me, but I'm moving up.

Memo:

This message can be seen as gain-framed because the possibility of a promising future is portrayed by a young person standing her ground on what he/she believes is best for him/her. Should this have been a loss-framed message a young person with a hopeless future would have been portrayed because he/she allows others to decide what she ought

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Memo:

This message is hopeful as it portrays a young person who is able to make healthy decisions despite negative pressures (from family and peers) in her life.

Memo:

This message has a positive tone because it focuses on a young person's strengths (what they are doing right, namely standing his/her ground) and not on what he/she doing wrong.

Although the young person in the HIV/AIDS prevention messages is gender specific, memo's on the HIV/AIDS prevention messages refer to he/she; him/her and himself/herself as it is assumed that the HIV/AIDS prevention messages are aimed at both genders.

Outdoor loveLife media messages:

Prevention messages on billboards

Memo:

The prevention messages can be seen as gain-framed where healthy decisions hold the benefit of prevention HIV infection. These messages also have a positive tone as youth are portrayed as having the ability (strengths) to foster well-being.

Although the young person in the HIV/AIDS prevention messages is gender specific, memo's on the HIV/AIDS prevention messages refer to he/she; him/her and himself/herself as it is assumed that the HIV/AIDS prevention messages are aimed at both genders.

Appendix C

Codes used to analyse loveLife media messages

Codes used to identify core values portrayed by sampled loveLife media messages

Code	Core value represented by code	Description
V1L (Value 1-Love)	1) Love	Self-esteem and confidence in oneself, love for one's partner based on mutual understanding and commitment
V2R (Value 2-Respect)	2) Respect	Respect for one's elders, others and self
V3D (Value 3 - Dignity)	3) Dignity	The pride in being who and what you are, never degrading oneself through irresponsible behavior, protecting the dignity of those you love and respecting the dignity of others
V4R (Value 4 - Responsibility)	4) Responsibility	Knowing that responsibility is a shared commodity and recognizing you share, behaving like you want the world to be a better place and it is not somebody else's responsibility

Codes used to identify developmental assets portrayed by sampled loveLife media messages

Code	Developmental asset: Internal assets
I-CL-AM	Internal – commitment to learning – achievement motivation
I-CL-SE	Internal – commitment to learning – school engagement
I-CL-H	Internal – commitment to learning - homework
I-CL-BS	Internal – commitment to learning – bonding to school
I-CL-RP	Internal – commitment to learning – reading for pleasure
I-PV-C	Internal – positive values – caring
I-PV-ESJ	Internal – positive values – equality and social justice
I-PV-I	Internal – positive values – integrity
I-PV-H	Internal – positive values – honesty
I-PV-RP	Internal – positive values – responsibility
I-PV-RT	Internal – positive values – restraint
I-SC-PDM	Internal - social competencies – planning and decision making
I-SC-IC	Internal – social competencies – interpersonal competence
I-SC-CC	Internal – social competencies – cultural competence
I-SC-RS	Internal – social competencies – resistance skills
I-SC-PCR	Internal – social competencies –peaceful conflict resolution
I-PI-PP	Internal – positive identity – personal power
I-PI-SE	Internal – positive identity – self-esteem
I-PI-SP	Internal – positive identity – sense of purpose
I-PI-PVPF	Internal – positive identity – positive views of personal future
Code	**Developmental Assets: External**
E-S-FS	External – support – family support
E-S-PFC	External – support – positive family communication
E-S-AR	External – support – other adult relationships
E-S-CN	External – support – caring neighbourhood
E-S-CSC	External – support – caring school environment
E-S-PIS	External – support – parent involvement in schooling
E-E-CV	External – empowerment – community values
E-E-YR	External – empowerment – youth as resources
E-E-SO	External – empowerment – service to others
E-E-S	External – empowerment – safety
E-BE-FB	External – boundaries and expectations – family boundaries
E-BE-SB	External – boundaries and expectations – school boundaries
E-BE-NB	External – boundaries and expectations – neighbourhood boundaries
E-BE-ARM	External – boundaries and expectations – adult role models
E-BE-PPI	External – boundaries and expectations – positive peer influence
E-BE-HI	External – boundaries and expectations – high expectations
E-CUT-CA	External – constructive use of time – creative activities
E-CUT-YP	External – constructive use of time – youth programmes
E-CUT-RC	External – constructive use of time – religious community
E-CUT-TH	External – constructive use of time – time at home

Appendix D

Analysis of loveLife media messages

Although the young person in the HIV/AIDS prevention messages is gender specific,
memo's on the HIV/AIDS prevention messages refer to he/she; him/her and himself/herself
as it is assumed that the HIV/AIDS prevention messages are aimed at both genders.

**Memos on a priori assumptions (core values and developmental assets)**

This table shares notes that were made regarding the a priori assumptions (indicators) used during the coding phase of the study. Some memos were made before coding the data whereas other was made only after a code has been ascribed to data. Memos were only made when the a priori assumption seemed to be vague or broad, in other words the memos helped to clarify the a priori assumptions (indicators).

	A priori assumptions (indicators)	Memo
Core values	**Love:** Self-esteem and confidence in oneself, love for one's partner based on mutual understanding and commitment (http://www.lovelife.org.za/corporate/index.html).	It seems as if love has two components: 1) Intrapersonal: love for oneself that manifests in the form of self-esteem and confidence (believe in oneself) 2) Interpersonal: love not for family friends but specifically a partner. A criterion is given for a love relationship namely that there should be mutual understanding and commitment.
	Respect: Respect for one's elders, others and self (http://www.lovelife.org.za/corporate/index.html.	LoveLife's description of respect seems to be broad as it is not linked to specific behaviour. Having respect for oneself, others and adult might however imply making certain choices and acting accordingly based on respect (respectful choices and behaviours). This value also has an intrapersonal (respect for self) and intrapersonal (respect for others) component.
	Dignity: The pride in being who and what you are, never degrading oneself through irresponsible behaviour, protecting the dignity of those you love and respecting the dignity of others (http://www.lovelife.org.za/corporate/index.html.	Dignity seems to have two components; 1) An intrapersonal component. This component involves two aspects, namely: being proud of oneself and not engaging in irresponsible behaviour. 2) An intrapersonal component. This component also involves two aspects, namely: respecting who other people are and protecting your loved ones.
	Responsibility: Knowing that responsibility is a shared commodity and recognizing you share, behaving like you want the world to be a better place and it is not somebody else's responsibility (http://www.lovelife.org.za/corporate/index.html).	There seems to be three component to this description of responsibility; 1) Understanding that responsibility is something that needs to be shared. 2) Taking up responsibility for one's own life. 3) Behaving (living) like one wants the world to be a better place (behaving responsibly).

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Developmental asset	A priori assumption (indicators)	Memos
Internal asset (positive values)	**Integrity:** Young person acts on convictions and stands up for her or his beliefs.	Integrity could be evident in interpersonal and intrapersonal decisions: 1) Interpersonal decisions: where a person makes a decision on something they need to do that will benefit themselves in a decision where only they are accountable for. 2) Intrapersonal decision where a person who is either planning on engaging in a relationship or they are already engaged in a relationship makes a decision that will benefit themselves, others or both.
	Responsibility: Young person accepts and takes personal responsibility.	This definition is quite broad and vague as it doesn't specifically states what is seen as responsible behaviour. However it is assumed that responsibility is making decisions and behaving in such a way that one protects oneself and others from harm and improves oneself.
	Restraint: Young person believes it is important not to be sexually active or to use alcohol or other drugs.	This definition sees limits restraint regarding sexual engagement to abstaining from sex. I reason that avoiding unsafe sexual engagement can also be seen as restraint. Furthermore I think that restraint should not be limit to abstaining from sex, and use of drugs and alcohol but rather restraining from any decisions or behaviour that could lead to harm.
Internal asset (social competencies)	**Planning and decision making:** Young person knows how to plan ahead and make choices.	This description of "planning and decision making" is broad in that it seems to focus on the ability to plan for the future and make decisions. It can be reasoned that these plans and decisions pertains to those made in interpersonal relationships as this asset is classified as a social competency. I assume that these plans and decisions should be positive in that it benefits oneself and others.
	Resistance skills: Young person can resist negative peer pressure and dangerous situations.	This asset's description also seems to be more about the ability to resist negative pressure and dangerous situations than what type of dangerous situations should be avoided. Because this asset is classified as a social competency I assume that it is any harmful situation in a interpersonal relationship
External asset (support)	**Family support:** The young person's family members and their dynamics provide support for him or her.	This description doesn't specify what is support and I therefore assumed that any support from which the young person benefits can be coded.
	Positive family communication: Positive communication takes place between the young person and his parent(s) and he or she is able to seek advice and guidance from them.	No topics that characterise the communication between a young person and family are given and I therefore assumed that any conversation that from which the young person will benefit can be coded.
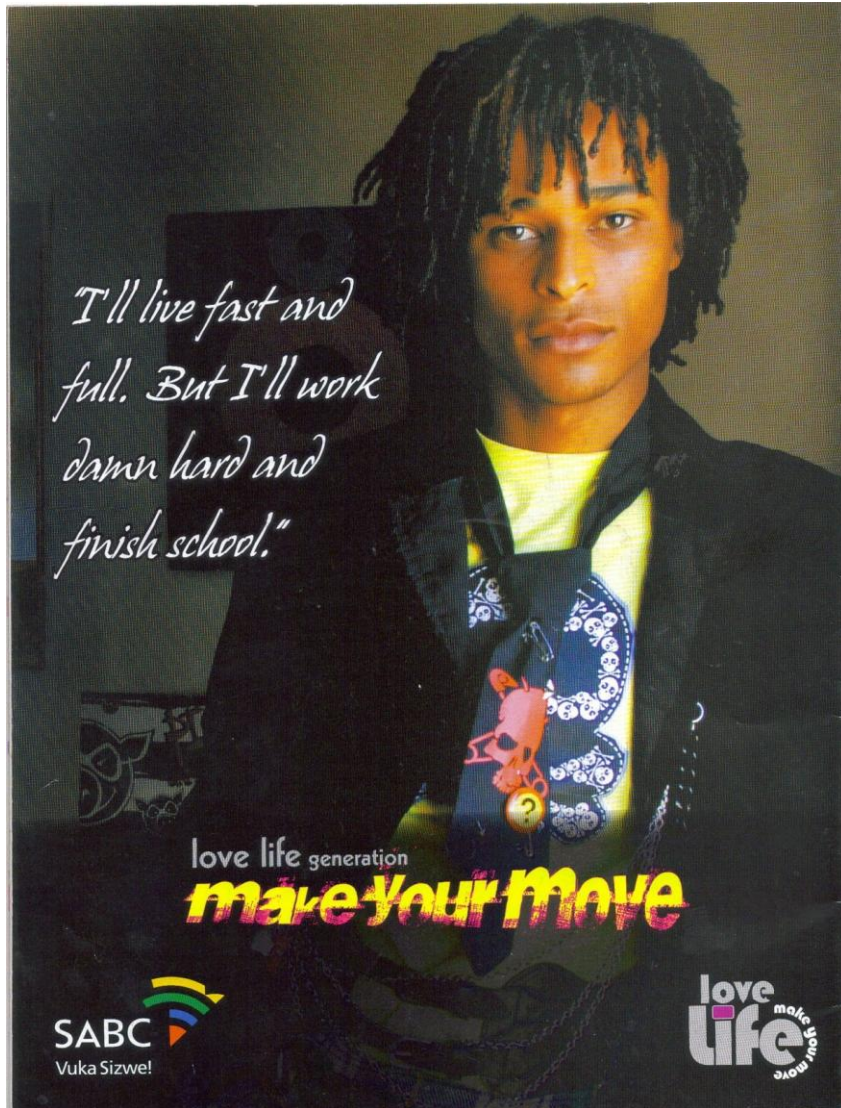
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as it is assumed that the HIV/AIDS prevention messages are aimed at both genders.

V4R

I-CL-AM
I-CL-SE
I-PV-RP
I-PV-I
I-PI-PP
I-PI-SOP
I-PI-SE
I-PI-PVPF

"I'll live fast and full. But I'll work damn hard and finish school."

love life generation
make Your Move

SABC
Vuka Sizwe!

love life make your move

Memo: Core Value - Respect
This statement reflects the notion of taking up one's responsibility. In this situations specifically pertaining to the idea that a person is responsible for his/her own education.

Memo: Developmental Asset - Achievement Motivation
The young person's decision to finish school reflects the notion of being motivated to achieve. Achievement here is seen as finishing school.

Memo: Developmental Asset – School Engagement
The statement to "work hard and finish school" portray that the young person is engage in school.

Memo: Developmental Asset – Responsibility
The statement seems to imply that the young person takes responsibility for his education instead of just waiting for opportunities to come his way.

Memo: Developmental Asset – Integrity
Integrity is implied by a possible believe in the necessity of education and by deciding to finish school instead of degrading himself by irresponsible behaviours, specifically dropping out of school.

Memo: Developmental Asset – Personal Power
Personal power is implied by the young person statement implying that he believes he/she is able to (personal power) finish school.

Memo: Developmental Asset – Sense of Purpose
The statement portrays a sense of future mindedness (seeing him finishing school) which portray having a sense of purpose (an idea of what he wants to achieve in the future).

Memo: Developmental Asset – Self-esteem
The youth's statement that he/she will work hard and finish school portrays having self-esteem as he seems to believe in his/her ability to achieve his goals of working hard and finishing school.

Memo: Developmental Asset – Positive View of Personal Future.
The young persona portrays a positive future mindedness as his/her statement portrays success and not failure.

Although the young person in the HIV/AIDS prevention messages is gender specific, memo's on the HIV/AIDS prevention messages refer to he/she; him/her and himself/herself as it is assumed that the HIV/AIDS prevention messages are aimed at both genders.

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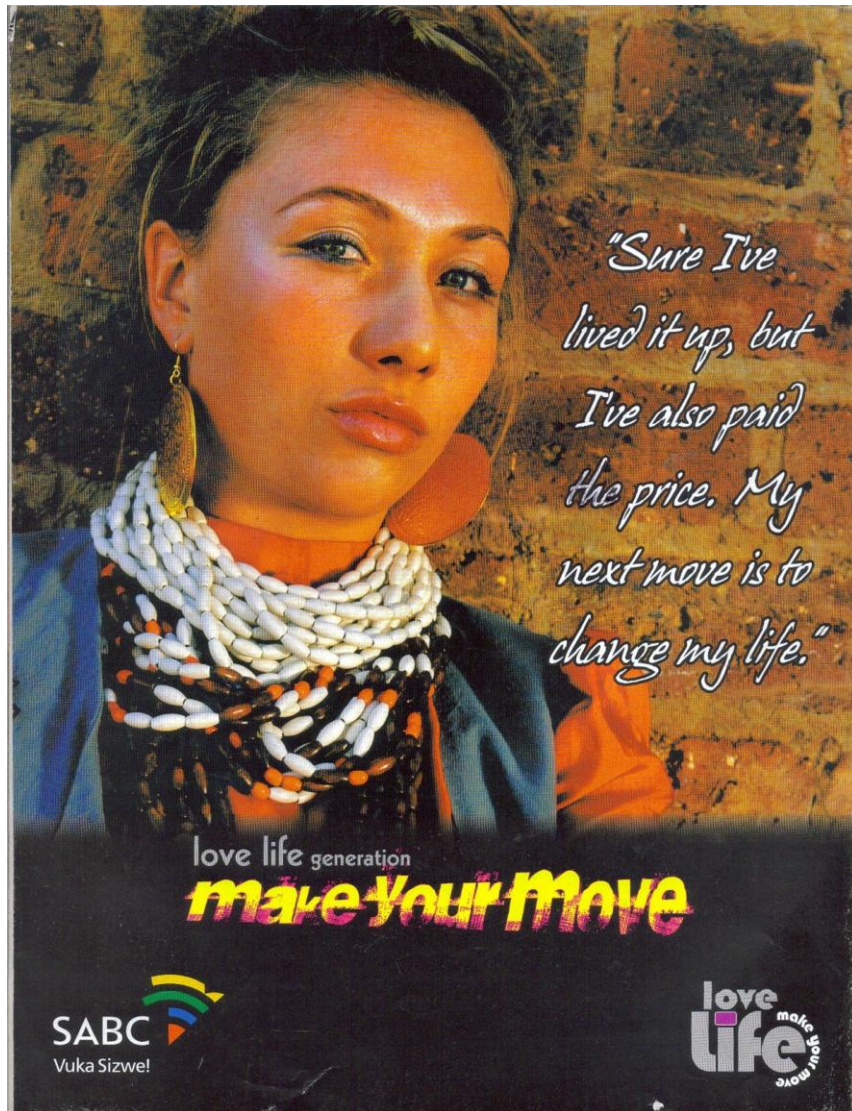
LV4R

I-PV-RP
I-PV-I
I-PI-PP
I-PI-SOP
I-PI-SE
I-PI-PVPF

Memo: Core Value – Responsibility
The young person's statement to change his/her life portrays the notion of making the decision to take responsibility of his/her life.

Memo: Developmental Asset – Responsibility.
See previous memo.

Memo: Developmental Asset – Integrity
Integrity is portrayed by the young person's decision to change her life from "living it up and paying the price" which portrays the notion of deciding not to degrade him/her anymore by "living it up".

Memo: Developmental Asset – Personal Power
The statement portrays a sense of personal power as his/her decision to change his/her life reflects the belief that he/she is able to (personal power) achieve his/her goal to change.

Memo: Developmental Asset – Sense of Purpose
The young person's motivation to change his/her life portrays the idea that he/she experiences a sense of purpose because he/she wants a better life.

Memo: Developmental Asset – Self-esteem
The statement portrays the idea of a young person believing in himself/herself and their ability (self-esteem) to change his/her life for the better.

Memo: Developmental Asset – Positive View of Personal Future.
The young person's view that he/she could change his/her life for the better portrays positive future mindedness as he/she does not settle for an unhealthy life (living it up). Furthermore, even though he/she mentions that she has "paid the price" she still believes in a better future through changing his/her life.

Although the young person in the HIV/AIDS prevention messages is gender specific, memo's on the HIV/AIDS prevention messages refer to he/she; him/her and himself/herself as it is assumed that the HIV/AIDS prevention messages are aimed at both genders.
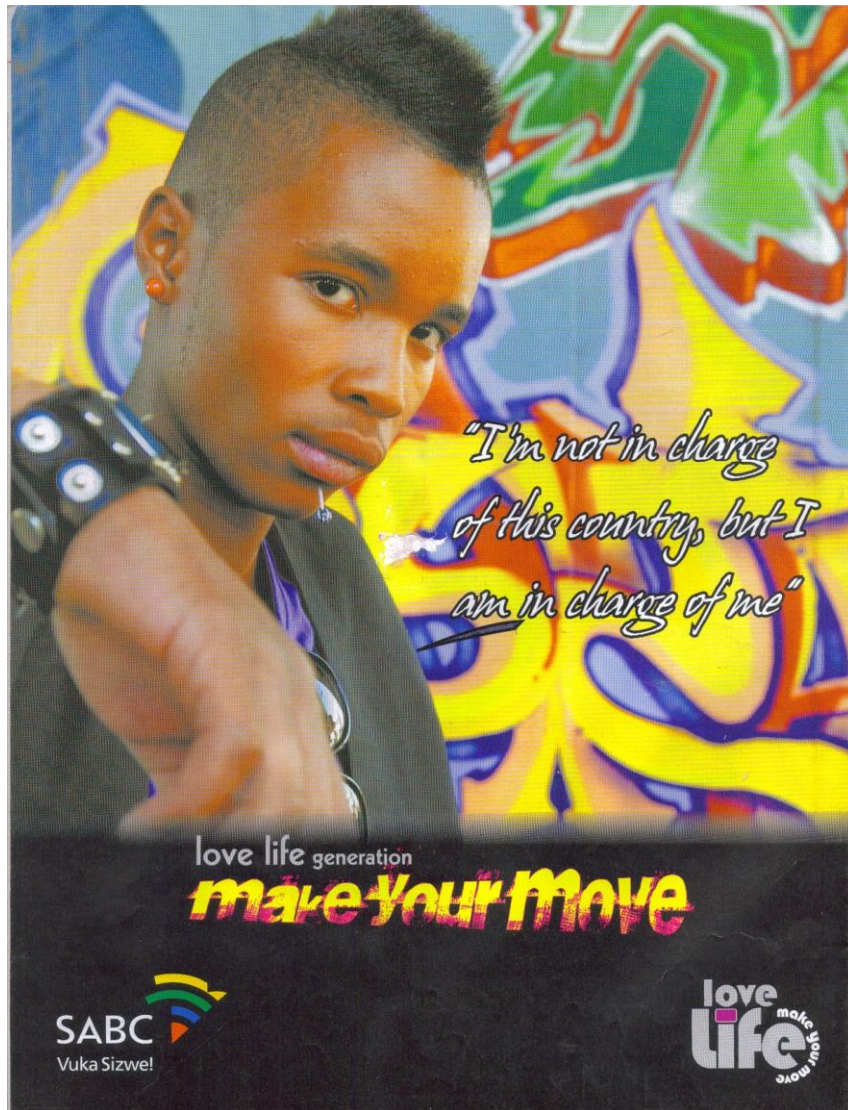
V1L

I-PV-RP
I-PV-I
I-PI-PP
I-PI-SE
I-PI-PVPF

Memo: Core Value – Love
The statement "I am in charge of me" portrays confidence the young person has in him/her which correlates with the internal component of "love" (having confidence in oneself).

Memo: Developmental Asset – Responsibility
The young person's acknowledgement that he/she is in charge of himself /herself portrays the idea that he is taking responsibility for himself/herself.

Memo: Developmental Asset – Integrity
The statement "I am in charge of me" implies taking care of himself/herself and possibly not degrading himself/herself by irresponsible behaviours or taking charge and not blaming negative influential factors in South Africa for bad things that happens to him/her.

Memo: Developmental Asset – Personal Power
The young person's belief that he/she is in charge of himself /herself portrays the idea that he/she views he has the power to take charge of himself/herself.

Memo: Developmental Asset – Self-esteem
The statement reflects the young person's believe that he/she is able (able) to be in charge of himself/herself.

Memo: Developmental Asset – Positive View of Personal Future.
The young person portrays the notion of having an internal locus of control (he/she is in charge of what happens to him/her) which implies that he believes he/she is in charge of his/her future (positive future mindedness).

Although the young person in the HIV/AIDS prevention messages is gender specific, memo's on the HIV/AIDS prevention messages refer to he/she; him/her and himself/herself as it is assumed that the HIV/AIDS prevention messages are aimed at both genders.

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Loving Life
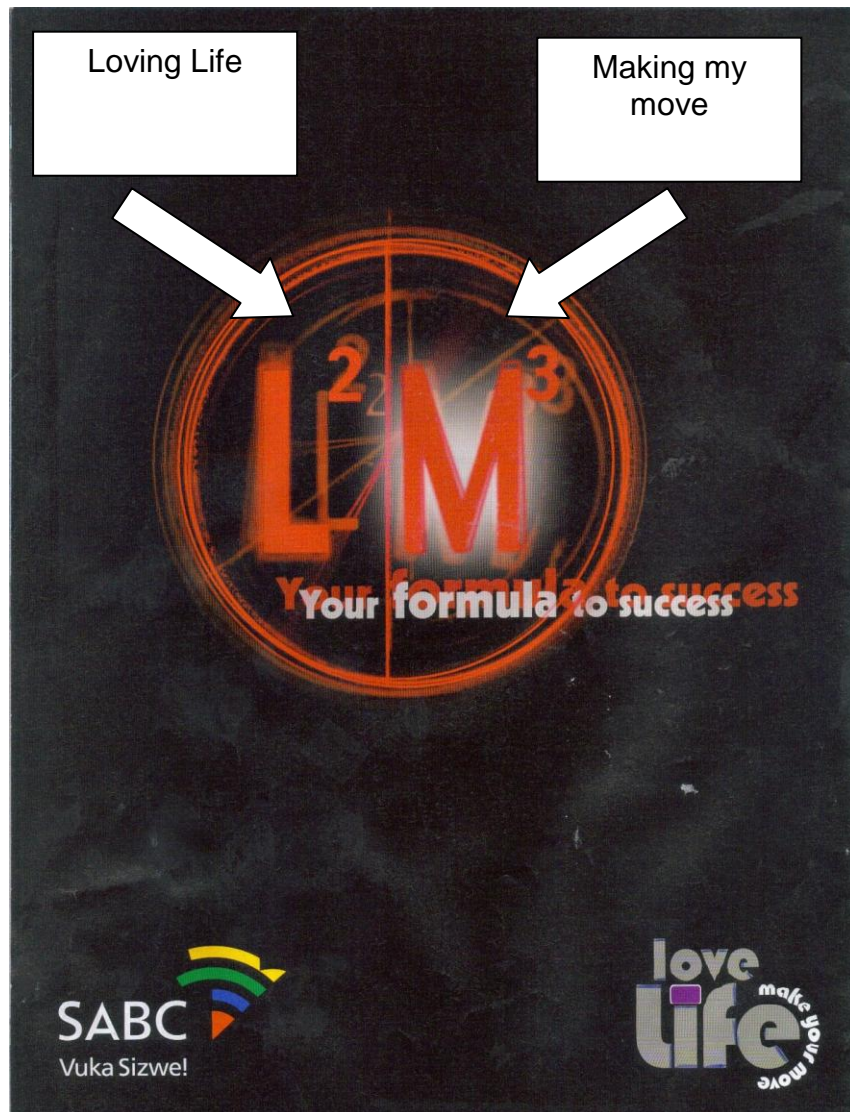
Making my move

V4R

I-PV-RP
I-PI-PP
I-PI-SOP
I-PI-SE

L²M³
Your formula to success

SABC
Vuka Sizwe!

love life make your move

Memo: Core Value – Responsibility
The statement "making my move" portrays the idea that a young person should depend on themselves for changing their lives which correlate with the intrapersonal component of responsibility, namely realising that responsibility is a shared commodity.

Memo: Developmental Asset – Responsibility
This message portrays that a young person needs to make his/her move in order to have success in life. This requires taking up responsibility for his/her future.

Memo: Developmental Asset – Personal Power
"Making my move" reflects the idea that a young person believes they have the power to make their move and foster success.

Memo: Developmental Asset – Sense of Purpose
The message proposes a formula to success which reflects having a sense of purpose as a person who does not have a sense of purpose might not put in effort to make their move and foster success.

Memo: Developmental Asset – Self-esteem
"Making my move" implies believing in one's ability (self-esteem) to create opportunities for success,

Although the young person in the HIV/AIDS prevention messages is gender specific, memo's on the HIV/AIDS prevention messages refer to he/she; him/her and himself/herself as it is assumed that the HIV/AIDS prevention messages are aimed at both genders.

love
them enough
to talk about
sex

Honest talk in an age of HIV…

love life make your move

V3D

E-S-FS
E-S-PFC

Memo: Core Value – Dignity
This statement can be argued to portray a call on parents to show dignity. This statement implies that parents should talk to their children about HIV in order to protect them. Accordingly this statement correlates with the interpersonal component of dignity where people (in this case parents) should protect those they love (their children).

Memo: Core Value – Family Support
This message implies a relationship between a parent/guardian/adult and a young person where the parent/guardian/adult is able to talk to the young person about sex to protect them from making decisions that puts them at risk of infection or infecting other. Support (to keep the young person safe) by family (parents) is implied.

Memo: Core Value – Positive Family Communication
A relationship where open communication could guide a young person' choices regarding sex is implied and therefore the notion of positive family communication is implied.

as it is assumed that the HIV/AIDS prevention messages are aimed at both genders.

Television prevention messages: "Second Chance"

1990 model used, and a bit dented, second hand, okay twenty second hands but no longer for sale. Sure I have lived it up, but I have also paid the price. My next move is to change my life, I used to think using men for money is okay. All my friends did it. Now I see that I was also being used. They gave me money, but one of them gave me something else for keeps. HIV. Now I finished matric and I can't afford to study, but I'm not leaning on any man till I can stand up for me. My formal education may be on hold, but I'm learning every day, by giving up not my body but my brain. I help out at deli's bakery and in return she gives me lunch and taxi money. It is not forever, but it is a move away form my past and towards my dream of who I can become.

V2R V3D	I-CL-AM I-PV-RP I-PV-I I-PV-RS I-SC-RS I-PI-PP I-PI-SOP I-PI-SE I-PI-PVPF	

Memo: Core Value – Respect
The message implies respecting one's body and deciding not to engage in prostitution (disrespectful behaviour) anymore but to righteously earn what the young person needs. This statement could therefore be argued to imply the intrapersonal component of respect.

Memo: Core Value – Dignity
"I'm not leaning on any man until I can stand up for me"This statement correlates with the intrapersonal component of dignity and more specifically with the aspect of not degrading oneself through irresponsible behaviour. The irresponsible behaviour in this case refers to learning on man (prostitution) in order to provide for oneself.

Memo: Developmental Asset – Achievement motivation
"My formal education might be on hold, but I'm learning everyday" "It's a move away from my past and towards my dream of who I can become". This statement portrays the motivation to learn, everyday and by mentioning that formal education is still in her future plans even though it is on hold.

Memo: Developmental Asset – Responsibility.
"I'm not leaning on ant man till I can stand up for me". This statement portrays the idea of a young person taking responsibility for him/her instead of expecting someone else to take responsibility of his/her needs.

Memo: Developmental Asset – Integrity
"I'm not leaning on ant man till I can stand up for me". This statement portrays a young person who made a choice regarding what he/she feels is important to her and sticking up for what she/he feels is the right thing to do.

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Memo: Developmental Asset – Restraint
"I'm not leaning on any man 'till I can stand up for me. I'm learning everyday not by giving up my body, but my brain".
This statement portrays resistance in that a young person decides not to fulfil his/her daily needs by selling his/her body.

Memo: Developmental Asset – Personal power
"I'm learning everyday, not by giving up my body, but my brain". This statement portrays the belief of a young person that he/she is able to (personal power) learn everyday by using her brain.

Memo: Developmental Asset – Sense of Purpose
"It's a move away from my past and towards my dream of who I can become". The young person implies having a dream regarding her future (who I can become), which reflects the idea that he/she experiences a sense of purpose (where he/she wants to go in life.)

Memo: Developmental Asset – Self-esteem
"My next move is to change my life". This statement portrays the idea that the young person believes in his/her ability (self-esteem) to change his/her life.

Memo: Developmental Asset – Positive View of Personal Future
"It is a move away from my past and toward my dream of who I can become". This statement portrays a young person having a dream of what he/she could become. Having a dream of who he/she wants to become reflects a young person with a positive view of his/her future.

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Television prevention message – "Labels: I'm young not stupid"

Am I lazy cause I sleep till twelve? Immoral cause I kiss my girlfriend? Shallow cause I check on my cell or maybe I don't speak the language so well? You want to build by morals, change my behaviour, empower me, but big words are easy to say. I want to go places, so here is the deal. I live life fast and full, but I will work hard and finish school. I'll ditch my girl if she sleeps around and make sure I stand my ground. I live a life of integrity but first and foremost being true to me. I try and change this school of society, but lots of poverty yet lots of false piety. I'm not in change of this country, but I am in charge of me.

V3D V4R	I-CL-AM I-CL-SE I-PV-RP I-PV-I I-SC-RS I-PI-PP I-PI-SOP I-PI-SE I-PI-PVPF	

Memo: Core Value – Dignity
"I'll ditch my girl if she sleeps around". A relationship where one person is not being faithful can be seen as irresponsible behaviour because having multiple partners can spread sexually transmitted diseases. By choosing not be in such a relationship one is choosing not to degrade. This statement correlates with the intrapersonal component of dignity and specifically the aspect of not degrading oneself by engaging in irresponsible behaviour.

Memo: Core Value –Responsibility
"I will work hard until I finish school". This statement reflects the notion of taking up one's responsibility. In this situations specifically pertaining to the idea that a person is responsible for his/her own education.

Memo: Developmental Asset – Achievement motivation
"I want to go places. I'll work hard and finish school". This statement portrays a young person determine to achieve through working hard and the desire to go places (achieve his/her goals).

Memo: Developmental Asset – School engagement.
"I'll work hard and finish school". This statement portrays a young person currently engage in school.

Memo: Developmental Asset – Responsibility
"I'll work hard and finish school". This statement portrays a young person who takes responsibility for his/her own learning and school career.

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Memo: Developmental Asset – Resistance Skills
"I'll ditch my girl if she sleeps around". The young person resists having a cheating partner that could put him at risk of getting infected with HIV.

Memo: Developmental Asset – Personal Power
"I will work hard and finish school". Personal power is implied by the young person statement implying that he/she believes he is able to (personal power) finish school.

Memo: Developmental Asset – Sense of Purpose
"I want to go places". This young person shows motivation to do something with his/her life which reflects the possibility that he/she experiences a sense of purpose

Memo: Developmental Asset – Self-esteem
"I am in charge of me". This statement portrays a young person who believes he/she is able to (self-esteem) control what happens to him/her.

Memo: Developmental Asset – Positive View of Personal Future
"I want to go places". The young person seems to be future minded in that he/she acknowledges the possibility that he/she could achieve in life which suggests a positive view of his/her personal future.

Memo: Developmental Asset – Integrity
"I live life with *Integrity*. I'll ditch my girl if she sleeps around". The young person directly states that he/she has integrity and that he/she lives with integrity and not tolerating a cheating partner portrays standing up for his/her believes.

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Television prevention message – "Control your circumstance"

My mom is a sex slave, well what do you call someone who earns so little a day and someone sleeping on the side with men she doesn't know. Then she drinks to forget it, so could you raise a family on two thousand rand a month? I blame her boss and those men who just use her and then just call her cheap. Mow she tells me her mother and her mother's mother did the same just to put food on the table. She looks at me like it is going to be my life to. Well it won't! I'm in school. No booze, drugs, sex and no babies for me yet. I'll work hard till someone notices me. I have got talent and drive and the guys think I'm hot. They try to make moves on me, but I'm moving up.

V1L V3D V4R	I-CL-AM I-CL-SE I-PV-RP I-PV-I I-PV-RS I-SC-PDM I-SC-RS I-PI-PP I-PI-SOP I-PI-SE I-PI-PVPF	

Memo: Core Value – Love
"I've got talent and I've got drive". This statement is a direct confession of having *Self-esteem* and confidence in oneself. This statement reflects positive convictions of oneself and reflects a love for oneself.

Memo: Core Value – Dignity
"I'm in school, no booze, drugs, sex, no babies for me yet". This statement reflects the notion of deciding not to engage in irresponsible behaviour and therefore correlates with the intrapersonal component of dignity.

Memo: Core Value – Responsibility
"I'll work till someone notices me". This statement portrays a decision to take up *Responsibility* for creating one's own future opportunities instead of waiting for someone else to create the opportunity.

Memo: Developmental Asset – Achievement Motivation
"I'll work hard till someone notices me. I'm moving up". A young person who is motivated to achieve is portrayed. Achievement in the form of future opportunities is portrayed.

Memo: Developmental Asset – School Engagement
"I'm in school. I'll work hard till someone notices me". This statement portrays school engagement as the young person does state that he/she is at school and that they will work hard while he/she is there.

Memo: Developmental Asset – Responsibility
"I'm in school, no booze, drugs, sex, no babies for me yet". This statement portrays a young person who makes a decision to not act irresponsibly and therefore he/she is considered responsible.

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'Memo: Developmental Asset – Integrity
"She looks at me like its going to be my life (prostitution), well it won't". This statement portrays a young person who will not do something he/she believes is unhealthy for him/her.

Memo: Developmental Asset – Restraint
"I'm in school, no booze, drugs, sex, no babies for me yet". This statement portrays restraint since a young person makes a conscious decision to not degrade himself/herself through engaging in risky behaviours.

Memo: Developmental Asset – Planning and Decision Making
"No babies for me yet". Planning and decision making is portrayed by this statement.

Memo: Developmental Asset – Resistance Skills
"No booze, drugs, sex, no babies for me yet". This statement portrays a young person who decides not to engage in risky behaviour that could be prompt by negative peer pressure.

Memo: Developmental Asset – Personal Power
"She looks at me like its going to be my life (prostitution), well it won't". This statement portrays personal power as the young person shows the ability to decide what happens to him/her.

Memo: Developmental Asset – Sense of Purpose
"I'll work hard till someone notices me. I'm moving up". This statement portrays a young person making plans regarding how he/she could create future opportunities for himself/herself.

Memo: Developmental Asset – Self-esteem
"I've got talent, I've got drive". This statement portrays a young person who makes positive statements about himself/herself which is indicative of a good self-esteem.

Memo: Developmental Asset – Positive View of Personal Future
"I'm moving up". This statement portrays a positive view of personal future as the young person believes they are "moving up".

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I-PV-RP
I-PV-I
I-PV-RS
I-SC-PDM
I-SC-RS
I-PI-PP

V3D

Billboard 1

Billboard 2

V3D

I-PV-RP
I-PV-I
I-PV-RS
I-SC-PDM
I-SC-RS
I-PI-PP

Billboard 3

Billboard 4

I-PV-RP
I-PV-I
I-PV-RS
I-PV-H
I-SC-PDM
I-SC-RS
I-PI-PP

V1L
V4R

V3D

I-PV-RP
I-PV-I
I-SC-PDM
I-SC-RS
I-PI-PP
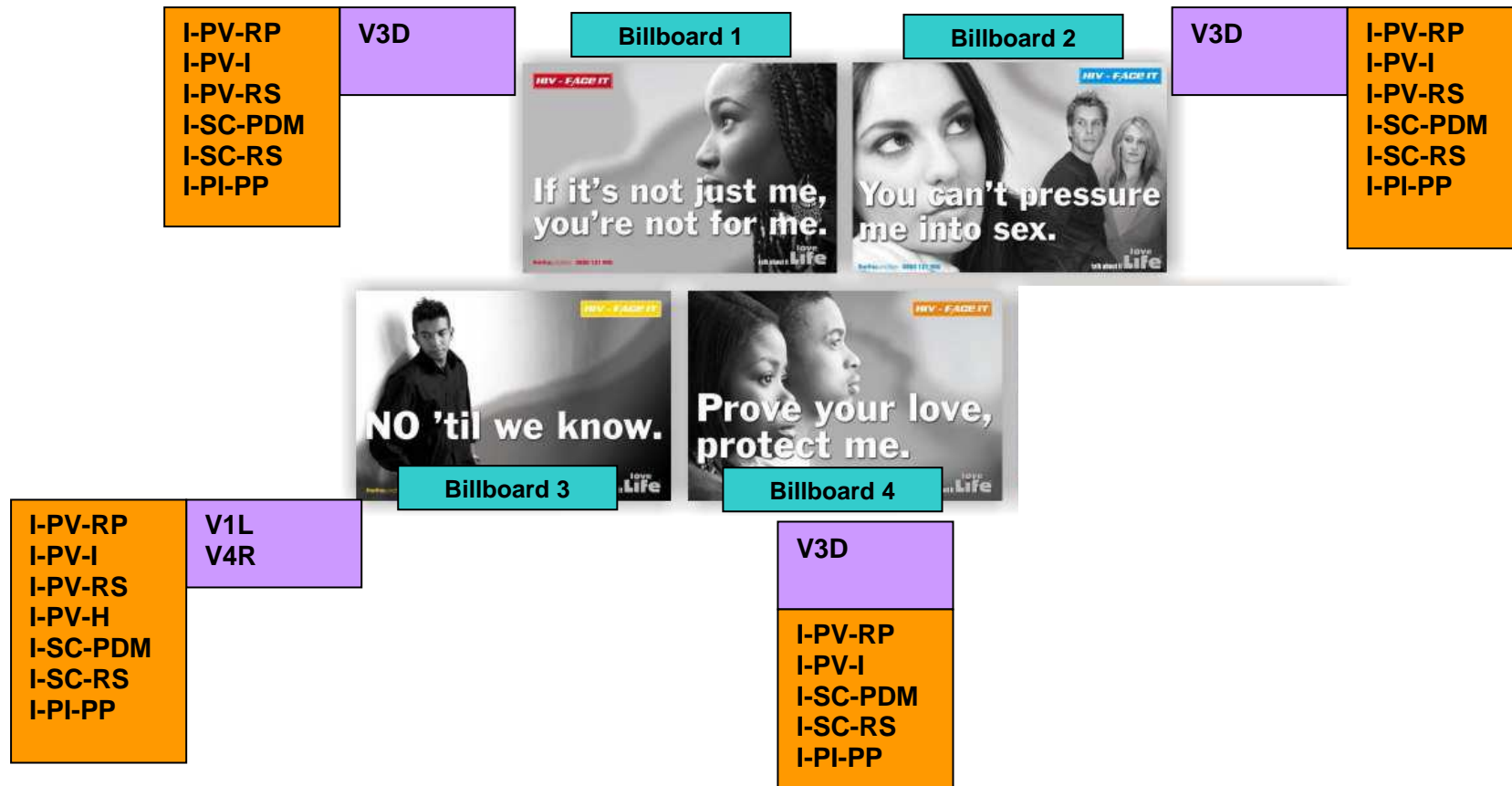
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Billboard 1: If it's not just me, you're not for me

Memo: Core Value – Dignity
The intrapersonal component of dignity is portrayed by a young person's decision to not engage in a relationship where his/her partner is sleeping with other girls as well. He/she therefore decides not to degrade himself/herself by engaging in risky behaviour.

'Memo: Developmental Asset – Responsibility
The young person's decision to not be in a relationship where his/her partner is sleeping around shows a sense of taking responsibility for himself/herself to not be infected by HIV.

'Memo: Developmental Asset – Integrity
The message portray a young person standing up for what he/she believes in regarding what a healthy relationship should entail, namely two partners being true with one another.

'Memo: Developmental Asset – Restraint
A young person is portrayed as restraining from risky sexual behaviour, namely being in a relationship where multiple partners are involved.

'Memo: Developmental Asset – Personal Decision Making
A young person is portrayed as making decision regarding what he/she wants within the context of an interpersonal relationship that will keep him/her safe.

'Memo: Developmental Asset – Resistance skills
Resistance skills are portrayed by a young person who is able to make healthy decisions (not to be in a relationship where multiple partners are involved) despite of negative peer pressure (for instance by being pressured by a boyfriend).

'Memo: Developmental Asset – Personal Power
The young person is able to decide on his/her own what he/she wants from a relationship without having anyone else to make that decision for him/her.

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Billboard 2: You can't pressure me into sex.

Memo: Core Value – Dignity
This statement reflects the notion of choosing not to be in a relationship where one puts one's safety on the line. This statement correlates with the intrapersonal component of dignity where a person chooses not to degrade themselves through engaging in irresponsible behaviour.

'Memo: Developmental Asset – Responsibility
The young person's decision to not be in a relationship where his/her partner pressures him/her into having sex shows a sense of taking responsibility for himself/herself to not be infected by HIV.

'Memo: Developmental Asset – Integrity
The message portray a young person standing up for what he/she believes in regarding what a healthy relationship should entail, namely a relationship where the one partner doesn't pressure the other one into having sex.

'Memo: Developmental Asset – Restraint
A young person is portrayed as restraining from risky sexual behaviour, namely being manipulated into having sex.

'Memo: Developmental Asset – Personal Decision Making
A young person is portrayed as making decision regarding what he/she wants within the context of an interpersonal relationship that will keep him/her safe.

'Memo: Developmental Asset – Resistance skills
Resistance skills are portrayed by a young person who is able to make healthy decisions (not to be in a relationship where he/she is pressure into having sex) despite of negative peer pressure (for instance by being pressured by a boyfriend).

'Memo: Developmental Asset – Personal Power
The young person is able to decide on his/her own what he/she wants from a relationship without having anyone else to make that decision for him/her.

Although the young person in the HIV/AIDS prevention messages is gender specific,
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Billboard 3: No 'till we know

Memo: Core Value – Love
This billboard's statement correlate with the interpersonal component of love as it implies having a mutual understanding that they need to know their HIV status before they can engage on a sexual level. It also implies mutual trust to a certain extent as the partners should trust one another to be honest about their HIV status.

'Memo: Developmental Asset – Responsibility
The young person's decision to not be in a relationship where their HIV status is known before engaging in sex so that they can make responsible choices about their relationship and how they will manage it.

'Memo: Developmental Asset – Integrity
The message portray a young person standing up for what he/she believes in regarding what a healthy relationship should entail, namely that each party should know their HIV status before the can have sex.

'Memo: Developmental Asset – Restraint
A young person is portrayed as restraining from risky sexual behaviour, namely having sex before knowing both parties' HIV status.

'Memo: Developmental Asset – Honesty
A young person is portrayed in wanting to be honest about his/her HIV status, even though it is a personal matter, before having sex with his/her partner.

'Memo: Developmental Asset – Personal Decision Making
A young person is portrayed as making decision regarding what he/she wants within the context of an interpersonal relationship, namely knowing what his/her and the partner's HIV status are.

'Memo: Developmental Asset – Resistance skills
Resistance skills are portrayed by a young person who is able to make healthy decisions (not to be in a relationship where he/she doesn't know his/her and the partner's HIV status) despite possible negative peer pressure (for instance by being pressured by a boyfriend or girlfriend).

'Memo: Developmental Asset – Personal Power
The young person is able to decide on his/her own what he/she wants from a relationship without having anyone else to make that decision for him/her.

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Billboard 4: Protect your love, protect me.

Memo: Core Value – Dignity
This statement reflects the notion of choosing not to be in a relationship where one puts one's safety on the line. This statement correlates with the intrapersonal component of dignity where a person chooses not to degrade themselves through engaging in irresponsible behaviour.

'Memo: Developmental Asset – Responsibility
The young person's decision to not be in a relationship where his/her partner don't use protection shows a sense of taking responsibility for himself/herself to not be infected by HIV.

'Memo: Developmental Asset – Integrity
The message portray a young person standing up for what he/she believes in regarding what a healthy relationship should entail, namely that protection must be used during sex to avoid HIV infection.

'Memo: Developmental Asset – Personal Decision Making
A young person is portrayed as making decision regarding what he/she wants within the context of an interpersonal relationship, namely only having sex when protection against HIV infection is involved.

'Memo: Developmental Asset – Resistance skills
Resistance skills are portrayed by a young person who is able to make healthy decisions (not to be in a relationship where his/her partner is unwilling to use protection) despite possible negative peer pressure (for instance by being pressured by a boyfriend or girlfriend).

'Memo: Developmental Asset – Personal Power
The young person is able to decide on his/her own what he/she wants from a relationship without having anyone else to make that decision for him/her.

Although the young person in the HIV/AIDS prevention messages is gender specific,
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Correlations between loveLife core values and developmental assets
Categorisation to find correlations

NOTE: This section also appears in Chapter 4 section 4.4 and Chapter 5 section 5.3.3

Developmental Asset Category	LoveLife Core Values	Individual assets
• Positive values (internal) • Social competency (internal) • Positive identity (external)	*Love*	• Achievement motivation (internal) • Planning and decision making (internal) • Resistance skills (internal) • Personal power (internal) • Self-esteem (internal) • Family support (external)
• Positive value • Social competency • Positive identity	*Dignity*	• Integrity (internal) • Restraint (internal) • Planning and decision Making (internal) • Resistance skills (internal) • Self-esteem (internal)
• Commitment to learning • Positive values • Social competence	*Responsibility*	• Restraint • Planning and decision making • Resistant skills • Personal power • Sense of purpose • Positive family Communication.
ONLY IMPLIED • Positive value • Social competency • Positive identity	*Respect* *(vague correlations)*	• Achievement motivation (internal) • School engagement (internal) • Integrity (internal)

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		• Honesty (internal)
		• Responsibility (internal)
		• Restraint (internal)
		• Positive family communication (external)

Reasons for correlations

Individual Developmental asset	*Core value*	*Reason*
Achievement motivation – Being motivated to do well in school implies some confidence in oneself and the belief that a person is able to do so.	**Love** - *Self-esteem* and confidence in oneself, love for one's partner based on mutual understanding and commitment	Love defined by loveLife has an intrapersonal component correlating with *achievement motivation*. Having a high self-esteem and confidence in oneself (love) correlates with having confidence and believing that one can do good in school (*achievement motivation*).

Individual Developmental asset	*Core value*	*Reason*
School engagement – Young person is actively engaged in learning.	**Responsibility** - Knowing that *Responsibility* is a shared commodity and recognizing your share, behaving as if you want the world to be a better place and it is not somebody else's *Responsibility*	*School engagement* is a *responsibility* a young person should adhere to. *Responsibility* plays an active part in shaping her/his own future.

Individual Developmental asset	*Core value*	*Reason*
Integrity – Young person acts on convictions and stands up for her or his beliefs.	**Dignity** - The pride in being who and what you are, never degrading oneself through irresponsible behaviour, protecting the dignity of those you love and respecting the dignity of others	*Integrity* implies that a young person protects who he/she is. In other words, they protect their dignity (who he/she is) by not engaging in acts he/she does not agree with.

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Individual Developmental asset	Core value	Reason
Honesty – Young person "tells the truth even when it is not easy"	**Dignity** - The pride in being who and what you are, never degrading oneself through irresponsible behaviour, protecting the dignity of those you love and respecting the dignity of others	Within the context of HIV prevention, being honest could imply being honest about one's HIV status (*honesty*) and thereby protecting oneself (dignity) from re-infection and infecting others (dignity).

Individual Developmental asset	Core value	Reason
Responsibility – Young person accepts and takes personal *Responsibility*.	**Responsibility** - Knowing that *Responsibility* is a shared commodity and recognizing your share, behaving as if you want the world to be a better place and it is not somebody else's *Responsibility*	These two definitions of *responsibility* correlate in a direct manner. In both cases, *responsibility* refers to the notion of a young person realising that they have to foster their own well-being instead of waiting for someone else to do so.

Individual Developmental asset	Core value	Reason
Restraint – Young person believes it is important not to be sexually active or to use alcohol or other drugs.	**Dignity** - The pride in being who and what you are, never degrading oneself through irresponsible behaviour, protecting the dignity of those you love and respecting the dignity of others **Responsibility** - Knowing that *Responsibility* is a shared commodity and recognizing your share, behaving as if you want the world to be a better place and it is not somebody else's *Responsibility*	*Restraint* correlates with both dignity and *responsibility*. *Restraint* entails making a conscious decision to not engage in risky behaviours such as taking drugs, which correlates with loveLife's description of dignity as not to degrade oneself through irresponsible behaviour. A conscious decision to avoid risky behaviour further implies a young person realising that they have a *responsibility* to foster his/her own well-being.

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Individual Developmental asset	Core value	Reason
Planning and decision making – Young person knows how to plan ahead and make choices.	**Dignity** - The pride in being who and what you are, never degrading oneself through irresponsible behaviour, protecting the dignity of those you love and respecting the dignity of others **Responsibility** - Knowing that *Responsibility* is a shared commodity and recognizing your share, behaving as if you want the world to be a better place and it is not somebody else's *Responsibility*	*Planning and decision making* refers to an interpersonal skill. If one is able to plan ahead and make choices within a relationship and especially within the context of HIV/AIDS prevention, *planning and decision making* correlates with making decisions that could protect one and others (dignity). *Planning and decision making* as an interpersonal skill further correlates with viewing *responsibility* as a shared commodity where a young person realises that plans and decision made in a relationship affect both parties.

Individual Developmental asset	Core value	Reason
Resistance Skills – Young person can resist negative peer pressure and dangerous situations.	**Dignity** - The pride in being who and what you are, never degrading oneself through irresponsible behaviour, protecting the dignity of those you love and respecting the dignity of others **Responsibility** - Knowing that *Responsibility* is a shared commodity and recognizing your share, behaving as if you want the world to be a better place and it is not somebody else's *Responsibility*	Resistance skills as a social competency relate to avoiding interpersonal risky situations. Both dignity and *responsibility* correlate with resisting risky situations (such as unsafe sexual behaviours) (dignity) within the context of a relationship. A young person should realise his/her *responsibility* in a relationship and accordingly protect himself/herself and his/her partner (dignity).

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Individual Developmental asset	Core value	Reason
Personal power – Young person feels he or she has control over "things that happen to me".	**Love** - *Self-esteem* and confidence in oneself, love for one's partner based on mutual understanding and commitment	*Personal power* and love share a characteristic. It can be argued that there is a correlation between feeling in control (*personal power*), having a high *self-esteem* and confidence in oneself (love).

Individual Developmental asset	Core value	Reason
Self-esteem – Young person reports having a high *self-esteem*.	**Love** - *Self-esteem* and confidence in oneself, love for one's partner based on mutual understanding and commitment **Dignity** - The pride in being who and what you are, never degrading oneself through irresponsible behaviour, protecting the dignity of those you love and respecting the dignity of others	The developmental asset *self-esteem* and the core values, love and dignity share a commonality, namely experiencing oneself in a positive manner. Based on this developmental asset and the core values, experiencing oneself in a positive manner entails having a high *self-esteem* (love, *self-esteem*) and being proud of oneself (dignity).

Individual Developmental asset	Core value	Reason
Family support – The young person's family members and their dynamics provide support for him or her.	**Responsibility** - Knowing that *Responsibility* is a shared commodity and recognizing your share, behaving as if you want the world to be a better place and it is not somebody else's *Responsibility*	*Responsibility* as a shared characteristic correlates with providing support to youth. Just as a young person should take *responsibility* for fostering their own well-being, their family should realise their *responsibility* in supporting the young person in making healthy decisions and acting accordingly.

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Individual Developmental asset	Core value	Reason
Positive family communication – Positive communication takes place between the young person and his parent(s) and he or she is able to seek advice and guidance from them.	**Responsibility** - Knowing that *Responsibility* is a shared commodity and recognizing your share, behaving as if you want the world to be a better place and it is not somebody else's *Responsibility*	This correlation between a developmental asset and a core value is similar to the correlation in section 4.3.3.11. Here the family can realise their *Responsibility* in family communication when the young person comes to seek advice and guidance.

Respect:

LoveLife gives a broad definition of respect – respect for one's elders, others and self. This broad definitions leaves respect's correlation with the developmental assets to be vague. Some degree of correlation between respect and certain developmental assets can be argued. Someone who has respect for themselves will engage in learning (*school engagement*) and strive to achieve (*achievement motivation*). Furthermore, a person who respects themself will act responsibly (*responsibility*), stand up for what they believe in (*integrity*) and not engage in risky behaviour (*restraint*). A person who respects others will tell the truth even if it is difficult (*restraint*) and they will make decisions and plan in such a way that they protect themselves and those around them (*planning and decision making*). Respecting others could also entail avoiding negative peer pressure and risky situations that can harm either the person or others (resistance skills). However, because of loveLife's broad and vague definition of respect, correlations between respect and developmental assets are merely implied and not proven

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Appendix E

Reflective Journal

Occupation: Educational Psychologist

Influenced the following:

- Working assumptions
- Choosing research methodological and metatheoretical paradigms.
- Choosing research design.
- Data used in the study
- Expectations of the study.

Age and Experience

Influenced the following:

- Analysing data and interpreting findings
- Answering research question

Prior knowledge

Influenced the following:

- Working assumptions
- Collecting and analysing data
- Answering research questions

Influential Factors

Motives

Influenced the following:

- Working assumptions
- Analysing data
- Interpreting findings

Biases/Personal preference

Influenced the following:

- Choosing research methodological and metatheoretical paradigms
- Choosing research design
- Choosing, analysing data and interpreting findings

Pre-assumptions

Influenced the following:

- Choosing research methodological paradigm
- Choosing research design
- Analysing data and interpreting findings
- Expectations of the study

Working assumptions: As a student in educational psychology I often used asset-based principles in designing prevention and intervention programmes. Although I didn't use the developmental asset framework specifically I still relied on the notion of identifying and mobilising strengths in people to motivate healthy behaviour. Familiarity with asset-based thinking could have contributed to my interest in focusing on developmental assets within the context of prevention which is evident in the following two working assumptions:

- Enablement to foster well-being through strength utilisation underpins the developmental asset-framework.
- Gain-framed HIV/AIDS prevention messages (loveLife messages) portray developmental assets.

Research methodological and meta-theoretical paradigm: In psychology one relies on subjective interpretation during assessments and therapy sessions to guides one's decision and interactions relating to a specific client. The qualitative research paradigm and constructivist paradigm was appealing as it allowed my subjective point of view. In the end the qualitative research paradigm and constructivism complimented my study although I do think my preference to allow subjective judgement played a role in choosing these paradigms.

Occupation: Educational Psychologist .

Influenced the following:

- Working assumptions
- Choosing research methodological and metatheoretical paradigms
- Choosing research design
- Data used in the study
- Expectations of the study

Data used in the study: As a psychologist most of my practices are guided by the principles of positive psychology and asset-based thinking. I was naturally drawn to and intrigued by the positive and hopeful messages portrayed by loveLife media messages and wondered what an analysis of these messages would reveal. I do feel that loveLife media messages were appropriate to use for the purpose of this study although my positive psychology and asset-based views did play a role in the selection thereof.

Research design: Qualitative content analysis helps one to uncover primary content (obvious meanings) and latent content (hidden meanings). In psychological assessments I often rely on a analysis and interpretation process similar to coding where I elicit meanings from text ascribe codes and group them under certain categories. My familiarity with this type of process helped me to be comfortable with coding and categorising loveLife media messages.

Expectations of the study: Since positive psychology and asset-based directs my thoughts and behaviours I did expect that the findings of the research would reflect notions of positive psychology and asset-based thinking. Because of this expectation I needed to be wary that it does not influence my interpretation of the findings. I was aware of not making inferences that did not actually exist. The a priori assumptions (descriptions of core values and developmental assets) helped to control the analysis and interpretations of the data and doing literature control helped to direct the interpretations of the findings

Limited experience

Experiences that have contributed to my research experience are:

- modules which taught me about research (qualitative and quantitative)
- conducting a mini research study

Although the aforementioned experience contributed to my growth as a researcher my experience in conducting research is still limited. Limited experience could have influenced the findings of the study although my supervisor helped to limit this influence by guiding my choices throughout the research study. I found the analysis and interpretation of the data as well as the answering of the research questions more challenging than other aspects of the research such as choosing a research design.

Age and Experience

Influenced the following:

- Analysing data and interpreting findings
- Answering research question

Analysing and interpreting data:

I was concerned that I might code, categorise or interpret the data incorrectly. My concern was that I might elicit meanings from the data that were not legit. A priori assumptions and literature control in the end guided the analysis and interpretation of the data. Furthermore my supervisor evaluated my coding and interpretations of the data which helped to increase accuracy.

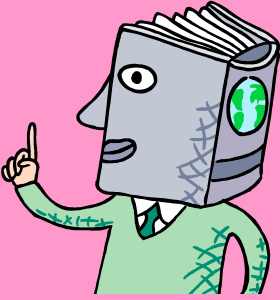**Answering the research questions:**

I was concerned that due to limited research experience that pre-assumptions and biases could influence answering the research question in such a way that my answers would reflect what I wanted them to reflect instead of what the findings indicate the answer should be. Guidance by supervisor did however help to ensure that the answers were derived from the findings.
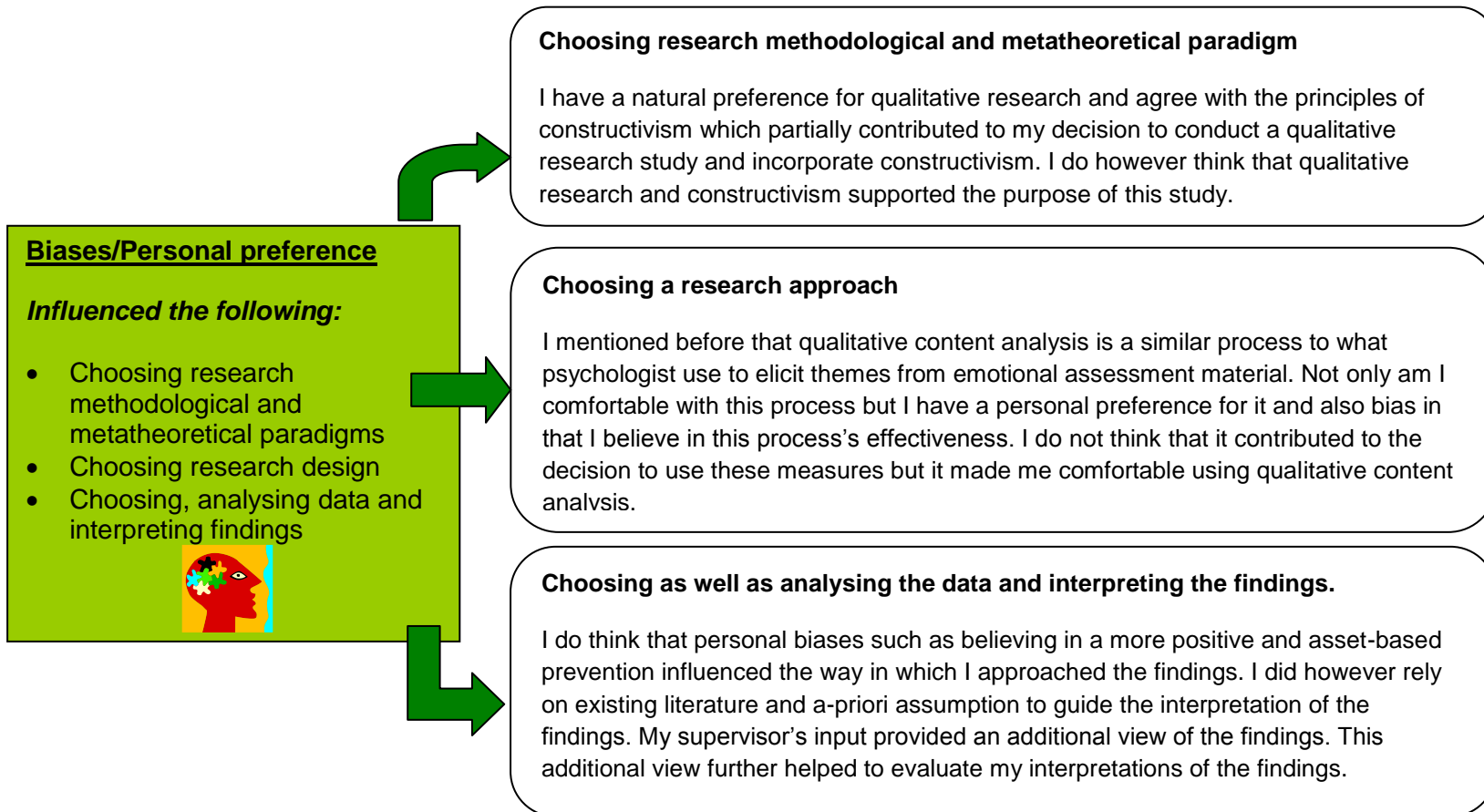
Working assumptions:

Knowledge on asset based approaches and positive psychology influenced the following working assumption: enablement to foster well-being through strength utilisation underpins the developmental asset-framework. Awareness of core values portrayed by loveLife media messages and loveLife's strategy underpinning the portrayal of these messages contributed to the working assumption: gain-framed HIV/AIDS prevention messages (here specifically loveLife messages) portray core values as strengths that foster well-being and a positive future perspective.

Prior knowledge

Influenced the following:

- Working assumptions
- Collecting and analysing of data
- Answering research questions

Collecting, analysing and interpretation of the data:

I was aware of loveLife's strategy to portray hopeful messages that entails a look-for-an-opportunity mindset and core values. Therefore not much time was spent on searching for gain-framed HIV/AIDS prevention messages. My prior awareness of loveLife media messages contributed to my decision to use these messages as data. The analysis of these messages was also influenced by my awareness of the developmental asset framework's crux, namely fostering well-being through utilising strengths in and around youth. Theoretically I reasoned that the crux of developmental assets correlate with what loveLife aims to accomplish through the portrayal of core values. Awareness of this theoretical correlation between developmental assets and core values influenced the central role developmental. assets played in this study.

Answering the research questions:

Knowledge of the developmental asset framework and theory of message framing guided my thoughts throughout answering the research questions but it could also have limited my insights into the research findings. Prior knowledge on developmental assets and message framing also helped to compare findings and answers to existing literature.

Biases/Personal preference

Influenced the following:

- Choosing research methodological and metatheoretical paradigms
- Choosing research design
- Choosing, analysing data and interpreting findings

Choosing research methodological and metatheoretical paradigm

I have a natural preference for qualitative research and agree with the principles of constructivism which partially contributed to my decision to conduct a qualitative research study and incorporate constructivism. I do however think that qualitative research and constructivism supported the purpose of this study.

Choosing a research approach

I mentioned before that qualitative content analysis is a similar process to what psychologist use to elicit themes from emotional assessment material. Not only am I comfortable with this process but I have a personal preference for it and also bias in that I believe in this process's effectiveness. I do not think that it contributed to the decision to use these measures but it made me comfortable using qualitative content analysis.

Choosing as well as analysing the data and interpreting the findings.

I do think that personal biases such as believing in a more positive and asset-based prevention influenced the way in which I approached the findings. I did however rely on existing literature and a-priori assumption to guide the interpretation of the findings. My supervisor's input provided an additional view of the findings. This additional view further helped to evaluate my interpretations of the findings.

Choosing research methodological and metatheoretical paradigms:

I assumed that the answering of the research question would depend much on my subjective reasoning and thought that the qualitative research paradigm would accommodate my subjective involvement in the research process.

Choosing research design: I have worked with qualitative content analysis in my honors year and assumed (before looking at other designs) that it would suit my study best. I did however acknowledge my subjective reasoning by reading literature on various research. I do think that qualitative content analysis supported the research process best.

Choosing and analysing data as well as interpreting findings:

Other pre-assumptions were reflected in my working assumptions. Overall I assumed that the developmental asset framework could be used in conjunction with the theory of message framing. I had to be aware that this pre-assumption didn't guide my analysis of the data and interpretation of the findings. Relying on a prior assumptions while coding the data and doing literature control while interpreting the findings helped to limit the influence of pre-assumptions.

Expectations of the study:

Over-all my assumptions (working-assumptions) contributed to my expectation that the study would somehow give insights in to the message framing theory specifically within the context of HIV/AIDS prevention. Because of this expectation I needed to be aware throughout that this expectation doesn't colour my perception of working with the data and findings.

Pre-assumptions

Influenced the following:

- Choosing research methodological paradigm
- Choosing research design
- Analysing data and interpreting findings
- Expectations of the study

Motives

Influenced the following:

- Working assumptions
- Analysing data
- Interpreting findings

Working assumptions:

My main motive before conducting the study was to show that there could be more to gain-framed messages than merely emphasising the benefits to healthy choices and behaviours. I further hoped to show that developmental assets could be used in conjunction with message framing theory. These two motives influenced the working assumption. The working assumptions reflect the possibility that developmental assets are portrayed by gain-framed messages.

Analysing of data and interpreting findings

I needed to be aware that my motives did not interfere with the analysis of the data and interpretation of the findings. I specifically took into account that during the analysis process I shouldn't code data if the data didn't fit the criteria of the code. During the interpretation of the data I was aware not to draw inferences where there were none. The a-priori assumptions (descriptions of core values and developmental assets) as well as literature control helped to control the influence of motives in the analysis of data and interpretations of findings.