

**NON-PERFORMANCE BY HIV AND AIDS PEER
EDUCATORS WITHIN THE DEPARTMENT OF
AGRICULTURE, EASTERN CAPE PROVINCE**

by

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LIST OF ACRONYMS:

- AIDS : Acquired Immune Deficiency Syndrome
- ARV : Anti retroviral treatment
- DPSA : Department of Public Service and Administration
- EAP : Employee Assistance Programme
- EWP : Employee Wellness Programme
- HAWP : HIV and AIDS Workplace Programme
- HIV : Human Immune Deficiency Syndrome
- KPA : Key Performance Area
- OHS : Occupational Health and Safety
- OTP : Office of the Premier
- PGDP : Provincial Growth and Development Programme
- VCT : Voluntary Counselling and Testing

ABSTRACT

In the fight against the HIV and AIDS pandemic, the South African government introduced different measures to address and manage the impact of HIV and AIDS. One of these strategies encompassed prevention and education programmes like the Peer Education Programme. Some factors were however identified, indicating that the Peer Education Programme might not be successful, which could be linked to the non-performance of HIV and AIDS Peer Educators.

The goal of this study is to explore the reasons for non-performance of duties by HIV and AIDS Peer Educators within the Department of Agriculture, Eastern Cape Province.

For data collection a randomised cross-sectional survey was utilised as the research design and a structured questionnaire used as a data collection tool. The questionnaire was administered with a group of HIV and AIDS Peer Educators, where each respondent completed his/her questionnaire independently of others.

No sampling was done as the researcher considered the population to be manageable. From a population of 49, only 32 – 65% agreed to participate in the study.

Research findings and recommendations

FINDINGS	RECOMMENDATIONS
<p>Biographical information:</p> <ul style="list-style-type: none"> There are no HIV and AIDS Peer Educators who are at Senior and Top Management levels within the Department. 	<ul style="list-style-type: none"> The Department should consider allocation a member of Senior and Top Management services to be responsible for the HIV and AIDS Workplace programme.
<p>Recruitment and selection:</p> <ul style="list-style-type: none"> The Department does not have a recruitment and selection strategy for HIV and AIDS Peer Educators. 	<ul style="list-style-type: none"> The Department should have a thorough selection criteria and process.

<p>Training:</p> <ul style="list-style-type: none"> The study revealed that 72% of the HIV and AIDS Peer Educators did not receive training prior to resuming Peer Education duties. 	<ul style="list-style-type: none"> No HIV and AIDS peer educator may engage in Peer Education activities without receiving proper and relevant training.
<p>Supervision:</p> <ul style="list-style-type: none"> The study revealed that only 16% of the HIV and AIDS Peer Educators are supervised. 	<ul style="list-style-type: none"> The Department should ensure appointment of supervisors for the HIV and AIDS Peer Education Programme.
<p>Job performance:</p> <ul style="list-style-type: none"> The study revealed that none of HIV and AIDS Peer Educators had a performance agreement – which could lead to non-performance of duties. 	<ul style="list-style-type: none"> Supervisors should ensure that prior to engagement into Peer Education duties; HIV and AIDS Peer Educators should sign a performance agreement.
<p>Working environment:</p> <p>The study shows that none of HIV and AIDS Peer Educators has an allocated budget for Peer Education duties.</p>	<ul style="list-style-type: none"> It is recommended that the Department allocate budget for the HIV and AIDS Peer Education Programme.
<p>Monitoring and evaluation:</p> <ul style="list-style-type: none"> The HIV and AIDS Peer Education Programme does not have a business plan, making it difficult to monitor and evaluate the programme. 	<ul style="list-style-type: none"> The Department should ensure that the HIV and AIDS Peer Education Programme has a business plan with a monitoring and evaluation component.

CHAPTER ONE INTRODUCTION

1.1 INTRODUCTION

HIV and AIDS are global pandemics that can affect all people irrespective of their race, gender, age or social status. UNAIDS/WHO¹ (2005:1). Currently, global trends show that the estimated number of people living with HIV has risen from approximately 8 million in 1990 to 38.6 million in 2005 and that more than 25 million people have died of AIDS since 1981. By the end of 2005, from an international perspective, 48% of people living with HIV, are women (UNAIDS/WHO, 2006:2). HIV infections are concentrated in the developing world and around 63% of people living with HIV are in Sub-Saharan Africa. Of the 63%, 49% are women. During 2005, approximately 4 million people became infected with HIV (Centre for the Study of AIDS (CSA), 2005:1; Soul City, 2004:11; UNAIDS/WHO, 2006:2).

Because HIV/AIDS was first identified in the developed world in marginalized communities, i.e. gays, sex workers, and drug abusers; it quickly became a disease that was stigmatized. The stigmatization of the disease therefore spread to many other countries and communities (CSA, 2005:1).

The South African epidemic was the last to develop in Africa and is classified as the most severe in the world. While HIV occurs in all social groups in South Africa, certain people are considered to be at high risk of contracting the disease due to their behavioural patterns, as well as their social circumstances (CSA,2005:1 ; Soul City,2004:2.).

It is currently estimated that in 2005, 10% of all South Africans over the age of two years have been living with HIV. Among those living with HIV, the prevalence was estimated to be 16.2% in 2005 (HIV and AIDS statistics for South Africa, 2005:3).

Soul City (2004:11) further mentions that factors driving the epidemic in South Africa include the following:

¹ WHO – World Health Organization

- stigma and discrimination;
- gender and violence against women and children; and
- poverty.

It is estimated that approximately 16% to 18% of the South African population are living with HIV; this is between 4.7 million and 6.6 million South Africans. The majority of people living with HIV in South Africa are between the ages of 20 and 30. It is also estimated that one in five in this age group are living with HIV (Soul City, 2004:11). An estimated 1700 new infections occur in South Africa every day and the projections show that by the year 2008, half a million South Africans will die every year from AIDS-related diseases (CSA,2005:1).

The Department of Public Service and Administration DPSA (2002:14) estimates that the impact of the HIV/AIDS epidemic significantly affects all spheres of life, as well as all sectors, i.e. the workplace, family, and social sectors. DPSA (2002:14) further mentions that in a study conducted by the Department of Social Development in 2000, the following estimations were tabulated:

- Life expectancy has dropped from 63 years in 1990 to 56.5 years in 2000.
- Child mortality has increased from 75 per 1000 in 1990 to 91 per 1000 in 2000.
- The probability of a 15-year old dying before the age of 60 has been 27 per 1000 in 1990, and has increased to 40 per 1000 in 2000.

Dealing with HIV and AIDS requires a partnership between all South Africans in all sectors of life. In South Africa, community-based programmes are being implemented and the focus is on primary interventions. Peer Education is a crucial component of prevention programmes addressing HIV and AIDS as well as other threats to life (Soul City, 2004:3 ; Deutsch & Swartz, 2002:v).

Peer Education is the process of training, developing or persuasion of education by individuals to others who are of equal standing with one another, belonging to the same societal group or social status (CSA, 2005:30). This implies that HIV and AIDS Peer Education aims at addressing basic issues related to HIV and AIDS to individuals, thereby sensitising them to the pandemic.

Govender ²(2007) is of the opinion that Peer Educators are confronted with working conditions which are not conducive to perform their responsibilities as Peer Educators, e.g. they are not allowed sufficient time to perform their duties as set out in their performance agreements.

Another component is stressed by Ewing (2007)³, being the importance of creating a well founded job description that needs to be developed for Peer Educators and lastly that the group dynamics amongst Peer Educators should also be taken into consideration.

An HIV and AIDS Peer Education Programme utilises trained people to assist others in their peer group to make decisions about sexually transmitted diseases (STD's), HIV and AIDS, through activities undertaken in one-to-one or small group settings (AIDSCAP, [sa] :5).

HIV and AIDS Peer Education plays an important proactive and flexible role in delivering stimulating and memorable education to individuals in a wide variety of settings, including the workplace. Hence, its primary goal is to assist individuals to acquire knowledge, develop skills and establish values that will enable them to make responsible choices (Deutsch & Swartz, 2002: v).

The necessary outcome of HIV and AIDS education includes reinforcing accurate and consistent information, helping people examine and change how they think and behave sexually, building their decision making skills, facilitating voluntary counseling and testing and strengthening community sanctions against violence (Deutsch & Swartz, 2002:v).

Peer Educators are faced with difficult and challenging working conditions as HIV and AIDS is still stigmatised in the South African context.

² Govender is Manager: Employee Wellness, Department of Agriculture, Eastern Cape and responsible for the management of Peer Educators.

³ Ewing is an HIV and AIDS Coordinator for SIPU – a Swedish Company supporting the Office of the Premier financially for the training of Peer Educators.

1.2 PROBLEM FORMULATION

All research commences with the identification and clear formulation of a research problem (Babbie & Mouton, 2001:74). The sources of research problems are to be found in a combination of direct observations and experiences, theory, previous investigations, and practical concerns (Bless & Higson-Smith, 2004:16).

Fouché (2002:104) mentions that problem formulation is primarily aimed at creating a formal, written problem with a view to finalising a research proposal. Welman and Kruger (1994:12) share the same view when they state that the research problem refers to some difficulty that the researcher experiences in the context of either a theoretical or practical situation, and to which he or she wants to obtain a solution.

The following is a brief overview of the Employee Wellness Programme (EWP), for the Department of Agriculture in the Eastern Cape:

The Eastern Cape Department of Agriculture currently employs 4718 employees who are distributed throughout the province. The province is further divided into six districts with the provincial head office in Bhisho. The six districts are:

- Cacadu
- Chris Hani
- O.R. Tambo
- Alfred Nzo
- Amathole
- Ukhahlamba

Each district is further sub-divided into several local offices.

The main focus of the Department of Agriculture, Eastern Cape Province is to be a key role player in the Provincial Growth and Development Program (PGDP), with a firm commitment to sustainable agricultural growth for food security and economic development. Although the Department is preparing to address the challenge, it is faced with the issue of managing the impact of HIV and AIDS on its workforce.

As a means of addressing the pandemic on the workforce, as well as other bio-psychosocial issues that affect employees directly and indirectly, the Department of Agriculture, Eastern Cape Province decided to implement the EWP. The EWP comprises of the following sub-programmes:

- Occupational Health and Safety Programme (OHS)
- Employee Assistance Programme (EAP)
- HIV and AIDS Workplace Programme (HAWP)

The goal of the HAWP is to effectively manage the impact of HIV and AIDS on the employees. To be able to achieve the goal, HAWP encompasses the following:

- The prevention and Awareness Programmes.
- Marketing of the HAWP Programme as a means of increasing awareness leading to a high number of referrals.
- Peer Education and peer counselor training and supervision.
- Voluntary counseling and testing.
- Care and support for the infected and affected employees as well as their immediate families.
- Capacity building for the Employee Wellness practitioners, Peer Educators and peer counselors (Department of Agriculture 2005/06:2, HAWP Business plan).

With reference to the matter of Peer Education, the World Health Organization (WHO) (2000:12-9) mentions that behavioural change is most likely to occur if peers educate and support each other. Hence the Department of Agriculture, Eastern Cape Province deemed it necessary to introduce Peer Education as a strategy in the fight against HIV and AIDS. Currently, the HAWP consists of 73 trained Peer Educators who are distributed throughout the province. HIV and AIDS Peer Educators play a major role in creating new opportunities for their peers to talk about gender and sexual relationships (CSA, 2005:30; AIDSCAP, [sa]:6). Talking about HIV and AIDS involves dealing with feelings, emotions, and attitudes of different individuals and HIV and AIDS Peer Educators should be able to deal with these issues without offending their peers (CSA, 2005:30).

As a means of ensuring programme effectiveness, Peer Education has been included as a Key Performance Area, (KPA) in the performance contracts of the Peer Educators. This requires that each peer educator spends a minimum of 20% of his or her time participating in Peer Education activities.

Peer Education activities include:

Awareness: The objective of awareness activities is to ensure that all employees are aware of HIV and AIDS, what it is, as well as modes of transmission, prevention, and protection.

Education and training: Aimed at building on awareness by developing the employee's knowledge and skills so as to be able to personally respond to the epidemic.

Condom promotion and distribution: Condom distribution is basically aimed at promoting and popularising correct and consistent use of condoms.

Infection control: Infection Control Programmes are aimed at preventing occupational exposure to potentially infectious blood and blood products, and to be able to manage occupational exposure that occurs.

Creation of a non-discriminatory environment: A non-discriminatory environment that is aimed at promoting acceptance of the disease as well as individuals living with the virus (DPSA, 2002:75-80; Soul City, 2002:11).

The major challenges facing the EWP are:

- Peer Educators do not perform according to the set and required standards, that is, spending 20% of their time doing Peer Education work.
- They are required to submit monthly statistics on the work done and the deadline for submitting statistics is the last working day of each month. However, on a regular basis, statistics are sent late or not sent at all.
- Another aspect, occurring on a regular basis, is that trained Peer Educators decide to withdraw from the Peer Education Programme (Department of Agriculture 2005/06: EWP Annual Report).

The withdrawal of Peer Educators, therefore, has an impact on the overall functioning of the programme.

The problem statement can therefore be summarised as follows:

Peer Educators are not performing their duties according to set agreements as outlined in their performance contracts, resulting in not meeting targets and in the process, fail to address the issue of growing numbers of HIV and AIDS.

1.3 GOAL AND OBJECTIVES OF THE STUDY

Every study must have its own goals and objectives which will guide the researcher, as well as the research process.

1.3.1 Goal of the study

Hornby (2004:508) defines the purpose or goal of the study as the end towards which an effort or ambition is directed. In this study the terms goal and purpose are utilised interchangeably.

The goal of this study is to explore the reasons why HIV and AIDS Peer Educators within the Department of Agriculture, Eastern Cape Province are not performing their duties as expected.

1.3.2 Objectives of the study

The objectives are the steps that one has to take, realistically within a specific time-span, in order to attain the goal. Objectives represent more concrete, measurable and more speedily attainable conceptions of such an end towards which an effort or ambition is directed (Fouche, 2002:107-108).

Following are the objectives of this study:

- To describe the practice of Peer Education, HIV and AIDS Peer Education and factors that affect performance within organisations.
- To explore the reasons why HIV and AIDS Peer Educators do not perform their duties as expected in the Department of Agriculture, Eastern Cape Province.
- To make recommendations to the Department of Agriculture, Eastern Cape Province on methods of improving the Peer Education Programme, based on literature as well as the empirical results of the study.

This study is therefore aimed at understanding the concept of Peer Education, the reasons why HIV and AIDS Peer Educators are not performing their duties as expected, areas of improvement, and a retaining strategy so as to be able to retain experienced and trained Peer Educators. The ultimate goal is to render an effective and efficient service to the clientele, who are the departmental employees.

1.4 RESEARCH QUESTION

Having demarcated the preliminary study and the problem, the research problem is then stated.

The research problem forms the basis on which the final research report will be built. For the researcher to be able to formulate the research question, the problem needs to be clear and coherent (Goddard & Melville, 2001:16).

The statement of the research problem must:

- Ask a question or questions about the relationship between variables.
- Be empirically testable within the time, budget, experience, and resource constraints of the researcher.
- Define the potential usefulness of the results of the research (Goddard & Mellville, 2001:16).

The formulated research question for this study is:

‘What are the reasons why HIV and AIDS Peer Educators in the Department of Agriculture, Eastern Cape Province do not perform their duties as expected?’

1.5 RESEARCH APPROACH

Research can be carried out according to different approaches, depending on the nature of information to be collected.

Creswell (1998:15) distinguishes between two research approaches, that is:

- a qualitative research approach; and
- a quantitative research approach.

1.5.1 Quantitative research

The quantitative research approach is aimed at measuring the social world objectively, to test hypotheses, and to predict and control human behaviour. A quantitative study can therefore be defined as an enquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers and analyzed with statistical procedure in order to determine whether the predictive generalization of the theory holds true (Creswell, 1998:15).

The researcher utilised a quantitative research approach as it is aimed at obtaining insight that explores and describes the reasons why HIV and AIDS Peer Educators are not performing their duties as expected.

By using this method the study was more structured and the researcher assumed the role of an objective observer. The empirical data of the study was obtained through means of a survey with a questionnaire which is a structured data collection method.

1.6 TYPE OF RESEARCH

Bless and Higson-Smith (2004:38) differentiates between basic and applied research as types of research.

1.6.1 Applied research

Applied research strives to improve the understanding of a problem with the intention of contributing to the solution of the specific problem. It may also result in new knowledge, but more often on a limited basis, defined by the nature of an immediate problem (Hedrick, Bickman & Rog, 1993:3). Neuman (2000:22) states that applied research tries to solve specific policy problems or help practitioners accomplish tasks.

Hedrick *et al.* (1993:4) mention that applied research is also concerned with determining if a causal relationship exists, but when studying causal relationships, applied researchers tend to study variables that they hope will produce societal significant results.

The researcher therefore used applied research as the study is based on the reasons why HIV and AIDS Peer Educators are not performing their duties as expected and Peer Education being a concept in practice.

Hedrick *et al.* (1993:2) can be used as a reference to motivate the researcher's choice of research type, as they mention that applied research utilises scientific methods to develop information aimed at clarifying or confronting an immediate social problem.

1.7 RESEARCH DESIGN AND METHODOLOGY

1.7.1 Research design

Research designs are plans that guide the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Welman & Kruger, 1994:143).

Terre Blanche and Durrheim (2000:29) define a research design as a strategic framework for action that serves as a bridge between the research questions and the execution or the implementation of the research.

Research design relates to the testing of the hypothesis. It is the speculation of the most adequate operations to be performed in order to test specific hypothesis under given conditions (Bless & Higson-Smith, 2004:63).

The researcher utilised a Quantitative Descriptive Design; a randomised cross-sectional survey.

With quantitative descriptive designs, the survey designs are classified together because they belong together. They are characterised by being quantitative in nature and a questionnaire is utilised as the data collection method. Respondents for the research programme are randomly selected (Fouche & De Vos, 2002:142).

A randomised cross-sectional survey is usually utilised as a data collection method. With this method, a research population should be identified first and therefore a decision must be taken on whether to conduct interviews or distribute a questionnaire (Fouche & De Vos, 2002:143).

1.7.2 Research methodology

1.7.2.1 Data collection

Babbie (2004:215) mentions that no matter how carefully designed a data collection instrument is, there is some possibility of an error.

Delport (2002:172-184), distinguishes between three types of quantitative data collection methods, namely:

- Questionnaires
- Indexes and scales
- Checklists

The researcher utilised a questionnaire as a data collection instrument, which is accepted as an appropriate data collection instrument for purposes of a survey.

A questionnaire is a set of questions on a form which is completed by the respondent in respect of a research project (De Vos, 2002:172). Delpont (2002:172-174) distinguishes between the following types of questionnaires:

- Mailed questionnaire,
- Telephonic questionnaire,
- Personal or self-administered questionnaire,
- Group administered questionnaire.

For this study, the researcher utilised a group administered questionnaire as a data collection method.

1.7.2.2 Group administered questionnaire

A group administered questionnaire refers to a questionnaire completed by a group of respondents. However, it is of the utmost importance that each individual respondent in a group should complete his or her own questionnaire without any interference from others. This method is advantageous in that it saves time and money and the respondents are exposed to the same stimuli at the same time (Delpont, 2002:174-175).

The major disadvantage with a group administered questionnaire is that it is usually impossible or problematic to find a suitable time and venue convenient to all respondents. Furthermore, although respondents complete their questionnaires independently, there is a chance of mutual influence amongst the group members (Delpont, 2002:175).

HIV and AIDS Peer Educators had been called together where a questionnaire had been administered to them as a group. This was cost effective for the organisation and also advantageous in that it ensured participation by all respondents. Time was saved as the questionnaires were completed and submitted to the researcher on the same day.

1.7.2.3 Data analysis

De Vos, Fouché and Venter (2002:223) mention that data analysis entails the analyst breaking down data into constituent parts to obtain answers to research questions and to test research hypotheses.

The researcher collected the group administered questionnaires from the respondents and analysed them. The focus had been on the analysis of numbers of respondents according to the different questions, which is expected in a quantitative study. Data is presented visually in tables, graphs, and other appropriate visual designs.

After the analysis had been completed, the interpretation of the data was carried out by the researcher in order to obtain confirmation of certain trends regarding the reasons for non-performance by Peer Educators.

1.8 PILOT STUDY

The pilot study forms an integral part of the research process. Its function is the exact formulation of the research problem and a tentative planning of the modes of operation and investigation (Strydom, 2002:210).

According to Bless and Higson-Smith (2004:52), a pilot study involves testing the actual program on a small sample, taken from the community for whom the program is planned. This allows the researcher time to identify any difficulty with the method, as well as investigate the accuracy and appropriateness of any instrument that has been developed.

Strydom (2002:215) suggests that since the pilot study is aimed at improving the success and effectiveness of the investigation, opportunity for criticism and comments by the respondents is to be provided. These comments can then be considered by the researcher during the main investigation. The pilot study must be planned and executed in the same manner as the main investigation.

For the researcher, a pilot study allowed determining feasibility, as well as orientates the researcher on the likely responses obtained from the study. It can also be utilised to assess and correct the methods to be used, as well as solve problems that occur, if necessary.

For the purpose of this study, the researcher focused on the following aspects of a pilot study:

1.8.1 Feasibility of the study

Trochim (2001:26) states that when a researcher determines the feasibility of a study, several practical conditions need to be taken into consideration. He proposes four aspects that have to be considered. They are:

- to determine the time period of the research project;
- to focus on the ethical issues that are applicable to the research, as well as any unforeseen ethical constraints;
- to determine whether the required co-operation to successfully complete the study can be obtained or not; and
- to compile a cost analysis for the research project.

For the researcher, feasibility means all the logistical aspects of the study. With regard to this study, the research was conducted at the Department of Agriculture, Eastern Cape Province, as the researcher had been formerly employed at the Department. The HIV and AIDS Peer Educators were the respondents of the study. The study was undertaken during working hours, which was negotiated with the employer as it will add value to the workplace. Written permission had been obtained from the Department of Agriculture, Eastern Cape Province to perform the research within the mentioned department.

Special care had been taken by the researcher not to intimidate the respondents due to the fact that the respondents had been working under the supervision of the researcher. The researcher was assisted by an administrative officer to arrange and handle logistics surrounding the survey.

1.8.2 Pilot testing of the measuring instrument

Kumar (2005:10) states that the pilot testing is when a study is carried out to determine its feasibility. It is usually carried out when a researcher wants to explore areas about which he or she has little knowledge. Pilot testing means to try the experimental treatment out on a small sample before the actual experiment (Dooley, 1990:218).

The questionnaire was tested on two HIV and AIDS Peer Educators, who did not form part of the main study. This enabled the researcher to obtain feedback as to whether the questions are relevant to the study. It also determined whether the study is relevant to the performance of HIV and AIDS Peer Educators and the Peer Education Programme.

1.9 DESCRIPTION: POPULATION, SAMPLE AND SAMPLING METHOD

1.9.1 Population

A population is the full set of cases from which a sample is drawn (Saunders, Lewis & Thornhill, 2003:151). According to Bless and Higson-Smith (2004:155), a population is the complete set of events, people, or things to which the research findings are to be applied. Strydom and Venter (2002:199) also share the same view when they state that a population is the totality of persons, events, organisational units, case records, or other sampling units with which the research problem is concerned.

For the researcher, a population is a set of elements on which the study is focused. The population of the study had been all seventy three (73) HIV and AIDS Peer Educators in the Department of Agriculture in the Eastern Cape Province.

1.9.2 Sample

A sample is a group of elements considered to be representative of the population and which is studied in order to acquire knowledge about the whole population (Bless and Higson-Smith, 2002:156).

Strydom and Venter (2002:199) define a sample as a subset of measurements drawn from the population in which the researcher is interested in studying. They also mention that the sample studied is an effort to understand the population from which it is drawn.

1.9.3 Sampling method

Bless and Higson-Smith (2002:93) state that the important issue in sampling is to determine the most adequate size of the sample and the reason for sampling is to ensure feasibility of the study. The researcher's understanding of a sampling method is that it is a method or style for selecting a sample for the study.

However, the researcher decided not to do sampling for this study, but to include the total population of 73 Peer Educators. This was due to the following:

- the size of the population was manageable;
- the researcher had taken into account that not everybody from the population would agree to participate in the study, thereby limiting the number of respondents;
- there was always a possibility of faulty questionnaires which could reduce the number of respondents.

1.10 ETHICAL ISSUES

Ethical issues are the concerns, dilemmas, and conflicts that arise in the way of conducting proper research. Ethics define what is legitimate to do, or what *moral* research procedure involves (Neuman, 2000:90).

Ethics is a set of moral principles that are suggested by an individual or group, are subsequent widely accepted, and offers rules and behavioural expectations about the most correct conduct towards experimental subjects, other researchers, assistants and students (Strydom, 2002:63).

The following ethical issues are applicable to the study:

1.10.1 Informed consent

It is a fundamental principle in social research, never to coerce anyone into participating in a study. Participation must be voluntary. It is not only enough to get permission from the respondents, but they need to make an informed decision to participate in the study. An informed decision entails respondents being aware of their rights and the nature of the study they are involved in, thereafter reading and signing a statement giving informed consent (Neuman, 2000:450). The researcher considers informed consent to be a written agreement between the researcher and the respondent, in which the respondent agrees to participate in the research study after having learnt about the research procedures.

For this study, respondents had been informed on the purpose as well as procedures to be followed during the study. They were also given the opportunity to decide whether they want

to participate or not, especially since the respondents had been subordinates to the researcher. If they decided to participate, their consent had been required in writing.

1.10.2 Deception

Deception can be in the form of the researcher misinterpreting his or her actions or true intentions about the study (Neuman, 2000:449). Babbie (2004:67-68) mentions that deceiving subjects is actually lying about the purpose of the research and is unethical. He further mentions that deception in social research needs to be justified by compelling scientific or administrative concerns and even then, the justification may be arguable.

The researcher is of the opinion that the issue of deception of subjects brings about an ethical dilemma. This is so because sometimes respondents tend to act unnaturally when they know the purpose of the research and that may influence the tendency of minimal participation. However, for the purpose of this study, the researcher made sure that the respondents had been informed of the real purpose of the research and all issues pertaining to the research were clearly outlined to them.

1.10.3 Harm to the respondent

It should be noted that any kind of research runs the risk of injuring people in one way or another and it becomes difficult to ensure that 100% of the respondents are not harmed in the process. Social research should never injure the people being studied, irrespective of whether they volunteered being in the study and that social researchers should try and guard against that (Babbie, 2004:64-65). He also mentions that harm can also be physical as well as psychological and usually in social research, psychological harm is the most common. Neuman (2000:446-449) also shares the same view as Babbie when he mentions that social research can harm the respondent in a number of ways, being:

1.10.3.1 Physical harm

Physical harm is rare in social research but researchers should never cause any physical harm to the respondents. An ethical researcher anticipates risks before beginning the study. These may include the basic concerns of safety, like, safe and well-ventilated buildings, furniture, and equipment. For this study, the Occupational Health and Safety Officer had been

requested to do an inspection of the building so as to identify any risks and hazards that might have had an impact on the meeting as well as manage such risks and hazards.

1.10.3.2 Psychological harm

Social research may expose respondents to stressful, embarrassing, anxiety-producing or unpleasant situations. Researchers should never create unnecessary stress beyond the minimal amount needed to create the desired effect, or stress that has no direct, legitimate research purpose. The researcher tried to minimise questions that would expose the respondents to psychological harm.

However, as ways of dealing with physical harm that may have taken place, debriefing of the respondents were to take place. The researcher utilised the available EAP Counseling Services of the EWP in the Department of Agriculture, Eastern Cape Province.

1.10.4 Privacy, anonymity, and confidentiality

1.10.4.1 Anonymity

A research project ensures and guarantees anonymity when the researcher cannot identify a given response with a given respondent (Babbie, 2004:65). Anonymity means that subjects remain anonymous or nameless. The subject's identity is protected and the individual is unknown (Neuman, 2000:452). Taking cognizance of the abovementioned information, this study assured anonymity in that respondents were requested not to write their names on the questionnaires. Total anonymity however was not possible due to the fact that respondents, in some instances knew each other and there was direct contact between the researcher and the respondents.

However, it should be taken into consideration that with questionnaires, assuring anonymity brings about difficulty in tracking who has returned which questionnaire.

1.10.4.2 Confidentiality

A research project guarantees confidentiality when the researcher can identify a given person's responses but essentially promises not to do so publicly (Babbie, 2004:66). Confidentiality means that information may have names attached to it, but is held in confidence from the public (Neuman, 2000:453).

For the purposes of this study, strict confidentiality measurements were adhered to as the respondents are anonymous and therefore their responses cannot be linked to a person.

1.10.4.3 Privacy

Researchers invade a person's privacy when they probe into beliefs, backgrounds and behaviours in a way that reveals intimate private details (Neuman, 2000:452). Researchers protect privacy by not disclosing a subject's identity after information is gathered.

The researcher ensured that the respondent's privacy was not invaded as questions were designed in a culturally sensitive manner as possible so as not to offend any of the respondents.

1.10.5 Debriefing of respondents

Although the topic of research may not be sensitive of nature, the researcher is aware of the fact that some respondents may experience some stress due to being questioned about the reasons for not performing according to expectation. One way to debrief participants was to discuss their feelings about the project immediately after the session or to send a newsletter telling them the basic intent or results of the study, according to Salkind as quoted by Strydom (2005: 73).

1.10.6 Actions and competence of the researcher

The researcher is competent and skilled to undertake the research study. This is due to the fact that she holds a BA Degree in Social Work and has completed a module on Research Methodology (MWT 864) at postgraduate level.

Throughout the study, the researcher had been under the guidance of a study leader who supervised and acted as a mentor to the researcher. Furthermore, the research proposal and the questionnaire had been evaluated by the University of Pretoria's Ethics Committee for approval prior to commencement of the study.

1.11 DEFINITION OF KEY CONCEPTS

The following key concepts utilised in the study:

HIV

HIV is an acronym for Human Immune Deficiency Syndrome. It is the virus that causes AIDS. HIV attacks the immune system and weakens it (CSA, 2005:3). HIV is the name of the virus which undermines the immune system and leads to AIDS (Deutsch & Swartz, 2002:3). For the researcher, HIV is the virus that affects an individual's immune system leading to it collapsing and therefore exposing the body to dangerous foreign bodies.

AIDS

AIDS is the acronym for Acquired Immune Deficiency Syndrome. AIDS is a collection of diseases acquired from HIV once the immune system is no longer able to protect the body from illness. AIDS is the end stage of HIV infection where various diseases attack the body. AIDS is a syndrome of opportunistic diseases, infections and cancers, each or all of which has the ability to kill the infected person in the final stage of the disease (Van Dyk, 2002:5; Soul City, 2004:5 ; CSA, 2005 :4).

AIDS is the lethal infection of the human immunodeficiency virus which damages the body's immune system, leaving it incapable of fighting off opportunistic infection and certain cancers (Deutsch & Swartz, 2002:151).

The researcher is of the opinion that AIDS is a collection of diseases that contribute to the destruction of the immune system thereby making the individual sick with the possibility of death.

Peer Education

Peer Education is the process of training, developing, or persuasion by education by individuals to others who are of the same standing with one another, belonging to the same societal group or social status (CSA, 2005:30).

Peer Education is the process where trained supervisors assist a group of suitable people to:

- Recognise others in need of additional help and refer them for assistance.
- Advocate for resources and services for themselves and their peers
(Deutsch & Swartz, 2002:153).

HIV and AIDS Peer Education Programme utilises trained individuals to assist others in their peer group to make decisions about sexually transmitted diseases, i.e. HIV and AIDS through activities undertaken in one-to-one or small group settings (AIDSCAP [sa]:5).

The researcher's understanding of Peer Education is that it is a process of learning and education utilising an individual with almost the same hierarchical status. This enables easy understanding of information as peers utilise the same language and have the same understanding of issues.

Peer educator

A peer educator is an individual selected, chosen, and trained to educate their peers in a structured manner, informally presenting healthy behaviours (i.e. role model), recognising others in need of additional help, referring them, and advocating for resources (Deutsch & Swartz, 2002:153).

The researcher understands a peer educator as someone trained to address specific issues that may affect his or her community at a given point in time. He or she transfers the acquired knowledge to his or her peers.

Non-performance

It is essential to firstly, define what performance is in order to understand non-performance.

Performance refers to the behaviour and results. Behaviour emanates from the performer and transform performance from abstraction to action. Not just the instrument for results, behaviours are also outcomes in their own right - the product of mental and physical effort applied to tasks and can be judged apart from results (Brumbach 1988 as quoted by Armstrong and Baron,1998:16). Performance is a multi-dimensional construct, the measurement which varies, depending on a variety of factors (Bates & Holton as quoted in Armstrong and Baron, 1998:15).

The researcher, from the above definition, understands performance as the outcomes of work done by an individual according to set standards or rules.

Having defined performance, the researcher understands non-performance as the inability of an individual to carry-out specified tasks and duties according to set standards.

Reason

According to Hornby (2004:973) a reason is an explanation of why a particular thing has happened. The researcher's understanding of a reason is that is the force behind the occurrence of a particular incident and/or behaviour.

1.12 LIMITATIONS OF THE STUDY

Following are some of the limitations of the study:

- Initially, the researcher had planned to conduct the study based on a number of 73 Peer Educators that were on the data base of the Department of Agriculture, Eastern Cape province. However, during the implementation phase, there were only 49 HIV and AIDS Peer Educators on the database due to resignation from the programme. Out of the 49 available Peer Educators only 32 agreed to participate in the study. This lead to the decrease in the number of respondents and therefore limiting the scope of the information obtained.
- The researcher, prior to commencement of the study, was employed by the Department of Agriculture, Eastern Cape province. However, she left the Department and worked for another organisation. This has had a great influence in terms of securing the venue, availability as well as participation of HIV and AIDS Peer Educators in the study. Although there was a letter of approval for conducting the study, the Department was reluctant to allow the researcher to do so as she was no longer their employee.

CHAPTER TWO PEER EDUCATION: A THEORETICAL PERSPECTIVE

2.1 INTRODUCTION

Peer Education is one of the most utilised approaches in addressing the issue of the HIV and AIDS pandemic throughout the world. Peer Education is carried out by Peer Educators who are trained in various skills to be able to address the challenges that they may face in their day-to-day implementation of their duties. However, Peer Education as a strategy or an approach faces a number of challenges that, if not attended to, would make the programme useless and render Peer Educators ineffective.

This study seeks to review literature on Peer Education with specific reference to HIV and AIDS Peer Education in the workplace. This will cover broad areas including the rationale for Peer Education, theories that seek to justify the existence of the approach, standards of a Peer Education Programme and the different roles that HIV and AIDS Peer Educators play in the workplace.

The focus of the study will try to address issues that affect individuals in the workplace that may be directly or indirectly linked to job performance. This will be the means in trying to address the research question of the study as well as giving the research solutions to the challenges experienced.

2.2 PEER EDUCATION

2.2.1 Rationale for Peer Education

Peer Education is widely used globally because it is easy to understand and that peers are powerful and have positive influences on the attitudes and behaviours of the particular audience. There is a belief that Peer Education is an empowering and inexpensive strategy to deal with issues, especially health and sexuality issues (Deutsch and Swartz, 2002:21).

The aim of Peer Education is to develop confidence, capacity and leadership skills in people who are exposed to Peer Education. Peer Education can take place individually, in small

groups or in a variety of settings, including schools, clubs, religious settings, workplaces, on the street, or in a shelter or wherever people gather. It can also be used with a variety of populations and age groups (Campbell, 2005:51).

Maritz (2001:3) offers the following as reasons for implementation of Peer Education as a strategy:

- **Communication strategy:** Peer Educators are communicators who are credible and effective. They also have insight to and knowledge of their audience and are in a position to know the beliefs, common practices and the manner of doing things.
- **Accessibility:** Peer Educators are easily accessible to the target group, as well as having access to the physical and socio-cultural environments of the groups.
- **Cost effectiveness:** This strategy is cost effective, i.e. it saves money as it addresses a wide variety of issues and individuals whilst utilising little or minimal funds.

Domino (2005:12-13) mentions that there are four reasons why Peer Education is utilised as an educational approach to deal with specific issues, namely:

- **Efficacy:** “People are ready-made experts, they may have a perspective on the issue as they affect others in similar situations and can often make things happen if encouraged and resourced”.
- **Communication:** Peer Educators can be made role models through communicating acceptable behavioural practices to the target peer group. This can be done in a variety of ways, such as games, media, mass media, discussions and storytelling.
- **Cost effectiveness:** Where resources are limited and a large number of individuals have to be reached, Peer Education can have a multiplier effect. Peer Education can cascade effects and bring about desired effects.
- **Empowerment:** Peer Education helps foster peer group participation in programmes through both formal and informal education. This can be achieved through information exchange leading to enhancement of life skills.

UNFPA (2005:14) mentions the following as some of the reasons why Peer Education is a useful strategy:

- Peer Education utilises peer influence in a positive way. This can be true for both risky and safe behaviours.
- Peer Education is a way of empowering people, as it offers them the opportunities to participate in activities that affect them and also allow them access to the information and services that they need to protect them and their health.
- Peer Educators are seen not to be authority figures who preach from a judgemental perspective on how others should behave. Rather, they are seen as friends who have similar concerns and understanding of the specific issues discussed.

The researcher is of the opinion that Peer Education is a communication strategy and an educational approach that can be used in both formal and informal settings and can target different individuals. It is a strategy that seeks to disseminate different life skills to the specific target groups and utilises a variety of communication methods, e.g. role play, modelling of the desired and/or acceptable behaviour, and peer influencing, which are powerful in disseminating information. The informal nature of information sharing that is encompassed by the strategy makes it easy to address sensitive issues as they are discussed in informal settings although the principle remains the same.

As Peer Educators are selected from the group, they are knowledgeable and understand the dynamics of the specific target group, like group behaviour, stereotypes, practices and beliefs. They, therefore, become better agents for change as they have better insight to the group issues than an outsider who can experience barriers, e.g. language.

Cost effectiveness has been one of the reasons Peer Education is utilised as a communication strategy. The researcher agrees with the perspective but is of the opinion that cost effectiveness of the strategy should not compromise the quality of the information to be disseminated to individuals. The value and authenticity of the information to be disseminated should be researched and be of good quality as compromising the value of the information could have disastrous results on the behaviour to be changed.

Skills development is one of the core aspects why Peer Education is utilised as a strategy. Individuals and groups are empowered so that they understand the concept at hand and are able to utilise the information to improve their lifestyle. As much as Peer Education is intended to influence individuals and groups to change for the better, the researcher foresees that it can also promote negative, risky and undesired behaviour if not monitored properly.

2.2.2 Theories on Peer Education

Peer Education is undertaken with the objective of reinforcing positive behaviours, develop new recommended behaviours or to change risky behaviours (UNFPA, 2005:15).

Following are some theories that seek to explain behavioural change as relevant to the Peer Education Programme:

2.2.2.1 Behavioural theory

Peer Education theories draw a lot from behavioural theories and generally believe that certain members of a specific group, referred to as Peer Educators, can be influential in bringing about change amongst their peer group (UNAIDS, 1999:6).

2.2.2.2 Social-learning theory

The social-learning theory is based on the premise that people serve as models of human behaviour and that the significant others are capable of bringing about behavioural change in certain individuals, based on the individual's value system (UNAIDS, 1999:6).

Deutsch and Swartz (2002: 32) mention that this theory believes that modelling is a very important component in learning specific behaviour. They also state that in relation to the concept of Peer Education, Peer Educators need to be credible in order to be influential as they act as role models. Peers need to observe Peer Educators' role modelling the desired behaviour.

UNFPA (2005:16) also share the same sentiments when they mention that social learning theorists believe that people learn through:

- direct experiences;
- observation and modelling behaviour of others whom they identify with; and

- training that provides a skill to one to be able to carry out the specific behaviour.

The view of the social-learning theory of learning through observation and modelling of behaviour is also shared by the researcher. Peer Educators need to be aware of their own behaviour before trying to act as role models for others. Also, Peer Educators need to understand the behaviour to be changed and be willing to model it.

The researcher, however, feels that modelling of the desired behaviour places an extra burden upon Peer Educators as they are not only required to educate the target group about the desired behaviour but to also model it. This requires dedication and commitment on the part of the Peer Educators.

2.2.2.3 Social-ecological model

The social-ecological model acknowledges the importance of the interplay or link between the individual and his or her environment and also considers that behaviour is influenced or determined by the following factors:

- **Intrapersonal factors:** These are characteristics of an individual, like knowledge, attitude, self-concept, skills and behaviour.
- **Interpersonal processes and primary groups:** This is characterised by formal and informal networks and support systems, including family, work groups and friendships.
- **Community factors:** These are relationships among organisations, institutions and informal networks within defined boundaries.
- **Institutional factors:** Social institutions within organisational characteristics and between formal and informal rules and regulations for operations.
- **Public policy:** Public policy refers to local, state and national laws and policies. (UNFPA, 2005:17).

The social-ecological model presents a holistic approach on how to view human or individual behaviour and the aspects that influence behavioural change. Of utmost importance is the aspect that although the individual has control over his/her behaviour to some extent, there are aspects that she/he has no control over, e.g. environment, societal rules and governmental policies and laws. These aspects need to be in harmony with each other in order to facilitate behavioural change.

2.2.2.4 The diffusion of innovations theory

According to UNAIDS (1999:6) the diffusion of innovations theorists believe that opinion leaders from a given population group, act as agents of behavioural change through cascading information and influencing group norms in their communities.

UNFPA (2005:16) also share the same view when they mention that this theory argues that social influences play an important role in behavioural change. They also believe that the role played by opinion leaders in a community who act as change agents for behavioural change, is the key element of this theory.

Taking the belief of this theory into consideration, the researcher is of the opinion that when selecting Peer Educators, they should be people who are respected in the community as well as those who are able to convince others about specific issues, i.e. HIV and AIDS in the context of this study. Selecting such individuals for the Peer Education Programme will make the programme credible as well as yield positive results as the target group will be respecting their opinion.

2.2.2.5 Theory of reasoned action

“A person’s perception of the social norms and/or beliefs that people important to them hold about a particular behaviour can influence behaviour change”.

The theory of reasoned action is based on the premise that the intention of a person to adopt a recommended behaviour is determined by the following:

- **An individual’s normative behaviour:** This means that societal norms and standards shape one’s views and whether significant others approve or disapprove of the specific behaviour.
- **An individual’s subjective beliefs:** This refers to the individual’s own attitude towards the behaviour and his or her own beliefs about the consequences of the behaviour. (UNFPA, 2005:15)

The theory of reasoned action puts forward an important aspect of “intention” to change and/or adapt to the desired behaviour. The researcher believes that the intention or willingness to change towards a specific desired behaviour can be a driving factor. Peer

Education Programmes can utilise all the available strategies but if the individual does not have the intention to change, all the efforts will be futile.

Having examined the different theories that seek to explain behavioural change and its relevance to the Peer Education Programme, the researcher understands that there is more than one factor that can influence behaviour change in our Peer Education endeavours, and that in order to achieve the desired results, Peer Education needs to employ a variety of strategies taking into consideration the target group as well as the behaviour to be changed.

For the researcher, the social-ecological theory best explains how both internal and external forces promote and/or hinder behavioural change. Further, if there is no equilibrium within the forces the chances that behaviour will change is minimal.

The social-learning theory, on the other side, explains behavioural change in terms of modelling behaviour to the target group. This theory does not take into consideration human nature in that sometimes it becomes difficult for individuals to implement what they teach others and that can have negative consequences. However, modelling can bring about desired results if the role model, the peer educator in this context, is committed to the purpose.

However, there is some interrelatedness between some of the theories that seek to explain Peer Education. The social-learning theory and the behavioural theory both believe that there must be a specific behaviour to be changed and that there must be a change agent, in this context the peer educator, who will act in a number of ways to try and influence behavioural change.

2.2.3 Standards of a Peer Education Programme

To be able to regard and recognise Peer Education as a technology, it is relevant that standards need to be set for the programme. This will assist in defining the objectives, strengths and limitations of the programme.

The following aspects are essential standards of a Peer Education Programme:

2.2.3.1 Planning and mobilising

There needs to be careful preparation, goal setting and an understanding of the needs of the target group for whom the Peer Education Programme is to be implemented. This will form the foundation of the programme (Deutsch & Swartz, 2006:67).

UNFPA (2005:1) emphasises that it is important to mobilise relevant stakeholders to support the Peer Education Programme during the planning stage. Also, they believe that the plan should take into consideration cross-cutting issues like gender, socio-cultural factors, age, and vulnerable groups.

In order to have a concrete plan, it is essential to have measurable goals that will drive the activities. Goals need to be clear, realistic and measurable and should be informed by the identified needs for the programme. A detailed plan will consist of time-frames and activities to be done in order to achieve the goal. Also, the resources to be utilised in the implementation of the programme should be tabulated. Programme planning should also address the issue of identifying linkages with other existing programmes that may occur within the setting.

Of utmost importance during planning is a workable plan which should include developing a monitoring and evaluation plan which will be utilised from the onset of the programme (Compare Deutsch & Swartz, 2002:67-68; UNFPA, 2005:1-2).

Planning is the first crucial stage in setting up any programme or project. It entails a number of different aspects that will be utilised during the programme's duration. Proper planning entails involvement with the relevant stakeholders who will be directly and/or indirectly involved in the Peer Education Programme. Understanding their viewpoints as well as integrating with the broader organisation and mainstreaming of the Peer Education Programme into the broader organisation are important in order to determine if there are any linkages so as to avoid duplication of services.

A clear business plan with costs, time frames and allocation of duties is also constructed in the planning stage. It will provide guidance on when, by whom and how things will be done. Proper planning eliminates some, but not all, of the risks that can hinder proper functioning of

the programme and when such risks occur, a contingency plan must be in place to address them.

However, although most programmes are planned, there needs to be room for unforeseen circumstances that can arise at any stage during programme implementation. This goes hand-in-hand with the issue of developing monitoring and evaluation mechanisms at the planning stage of the programme. This will ensure that tasks are done according to expected standards and also give an early indication of what has been achieved and what has not been achieved.

2.2.3.2 Selection and recruitment of Peer Educators

Selection and recruitment of Peer Educators is crucial to the quality of the Peer Education Programme.

The criteria for the selection of Peer Educators should be decided upon and then developed. The criteria should take into consideration availability, age, sex, motivation and acceptability by the target group, previous experience and other characteristics deemed relevant for the programme (Deutsch & Swartz, 2002:107).

Saath & Jevan (2003:29) argue that, ideally, Peer Educators should be chosen from the target group so that they are not only similar in terms of age, but share a similar social and economic background. However, if Peer Educators are socially different from their target groups, they need to make the effort to understand the target group needs so that they are able to discuss the issues in the relevant context.

Prior to the recruitment of Peer Educators, performance standards should be set as they are crucial in ensuring results and programme excellence. Peer Educators should be made aware of the performance standards and they should be agreed upon beforehand with the consequence of poor performance being spelt out so that they are well aware of what is expected of them (Deutsch & Swartz, 2002:120).

The vitality of the Peer Education Programme rests on the quality of the Peer Educators; hence their selection is an important aspect in sustaining a viable programme. The selection criteria are of utmost importance and should be developed in a manner that will be beneficial to the programme.

For the researcher, personality issues are some of the most important aspects that need to be considered during recruitment. This is so because a peer educator's personality will play a major role in the executing of his/her duties as he/she will be expected to influence the peer group.

Availability to perform Peer Education duties is viewed by the researcher as another important aspect in sustaining a viable programme. During selection, it should be established if the individual will avail him/herself to perform Peer Education duties and also performance standards should be communicated to them before they become Peer Educators.

Performance standards should clearly stipulate what is expected of them and should be put in writing so that there are no misunderstandings. This would be best done through organisational arrangements and/or agreements.

2.2.3.3 Training of Peer Educators

Training should be done by qualified trainers that are skilled, well informed, with relevant knowledge, flexible, tolerant and experienced in Peer Education. The training curriculum should be consistent and relevant to the programme and the programme curriculum should be culture and gender sensitive, interactive and participatory. The curriculum should be well structured with clear goals and objectives must be based on methodological findings and must include an evaluation component. (UNFPA, 2005:2).

Saath and Jevan (2003:29) state that in any Peer Education Programme, volunteers are usually provided with the facts of the issue, but not sufficiently trained on how to impart essential life skills. They suggest that Peer Educators should be provided with practise on how to teach their peers both knowledge and skills. They should be able to utilise participatory learning methods, e.g. role plays, storytelling, art, games and group work as means of enhancing learning. In agreement with the abovementioned is the view of UNFPA (2005:3), stating that the participatory, interactive and skills development approach utilised in training will maximise trainee participation.

Refresher courses add another dimension to the issue of training. Saath and Jevan (2003:30) motivate that refresher courses should occur as ways of addressing the knowledge and skills gap identified by the trainers and Peer Educators themselves, after a period in practice.

Immediately after selection of Peer Educators, they should be provided with training prior to assuming their Peer Education duties. If Peer Educators are allowed to do their Peer Education duties without being taught the skills, there is a great possibility that they may do more harm than good.

The training to be provided needs to be structured in such a manner that it addresses the challenges to be dealt with. It should not only focus on theoretical issues but also focus on practical aspects. An accredited trainer, with extensive knowledge and experience in the field should be utilised. This will ensure that the Peer Educators are properly capacitated and fit to carry-out their tasks.

2.2.3.4 Retention of Peer Educators

There should be open and continuous communication channels between Peer Educators and the programme supervisor. Establishment of means of regular feedback through supervision, regular peer educator meetings and annual retreats can be utilised as such. A supervisory and mentoring system should be in place and mentoring should be provided as possible. (Deutsch & Swartz, 2003:120)

Retaining the trained Peer Educators should be one of the goals of any Peer Education Programme. This can be achieved through maintaining open communication between the supervisor and the peer educator, allowing both parties to contribute and discuss issues that have a positive influence as well as those having a possibility of negatively affecting the Peer Education Programme. Also, Peer Educators should be given the opportunity to meet and share areas of common concern and how to deal with day-to-day practical experiences. This would in a way strengthen their support systems.

2.2.3.5 Establish supervisor infrastructure

The success of any peer programme rests on building and establishing a supervisor infrastructure. Supervisors are needed because Peer Educators do not have all the skills necessary to implement the programme.

The role of the supervisor is to ensure that Peer Educators are well trained and prepared before they can assume their duties. Hence they need to be trained in supervisory skills, programme expectations and Peer Education content and approaches (UNFPA, 2005:3).

They also play a role in ensuring that standards are adhered to and that the objectives of the programme are met (Deutsch & Swartz, 2003:77).

Supervisors are crucial in ensuring that Peer Educators grow in terms of experience and capacity and this can be achieved through creating quality opportunities for their peer educator workforce (Deutsch & Swartz, 2003:77).

Each and every programme needs to be managed in order to be successful. The supervisor is a crucial stakeholder in the Peer Education Programme and needs to be knowledgeable so that he can provide direction and support when needed as he/she is in a position to hold strategic view or perspective on the programme.

Supervisors also need to be exposed to the practical aspects of Peer Education as to be able to understand the challenges experienced. This will enable them to provide working tools and a favourable working environment which will allow Peer Educators to grow in the field.

2.2.4 Workplace HIV and AIDS Peer Education

It is crucial that programmes be undertaken within institutions to assist employees to protect their sexual health. There has been a lot of uncertainty within the South African context on how to address HIV and AIDS prevention amongst individuals. Some believe that too much sex education can lead to promiscuity and cause individuals to become sexually active prematurely.

Organisations are currently maintaining workplace responses to HIV and AIDS, for a range of social as well as economic reasons (Dickson 2006:6). Peer Education often forms an important component of organisations HIV and AIDS programmes. One of the reasons that organisations utilise the Peer Education strategy in the fight against HIV and AIDS is that it is relatively cheap when comparing it to use of professional personnel. However, although cost-effectiveness in this regard is applicable, the problem is raised when Peer Education is utilised inappropriately by organisations hiding their absence of commitment to more expensive elements of their HIV and AIDS response (Dickson, 2006:6).

2.2.4.1 The impact of HIV and AIDS in the workplace

According to DPSA (2002:15-16), the impact of HIV and AIDS in the workplace can be experienced in the following areas:

- **Staff morale:** HIV and AIDS have a negative impact on the morale of the employees. The pandemic brings with it the fear of death and infection which may lead to employees suspecting each other of being infected as well as promoting stigmatisation.
- **Mortality and/or retirement:** The impact of death and/or retirement of the infected employee bring about loss to the organisation. The loss of an employee requires an appropriate replacement to be appointed and trained. To replace highly qualified staff, it is often difficult, particularly in developing economies with skills shortages. Training and development is costly and affects operations of the organisation.
- **Morbidity and absenteeism:** As infected employees become sick, they will take additional sick leave which contributes to the disruption of organisational operations. Absenteeism costs the organisation lots of money. Increases in death will also lead to increased absenteeism as employees will require time off to attend to funerals of the bereaved.
- **Benefits:** Both employer and employee will feel the impact of rising benefits as the cost of employee benefits increases.
- **Demand for services:** There will be a high demand, particularly for health and welfare services. This will have major implications for organisations providing such services.

The researcher is of the opinion that HIV and AIDS has got a potential of impacting negatively on the workplace systems unless a strategy to address it is put in place. Peer Education can be utilised as a strategy to address the negative impact of the workplace systems.

The negative impact of HIV and AIDS in the workplace is evident in the manner in which employees are affected. This cascades and also affects the overall organisational functioning and can result in loss of productivity, skills shortage, loss of organisational memory, amongst others.

The use of HIV and AIDS Peer Education in the workplace can help minimise the negative impact that the pandemic can bring in the process allow employees an opportunity to understand and deal with it.

In relation to loss of organisational memory, the researcher believes that, although there are technological devices to store data about the organisation, employees tend to have valuable intellectual capacity and information that cannot be stored using technology, e.g. skills to address challenges that may arise, progression within the organisation and others.

HIV and AIDS in the workplace can have both direct and indirect impact on organisational finances. The indirect impact can be related to the amount of money that the organisation will lose due to time taken for sick leave, absenteeism as well as presenteeism. Directly, it can be evident in the increased amount of utilisation of medical aid benefits.

2.2.4.2 The role of HIV and AIDS Peer Educators in the workplace

The workplace is a legal and open environment in which communication should not be a problem. However, Peer Education is as necessary in the workplace as it is for other environments. Dickson (2005:33) mentions that workplaces, especially the South African workplaces, are divided by class, race and language. Even when it is to everyone's interest to respond to HIV and AIDS, these barriers will impede communication and slow down behaviour change unless Peer Education is adopted.

Understanding the role that HIV and AIDS Peer Educators play in the workplace provides a worthy understanding of their existence. Dickson (2005: 29-33) states the following as roles of HIV and AIDS Peer Educators within organisations:

- **The influencers:** Through engaging with co-workers, HIV and AIDS Peer Educators influence individuals to understand the HIV and AIDS pandemic and provide them with alternative behavioural choices. The task of influencing others is not limited but broad in scope. It can be carried out almost anywhere, e.g. tea room, during lunch breaks at work, etc.
- **The advisors:** Beyond raising co-worker's awareness and shifting of understanding, HIV and AIDS Peer Educators deal with specific requests for advice and assistance by employees who are infected and affected by the disease and this requires the peer

educator to be highly skilled to be able to deal with such situations. Providing advice that resonates often requires some flexibility on the part of the peer educator.

- **The stigma busters:** Generally, it is very difficult to deal with stigma. HIV and AIDS Peer Educators as part of the workforce are in a strong position to confront it, but it is not always easy as it may mean confronting co-workers. A reduction of stigma and fear around HIV and AIDS is critical to any effective response to HIV and AIDS. This statement is ideal in organisational policies but requires active agents and execution thereof to be effective. The actions of the Peer Educators in this regard therefore become critical. As HIV and AIDS Peer Educators take on the role of being stigma busters, they move far beyond the idea of simply being conveyers of information. If their actions are to be successful they have to reverse the moral economy of HIV and AIDS within their workplaces. They may be achieved in the way they talk about HIV and AIDS, but also critically in the way in which they respond to those who reach out to them for support.
- **The normalisers:** HIV and AIDS Peer Educators contribute to the normalisation of the epidemic. They often express a desire that HIV and AIDS could be treated at work and in the community for what it is, not for what it might say about a person.
- **The sex talkers:** The gravity of the HIV and AIDS epidemic has necessitated the challenging of social taboos around openly discussing sex. Since safe sex is a critical component in preventing HIV infection, there is a necessity to deeply discuss what it entails and to encourage its practice. However, there are considerable differences between individuals over what forms of safe sex are not appropriate considering the key recommendations, i.e. faithfulness, abstinence, and use of condoms. Raising questions on sexual practices, with the objective of promoting behavioural change by HIV and AIDS Peer Educators requires patience, sensitivity and a willingness to face potential unpopularity within their peer groups.
- **The family builders:** HIV and AIDS Peer Educators have included in their work the importance of the family and the need to actively address personal relationships between men and women in particular. Such an approach has allowed for a holistic understanding of the causes of a range of problems that people encounter both in the workplace and in their communities.
- **The condom kings:** Most HIV and AIDS Peer Educators see the need to promote condoms within the workplace environment. The necessity to incorporate condoms

into their work was based on the pragmatic acceptance that some people would have multiple partners. Others saw condoms as supportive of other prevention strategies.

From the above discussion it is evident that HIV and AIDS Peer Educators do not have a stagnant role. Their roles offer a wide variety and scope to enable flexibility. Flexibility, in this context, does not mean agreeing on unethical issues rather being accommodative of peer views and suggestions.

Openly talking about sexual issues within the South African community has given rise to lots of questions. Some individuals believe that too much sex talk in the media influences and encourages individuals to engage in sexual behaviours that they would avoid prior to media exposure. The other view is that if sex talk is a taboo, individuals will engage in sexual behaviour uninformed of the consequences. The peer educator's role then becomes that of a normaliser, dealing or managing the stereotypes that communities believe. Bringing hope and understanding of what is right and/or wrong in a situation that is characterised with fear is a very challenging role that the Peer Educators are faced with on a daily basis.

Condom promotion is one of the jobs Peer Educators are well known for. They distribute condoms and educate peers on the proper usage of condoms as it is a known reliable prevention method in the fight against HIV and AIDS. Condom use, within the South African community, has risen great challenges from moral groups on i.e. condom usage and abstinence.

2.2.4.3 Effective HIV and AIDS Peer Education in the workplace

According to Dickson (2005:34-35) effective HIV and AIDS Peer Education in the workplace depends on a number of factors. They are:

- **Selection of HIV and AIDS Peer Educators:** A good peer educator should be similar to the people they are intended to influence. A deliberate attempt should be made to ensure that there is a genuine cross section of Peer Educators that reflects the composition of the workforce. Peer Educators should range from senior management to the lowest grade workers and should be representative of the workforce's race, language, age and gender profile. However, Peer Educators should be natural leaders within their peer groups. Also, Peer Educators need to be enthusiastic and committed

to making a difference with regard to HIV and AIDS. It is sometimes argued that HIV and AIDS Peer Educators should have a minimum level of schooling to be able to understand HIV and AIDS information. This could be a shortcoming as sometimes selecting only well educated Peer Educators is likely to undermine the core advantage of Peer Education, i.e. their socio-cultural closeness to the workforce.

- **Training of workplace HIV and AIDS Peer Educators:** To be able to do their job effectively, HIV and AIDS Peer Educators must be trained. The training should include a basic understanding of HIV and AIDS and how it affects individuals and communities, the limits to the role of peer educator and the skills for effective Peer Education. Training must be ongoing and also competency based. Peer Educators need to be comfortable with what is provided to them and in return feel comfortable transferring it to their co-workers in ways that will be easily understood. Peer Educators need to understand their role within the broader HIV and AIDS workplace programme. They need to know their limitations as well as their scope of operation.
- **Opportunity to communicate with peers:** Peer Educators should be given more structured opportunities to communicate with peers and to advertise their presence. This requires that supervisors and managers be supportive of the Peer Education Programme. To be able to use these opportunities effectively, Peer Education needs access to adequate resources.

The researcher strongly believes that for a Peer Education Programme to be effective it needs to be representative of all groups within the organisation, i.e. inclusive of all levels, racial, age and minority groups. These issues should be considered during selection.

Another issue of utmost importance, for the researcher, is that Peer Educators should have some form of “formal education” to enable them to understand terminology related to the pandemic. This will enable them to have an understanding and transmit the knowledge gained. For Peer Education to be effective, Peer Educators should undergo extensive training i.e. on-the-job as well as formal training.

Improved performance of the Peer Education Programme in the workplace requires active involvement of programme managers who are able to address strategic matters affecting the overall functioning of the programme.

2.3 WORK AND ITS MEANING

Whether you are in a large or small organisation, employee or human performance is a very critical issue. It influences profits and the quality of the service rendered. Today, the competitive edge of any company depends on its employees and the sustained high quality of their performance on the job. Individual uniqueness and the dynamics of individual's surroundings do have an influence in the manner in which he or she views things.

However, with HIV and AIDS in the workplace, the meaning of work has changed as previously motivated employees are affected, directly or indirectly, by the pandemic. The direct impact is evident in the loss of productivity and indirectly through decreased morale and psycho-social aspects it has.

2.3.1 Definition of concepts

2.3.1.1 Work

Work constitutes a range of activities through which individuals or groups of individuals seek to gain access to necessary resources. In modern society, such resources primarily take the form of monetary income and therefore work can be described as “formal paid employment”. (Ransome, 1995:7).

Work is an activity that contributes to the goods and services of society, whether paid or unpaid. Work represents a major area of human performance that encompasses life roles such as wage earner, home maker or volunteer. (Jacobs, 2003:105).

Work is the use of physical and/or mental effort that is directed towards the production or accomplishment of something (Hodgetts, 1998:17).

These definitions of work clearly outline that it is an activity aimed at achieving results. These results may be in the form of goods and/or services. However, the researcher is in disagreement with the notion that work is formally paid employment, as not all work is remunerated. The present South African situation can be used as a point of reference where volunteerism is the order of the day. In these situations, individuals volunteer to work but are not paid or remunerated in any way.

Also, there is emphasis on the fact that both physical and mental effort are at play in doing work. This would apply to employees at top-management levels, strategists and organisational executives whose job is not to implement, but rather to strategise and make important decisions on behalf of the organisations they run.

2.3.1.2 Performance

Performance is a multi-dimensional construct, the measurement which varies, depending on a variety of factors (Bates & Holton, 1995 as quoted in Armstrong & Baron, 1998:15).

“Performance means both behaviours and results. Behaviours emanate from the performer and transform performance from abstraction to action. Not just the instrument for result, behaviours are also outcomes in their own right - the product of mental and physical effort applied to task and can be judged apart from results” (Brumbach, 1988 as quoted in Armstrong & Baron, 1998:16).

2.3.1.3 Job performance

Job performance is proficiency, that is, how well an incumbent can do the job (Widgar & Green, 1992:5-6). Broadwell (1995:61) describes job performance as the standard of carrying out the specific job.

2.3.1.4 Job satisfaction

Job satisfaction refers to the individual’s general attitude towards his or her job (Roodt, Odendaal & Robbins, 2006:72).

Taking the above definitions into consideration, the researcher is of the opinion that job performance is how well an individual employee can do a specific job or task. Performance is based on behaviours, actions, and results. Performance, therefore, is an abstract concept and it depends on a variety of factors depending on what is to be achieved. For job performance to occur there must be a set standard according to which an individual will be measured against. The set performance standards need to be clearly understood and agreed upon by both the supervisor and the employee. Also, in trying to understand the concept of job performance, the researcher is of the opinion that the steps that are taken to achieve the ultimate goal are of utmost importance.

2.3.1.5 Motivation

Greenberg and Baron (1995:142) define motivation as a set of processes that arouse, direct and maintain human behaviour toward attaining some goal. Unpacking the three core aspects of this definition:

- **Arousal:** This has to do with the drive, or energy behind one's actions.
- **Direction:** Motivation is concerned with the choices people make and the direction their behaviour takes.
- **Maintaining behaviour:** How long people will persist in attempting to meet their goals.

Robbins, Odendaal & Roodt (2006:131) define motivation as the process that accounts for an individual's intensity, direction and persistence of effort towards attaining a goal:

- **Intensity:** Intensity is concerned with how hard the person tries. However, high intensity is unlikely to lead to job performance outcomes unless the effort is being channelled in a **direction** that benefits the organisation. Hence the quality of the effort has to be considered.
- **Persistence:** Motivation has a persistence dimension. This is a measure of how long a person can maintain their effort. Motivated individuals stay with a task long enough to achieve their goal.

The researcher sees motivation as one of the components that direct human behaviour towards attaining a specific goal.

As the definitions on work clearly illustrate that the prime reason for the existence of work organisations are to carry out work, whether to gain profit or for charity purposes. In doing work, there are elements involved e.g. job performance i.e. how well an individual does what is expected of him/her, job satisfaction which is the level of satisfaction with what is done as well as motivation, i.e. how motivated is the individual is with doing what is required of him/her.

In relation to HIV and AIDS Peer Education in the workplace, the above mentioned aspects are, to some extent, relevant as they determine the success and/or failure of the programme. For Peer Educators to successfully deliver a programme, they need to be motivated to do their job, taking into consideration the challenges brought about by the job which is confidential and sensitive in nature. Motivation will enable Peer Educators not to dwell on challenges faced, rather to seek solutions. The researcher is also of the opinion that being motivated to carry out Peer Education tasks requires a strong drive and determination and that if Peer Educators are not motivated to do their job, the Peer Education Programme is doomed for failure.

2.3.2 The meaning of work

For ages, work has been a vital part of survival as it brings about necessary and needed resources for one to be able to maintain a livelihood.

One of the prime reasons individuals give for working is to earn money, and most people say that earning money is the prime reason they go to work. Most individuals work for intrinsic rewards like a sense of enjoyment, satisfaction and achievement. Work is therefore more than just a mere means towards the end of earning a living, individuals work for more than money (Wilson, 1999:11).

2.3.2.1 Work values

Work values are beliefs pertaining to desirable end-states. They refer to what the individual generally wants out of work, rather than the defined outcomes of certain jobs. They are also characterised by being verbal representations of individuals, groups and interaction requirements. (Ros, Schwartz & Surkis, 1999:54).

According to Ros *et al.*(1995:55), there are three different types of work values. They are:

- **Intrinsic or self-actualisation values:** Employees with these values directly express openness to change. They pursue autonomy, interest, growth as well as showing creativity in their work.
- **Extrinsic or material values:** Employees believing in extrinsic values express conservation. They are mainly concerned with job security and income. Extrinsic

values provide employees with the requirements needed for general security and maintenance of order in their lives in general.

- **Social and relation values:** This is the expression of self-transcendence values, meaning that work is seen as a tool for positive social relations and contributions to society.

The researcher is of the opinion that work values are the interpretations of what the individual employee wants out of his/her work. It is the value attached to the work they are doing. Work values can originate from a variety of sources. The intrinsic values of work are viewed as originating from the inner-self and are aimed at satisfying the employee's quest for mastery and satisfaction in their jobs. The extrinsic values are linked with ensuring that the employee is secured in the job he/she is doing. This may relate to salary, being a permanent employee as well as having the needed benefits in order to ensure survival. On the other hand, social values relate to how the employee can be able to form and maintain meaningful relations within the society he/she is living in and work being the enabler of such a situation. This may relate to the family as well.

2.3.2.1 Ethics on the meaning of work

Three ethics regarding the meaning of work will be discussed, based on the information from Hodgetts (1992:18-20). They are:

a) The work ethic

The *work ethic* means that work is a desirable activity and individuals subscribing to the work ethic share the following beliefs:

- It is acceptable to work long hours and hard every day.
- Individuals should strive to be highly productive on the job.
- Individuals should take pride in their work.
- Commitment and loyalty to one's profession, organisation and work group should be encouraged.
- Individuals should be achievement-oriented and must constantly strive for advancement and promotion.

The researcher, in analysing this belief, is of the opinion that individuals falling in the *work ethic* group can be sometimes referred to as “WORKAHOLICS”. These individuals believe that in order for one to succeed, he/she must work and show loyalty to the organisation that has offered the job opportunity. Also, there is a motivation that individual employees must strive for excellence, which can be a positive motivator for the employer to grant promotion. The researcher also feels that if most employees subscribed to the *work ethic*, production and economy would boom. The *work ethic* is the ideal situation that employers would want their employees to subscribe to.

b) The worth ethic

The *worth ethic* is held by those individuals who only work because they want to achieve something of worth or value. Within the *worth ethic*, two groups can be differentiated. They are:

- Those individuals who work just because their jobs give them feelings of competence and job mastery. These individuals like what they do because they feel in command of the situation. Their egos and self-esteem are usually boosted as they feel they add value to the organisations they are working for. These individuals therefore derive psychological satisfaction from the work they do as they feel that only they are able to do good.
- The second group subscribing to the *worth ethic* only works because of personal as well as tangible rewards they obtain from their work or jobs. These rewards are usually in monetary form, status within the organisation they are working for, recognition as well as promotion to better posts with higher salaries.

The researcher is of the opinion that employees subscribing to the *worth ethic* value tangible rewards more than anything else. Some of the tangible things may be houses, expensive cars and large office spaces. They also want recognition and status so as to be noticed by others.

c) The leisure ethic

Individuals subscribing to the *leisure ethic* prefer not to work. There are two distinct groups falling under the leisure ethic. They are:

- The first group views work as an unfortunate obligation. They are, however, only willing to work because they acknowledge that work is the only way for them to have and maintain a desirable lifestyle. Individuals in this group are only concerned about minimum standards required to be able to keep them on their jobs. Such individuals only work hard to obtain promotion or advancement as means of obtaining financial rewards or resources to enable them to pursue non-work activities.
- Individuals belonging to the second group of the *leisure ethic* view work as totally undesirable and punishing. They also believe that there are no rewards associated with work.

The researcher is of the opinion that individuals subscribing to the *leisure ethic* are the ones who create most problems for their employers as their primary goal is not to work *per se*, but to obtain monetary remuneration so as to engage in their leisure activities. These are individuals who do not perceive anything good that the workplace has to bring about as it does not interest them at all.

Comparing the theories on the value and meaning of work, the researcher is of the view that different individuals view work differently. Some view it as bringing about social status, monetary rewards and psychological satisfaction whilst others view work as undesirable as well as being a punishment. This, therefore, may give a clear indication on which belief and individual subscribes to, taking into consideration his/her job performance as well as his/her general behaviour at work.

2.3.3 Factors influencing the meaning of work

Having discussed what work means to different individuals and employees and understanding the values attached to work, the following discussion seeks to explain some aspects that may have a negative as well as a positive bearing on how individuals do their work. These aspects are not necessarily tangible in nature but their existence is of paramount importance in the workplace as they influence the organisation's profits. These aspects are job performance, job satisfaction and motivation.

2.3.3.1 Factors affecting job performance and job satisfaction

Jobs are more than just the obvious activities; it requires interaction with co-workers, following organisational rules and policies, meeting performance standards, living with working conditions that are often less than ideal. This means that an employees' assessment of how satisfied or dissatisfied he or she is with his or her job is a complex summation of a number of discrete job elements. Job performance and job satisfaction are affected by a number of factors, all of which should be taken into account.

There is no single factor that affects both job performance and job satisfaction; hence the following discussion will seek to examine the matter. In analysing the factors that affect both job performance and job satisfaction, the researcher has decided to put the views of different authors separately as their classification of such aspects differ. However, the critical analysis of the discussions will seek to show the interrelatedness of the factors discussed. Firstly, the focus will be on factors affecting job performance and then those that affect job satisfaction

Factors affecting job performance:

According to Amstrong & Baron (1998: 16-17) the following are factors affecting job performance:

- **Personal factors:** The individual's skills, competence, motivation and commitment.
- **Leadership factors:** The quality of encouragement, guidance and support provided by managers and team leaders.
- **Team factors:** The quality of support provided by colleagues.
- **System factors:** The system of work and facilities provided by the organisation.
- **Contextual or situational factors:** Internal and external environment pressures and changes.

Powers (1995:2-3) state that people will perform as desired if they:

- **are capable** - an individual's capabilities are first judged during the selection process. The best equipped candidate or whose skill, knowledge, qualification, experiences and characteristics best match those needed to carry-out the job as defined in the job role;

- **have well designed job roles** - based upon organisational goals, jobs are established to implement these goals. A good job role identifies areas of responsibility and describes the knowledge, skills and qualifications, experiences and characteristics required to carry out the job;
- **know what is expected of them** - once on the job, the selected employee and the supervisor reach an agreement on the job role and the standards of performance/targets/objectives. Such agreements ensure that expectations can be met. Furthermore, commitment to organisational objectives is often increased as a result of employees' understanding of where his/her job responsibility fits with those overall objectives. Targets and performance standards are descriptions of how well these responsibilities are to be carried out, and are stated in terms of time lines, quantity, speed, accuracy, quality, etc.
- **have the knowledge and skills to perform** - training is required when an employee does not know how to perform as desired. This may occur when an employee begins a new job, when performance expectations are not met or when there are changes in the job itself.
- **have the necessary resources and tools to perform** - resources and tools can include equipment, time, manuals, procedures, etc. Adequate resources and tools ensure that employees have what is required to execute their responsibilities efficiently and effectively.
- **receive feedback on how well they perform** - providing feedback on how well performance expectations are being met is a critical, often poorly executed factor in attaining desired performance results. In general, positive feedback should be given immediately following the completion of a task and should be related to the performance standards. Corrective or developmental feedback should be given just before the employee performs a task which in the past has not been performed to standard. This frequent, often informal feedback should be supplemented by a more formal review, which should be conducted at least quarterly, depending upon the employees' level of experience and performance record. Such reviews form the basis of the annual performance evaluation which is intended to accurately document performance expectations met or not met. These procedures encourage continued positive performance and help correct performance that does not meet expectations.
- **receive rewards for performing** - rewards include compensation, increased job responsibility, recognition, development, job moves and promotion. What might be a

reward to one employee might be punishment to another. Consequently, an important factor in a successful reward programme is to select rewards that are perceived as positive by the employees.

In relation to Peer Education, skills training is required for Peer Educators to enable them to do their jobs as expected. The skills training needs to be relevant to the context of HIV and AIDS and needs to take place regularly, be it formal or informal.

Other aspects of job performance that have a bearing on Peer Education are the performance standards as well as the quality of supervision. Considering that in most organisations HIV and AIDS Peer Education is an *ad hoc* task, it is not taken seriously irrespective of the negative effects HIV and AIDS can have on the functioning of the organisation. Lack of performance standards, supervisors and/or mentors assigned to give direction to the Peer Education Programme negatively affects the programme. Sometimes, due to the eagerness and willingness of individuals to be Peer Educators, they are assigned a supervisory role without being trained on either Peer Education and/or supervisory skills. This is usually done for compliance with legislation.

The researcher is, also, of the opinion that resources or facilities to ensure programme effectiveness have a relation to job performance. Within the Peer Education Programme, some of the most important resources needed to effectively run a programme, are time and budget. Budget determines the amount of work the Peer Educators can do for the particular period. The programme's business plan needs to clearly outline what need to be done, by whom, when and also the budget allocated for that particular task. Also, for job performance to improve, Peer Educators need to be aware of what is expected of them and how to monitor progress.

Factors affecting job satisfaction:

Not everyone doing every type of job is equally satisfied. There exist certain groups for whom specific patterns of job satisfaction or dissatisfaction have been clearly established (Greenberg & Baron, 1995:180). The question is who tends to be more satisfied with their jobs?

- **White collar personnel:** These include managerial and professional people. They tend to be more satisfied than blue collar personnel, eg physical labourers and factory workers.
- **Older people:** They are generally more satisfied with their jobs than younger people. People become more satisfied with their jobs in their 30s (when they become more successful). Satisfaction levels off in the 40s (as people become disenchanted). Finally, people become more satisfied again in their late 50s (as they resign themselves to their lot in life).
- **People who are more experienced on their jobs:** They are more satisfied than those who are less experienced.
- **Women and members of minority groups:** They tend to be more dissatisfied with their jobs than men and members of majority groups. This appears to be due to the tendency for victims of employment discrimination to be channelled into lower-level jobs and positions with limited opportunities for advancement.

Following are some of the factors that affect job satisfaction, according to Roodt *et al.* (2006:77):

- **The work itself:** The extent to which the job provides the individual with stimulating tasks, opportunities for learning and personal growth, and the chance to be responsible and accountable for results.
- **Promotional opportunities:** The chances for promotion and advancement in the organisation, not necessarily associated with hierarchical progress in the organisation, but including opportunities for lateral movement and growth.
- **Supervision:** The abilities of the supervisor to provide emotional and technical support and guidance with work related tasks.
- **Co-workers:** The extent to which fellow workers are technically, emotionally and socially supportive.
- **Working conditions:** The extent to which the general work content facilitates job satisfaction. The context may refer to psychological as well as physical conditions.
- **Pay:** The remuneration received and the degree to which this is viewed as equitable compared to that of another person in a similar position within or outside the organisation.

Broadwell (1995:62) cite the following as some of the reasons why employees do not do a satisfying job:

- bad attitude;
- training needs;
- lack of ability;
- poor job organisation;
- unsupportive work environment;
- lack of performance feedback; and
- not sure what they are supposed to do.

From the above, it is evident that there is some interrelation between job satisfaction and job performance as same views have been shared by different authors on both concepts. The researcher is going to discuss cross-cutting views in the critique of both concepts.

The researcher, in analysing these two concepts in relation to team and/or group work is of the opinion that teams cannot function effectively if there is a lack of leadership, decision-making, trust-building, communication and conflict management skills. Also, the basic premise of team work is co-operation. As much as team work is one of the most effective ways of getting the job done, it has many challenges, one of which relates to group dynamics. Team or group dynamics and culture can sometimes become a barrier to both job performance and job satisfaction. Some individual employees may not want to be with a specific group due to group dynamics and that can be stressful and may sometimes render the employee dissatisfied with his job as well as being unable to perform his/her duties accordingly.

Another issue of utmost importance is that both job satisfaction and job performance are affected by personal factors. The skills that the individual employee has have a greater bearing in relation to the two concepts. The skills that the individual employee has should be appropriate to the task or job at hand. If an individual employee is not correctly placed in terms of the skills that he/she has, he will not be satisfied with his job and therefore not perform according to set standards. Hence person-to-post matching process becomes a necessity in such situations. Acquiring skills can be done to improve the levels of job

satisfaction as well as job performance. This can be carried through on-the-job learning, by training as well as mentoring.

Messmer (2001:28) mentions that “developing your skills is not only beneficial in helping you satisfy the demands of your employer. It can also greatly reduce work stress, increase your productivity and ultimately enhance your reputation, perhaps your position within the firm”. If a peer educator has not been trained on HIV and AIDS Peer Education, he/she will not be able to deal with the demands of the job as expertise are required when dealing with sensitive individual matters.

From the training that Peer Educators receive, they acquire life skills they can utilise in their personal lives as well. Remuneration is another factor that affects both job performance and job satisfaction. Employees are more affected by what the employer is paying towards their salaries as well as the benefits they are getting from the job. Any disparities in employees salaries whether inside or outside the organisation will result in poor job performance. The benefits that are associated with the job can lead to job satisfaction. As much as benefits are not in monetary form, they make individual employees feel acknowledged and appreciated by the employer. However, the researcher believes that there is no guarantee that when employees are highly paid, job performance as well as job satisfaction will increase.

As HIV and AIDS Peer Education is a voluntary programme, there are no monetary rewards for being involved with the programme. Some Peer Educators, due to the love of the job, will perform better and be satisfied with their work irrespective of not being paid. However, other Peer Educators may feel that they need to be remunerated for their peer educator endeavours. The influence that organisational factors have on both job satisfaction and job performance is critical. Aspects like organisational structure, that is, the number of employees appointed to do the job has an impact on the job performance of employees. If there are fewer employees to carry out a number of tasks, the possibility is that the job will not be done as expected due to shortage of personnel.

Also, if the working environment is not conducive to the general well-being of the employees, the chances that employees will be satisfied with their jobs is very minimal. In reference to the South African context, the government has passed legislation (Occupational Health and Safety Act of 1993) regulating the minimum standards that the employer has to ensure in

terms of health and safety of employees whilst at work. The stance of the South African government, in the response to the pandemic in the workplace, is clear and has been legislated by the Department of Public Service and Administration (DPSA). DPSA clearly states that all government departments must engage in HIV and AIDS education for employees during working hours. Also, the Health department is supplying free condoms to all South Africans and is also distributing free anti-retroviral drugs to all individuals who qualify. The above mentioned are directly linked to a favourable working environment, where Peer Educators are given the tools to work to ensure that they contribute to the goals of the Peer Education Programme. This can lead to job satisfaction for the peer educator and hence be motivated to continue with their job.

The workplace policies that seek to govern the conduct of employees at work also have an impact on the levels of job satisfaction as well as job performance. Workplace policies should be designed in such a manner that they do not discriminate against employees; they should take minority groups into consideration. Employees from minority groups tend to be dissatisfied with their jobs as they are sometimes victimised, marginalised, and discriminated against. The South African context can be mentioned as a reference in this content. In addressing the past injustices of apartheid, the Employment Equity Act was passed which aims at giving preference to designated groups, that is, women and people of colour. In terms of the act, they should be given priority in terms of recruitment and appointments.

Environmental and/or situational factors have got a bearing on job performance. This refers to the external environmental factors such as politics, government legislations and others. Both the individual and the organisation have no control over such factors. Environmental and/or situational factors are subject to change at any time and that influences how things are done within organisations.

Another issue of utmost importance is performance feedback. Performance feedback should be in the form of assessment sessions where both the supervisor and the employee are afforded an opportunity to present issues affecting performance and in the process suggest ways and means of how such issues can be addressed.

Work facilities or work resources directly contribute to lack of job satisfaction as well as job performance. Work resources are not only tangible in nature but can include aspects such as time, human capital and others necessary to do a specific job effectively.

One of the most interesting factors raised by Greenberg and Baron (1995:182) in relation to factors affecting job satisfaction is that there are certain groups of people who tend to display patterns of either job satisfaction or dissatisfaction. The researcher partly agrees with the authors and asserts that employees who are experienced in their jobs tend to show levels of job satisfaction. This may be as a result of having mastered the job demands and challenges. However, the job itself is not the only factor that contributes to job satisfaction.

On the same issue of categorising job satisfaction according to specific groups of individuals, the researcher sees a shortcoming of failing to consider individual differences and uniqueness in crafting the classification. The researcher is of the opinion that no matter to what groups individuals belong to, the factor of individual differences plays a major role as they react differently to different or same stimuli hence the disagreement with the classification and is of the opinion that there are different aspects that affects job satisfaction of which classification - according to groups of individuals - is not one of them.

2.3.3.2 Theories on job satisfaction

What makes some people more satisfied with their jobs than others? What underlying processes account for peoples' feelings of job satisfaction? Insight into these questions is provided by theories of job satisfaction.

Two very prominent or influential theories will be discussed and criticised, namely:

a) *Hertzberg's two-factor theory*

Greenberg and Baron (1995:183) mention that Hertzberg devised a theory that distinguished causal factors of satisfaction and dissatisfaction. His theory suggests that satisfaction and dissatisfaction stem from different groups or sources of variables.

Dissatisfaction is associated with the conditions surrounding the job, e.g. working conditions, pay, security, quality of supervision, relations to others, rather than the work/job itself.

Because these factors prevent negative reactions, Herzberg refers to them as hygiene or maintenance factors (Greenberg & Baron, 1995:183).

Satisfaction is associated with factors related to the work itself or to outcomes directly derived from it. Such factors include the nature of the job, achievement in the work, promotion opportunities and chances for personal growth and recognition. Because such factors are associated with high levels of job satisfaction, Herzberg terms them motivators (Greenberg & Baron, 1995:183).

b) Locke's value theory

Locke's theory of job satisfaction is based on the premise that job satisfaction primarily depends on the match between the outcomes an individual values in a job and employees' perceptions about the availability of such outcomes (Greenberg & Baron 1995:184).

"The more people receive outcomes they value, the more satisfied they will be; the less they receive the outcomes they value, the less satisfied they will be" (Greenberg & Baron 1995:184). According to Locke's value theory, the key to satisfaction is the discrepancy between those aspects of the job one has and those one wants. The greater the discrepancy, the less people are satisfied.

Of importance, this theory suggests that job satisfaction may be derived from many factors, thus an effective way to satisfy employees would be to find out what they want and to the extent possible, give it to them (Greenberg & Baron 1995:185).

2.3.3.3 Consequences of job dissatisfaction

In examining the consequences of job dissatisfaction, the focus will be on two aspects, viz. **employee withdrawal** (absenteeism and turnover) and **job performance**.

Employee withdrawal: Greenberg and Baron (1995:186), on job satisfaction and employee withdrawal, mention that when employees are dissatisfied with their jobs, they try to find way of reducing their exposure to them, e.g. they stay away from work, and that behaviour is known as employee withdrawal. Two forms of employee withdrawal are absenteeism and voluntary turnover.

Absenteeism: Research has shown that the lower individuals' satisfaction is with their jobs, the more likely they will be frequently absent from work. The strength of the relationship between job satisfaction and absenteeism is modest; the reason being that job dissatisfaction with one's job is likely to be just one of many factors influencing peoples' decisions to report or not to report for work.

Voluntary turnover: The lower people's level of satisfaction with their jobs, the more likely they are to consider resigning and actually doing so. As with absenteeism, the relationship between job satisfaction and voluntary turnover is modest and the reasons are related to individuals, their jobs and economic conditions that shape decisions to move from one job to another.

2.3.3.4 Guidelines for promoting job satisfaction and job performance

a) *Improving job satisfaction*

Having discussed the negative consequences of job dissatisfaction, it is important to consider ways of promoting satisfaction and preventing job dissatisfaction. Although an employee's job dissatisfaction may not be the causal factor for all aspects of an employee's performance, it is important to promote satisfaction.

Greenberg and Baron (1995:188-189) suggest the following as guidelines for promoting job satisfaction:

- **Pay people fairly:** Individuals who believe that the organisations they work for have unfair pay systems, tend to be dissatisfied with their jobs. Pay not only refers to salary, but to fringe benefits as well. When people are requested to choose the fringe benefits they most require, job satisfaction tends to rise.
- **Improve the quality of supervision:** Job satisfaction tends to be the highest among those who believe that their supervisors are competent, treat them with respect and have their best interest at heart. Similarly, job satisfaction is enhanced when employees believe that they have open lines of communication with their superiors.
- **Decentralise the control of the organisational power:** Decentralisation is the degree to which the capacity to make decisions resides in several people as opposed to one or just a handful. When power is decentralised, people are allowed to participate freely in the process of decision-making. This contributes to their feelings

of satisfaction because it instils a sense that they can have some input in their organisations.

- **Match people to jobs that are congruent with their interests:** Individuals have many interests and these are only sometimes satisfied in the position. However, the more people find out that they are able to fulfil their interests while in the position; the more satisfied they will be in those jobs.

The researcher agrees with the author and emphasises that remuneration is one of the most important things individuals work for. Remuneration is an aspect that contributes to their livelihood and so it becomes a sensitive issue when an employee believes that there is no equity in remuneration as compared to his/her counterparts. Remuneration also considers issues such as fringe benefits and the researcher believes that if organisations offer employees fringe benefits that contribute to their basic needs and/or livelihood, job satisfaction can be improved. Fringe benefits can refer to housing allowances, car allowances, medical aid benefits, working out-of town allowances, among others.

The researcher also feels that for job satisfaction to improve there needs to be an improved communication strategy within the organisation. Communication assists both the organisation and the employee to achieve their goals. Fostering effective communication will result in common understanding between the supervisor and the employee. Of utmost importance, in relation to communication, is that it should not be a one-way process where the supervisor gives instruction to the employee. Rather it must be two-way, regular, effectively timed and there must be understanding between the two parties for job satisfaction to improve.

Decision-making is one of the most important aspects in organisations. It guides the operations of organisations. In most organisations, decision-making is solely the responsibility of top management. The researcher feels that as means to improve job satisfaction amongst employees, employers should include even the lower level employees in some decision-making processes. In doing so, they will be instilling a sense of worth amongst employees as they will later **own** the implemented decisions. This, however, does not mean that they will be involved in strategic decision-making.

b) Improving job performance

Kirkpatrick (2006:66-67) mentions that in order to improve job performance, a performance improvement plan is required. He defines a performance improvement plan as a specific course of action to be taken to improve the performance of an employee. The plan should clearly describe what will be done by whom and by when. The performance improvement plan should meet the following criteria:

- It should be **practical**. This requires that the specifics of the performance improvement plan should be related to the job performance to be improved.
- It should be **time-oriented**. Specific deadline dates should be set.
- It should be **specific**. The plan should clearly describe what will be done, meaning the areas to be improved.
- It should involve **commitment**. Both manager and employee should be committed to the implementation of the plan. They should agree on what needs to be done.

The researcher is of the opinion that monitoring an employees' job performance is a task of both the employer as well as the employee. For job performance to improve, there are a number of aspects that need to be taken into consideration. They are:

- The job and/or the task to be done needs to be clearly identified, defined, and understood by both the employer and the employee. There must be no ambiguity. The Peer Education standards must be clearly set in the performance contract and simple and understandable language should be for all to understand.
- The job must be broken down into smaller steps to be taken in order to achieve the broader objective. These steps may be quantified if possible through specific allocated time frames and deadlines by which they need to be achieved. To enable this to happen, resources need to be provided, and a working environment that is conducive needs to be created so as to foster progress towards achieving the desired goals and objectives. In relation to Peer Education, the business plan needs to be crafted in such a manner that the job to be done is clearly specified, have time frames, allocated budget and the person to carry out the task clearly stated.
- Regular communication is a key element in improving job performance, be it in the form of supervision, guidance or merely offering support to the employee by the employer. It is through communication that the employer and the employee are able to

detect areas of confusion and problematic aspects and work on them before they become detrimental to the project. This refers to the monitoring and evaluation mechanisms which will render the Peer Education Programme effective. They need to be clearly stated at the planning stages of programme implementation.

- Who is assigned to do the task is also of utmost importance. The supervisor needs to clearly communicate who is to do what so that there is no repetition of the same task by a number of individuals. This assists during monitoring in terms of accountability.

2.3.3.5 Motivation

Motivation cannot be seen, but only inferred on the basis of performance. Motivation is multi-faceted, meaning that individuals may have several different motives for operating at once; sometimes these may be in conflict with each other. Two motives may pull the individual in different directions and the one that wins is the one that is the strongest in that situation. Motivation also plays a role in giving meaning to an individual's job and purpose and in enhancing job performance.

2.3.3.6 Need theories of motivation

The need theories of motivation explain motivation in terms of satisfaction of basic needs. They state that people are motivated to use their jobs as mechanisms for satisfying their needs.

a) Maslow's hierarchy theory

Maslow's theory is based on the premise that if people grow up in an environment in which their needs are not met, they will unlikely function as healthy and well adjusted individuals. When applied on the job, unless people get their needs met they will not function as effectively as possible (Greenberg & Baron 1995:144).

Maslow's theory specifies that there are five types of human needs and they are arranged in a hierarchical manner. This means that the needs are arranged in a specific order from lowest to highest and that the lowest order needs must be fulfilled before the next higher order need is triggered (Greenberg & Baron 1995:144).

There are five major categories of needs:

- **Physiological needs:** They are the lowest order needs or sometimes referred to as the most basic needs. These refer to satisfying fundamental biological drives. Physiological needs include hunger, thirst, shelter, sex, food, air, water, and other basic needs. To satisfy such needs, organisations must provide employees with a salary that allows them to afford adequate living conditions. Similarly, sufficient opportunities to rest e.g. coffee breaks and to engage in physical activities, e.g. fitness and exercise facilities are important for people to meet their physiological needs (Compare Greenberg & Baron, 1995:144; Robbins *et al.* 2006:131).
- **Safety needs:** They refer to the need for a secure environment, free from threats of physical and psycho-social harm. Organisations can do much to help satisfy safety needs, e.g. providing employees with safety equipment, life and health insurance plans. Having these in the workplace enable employees to do their jobs without fear of harm in a safe and secure atmosphere (Compare Greenberg & Baron 1995:145; Robbins *et al.* 2006:131). Within the South African context, as means to ensure the safety of employees whilst at work, the government passed legislation to ensure a health and safe environment called the Occupational Health and Safety Act (OHS Act) of 1993. The OHS Act focuses on the rights and responsibilities of both the employer and the employee in terms of ensuring a work environment that is free of risks, danger and hazards.
- **Social needs:** These refer to the needs to be affiliate, to have friends, to be loved and accepted by other people. To help meet social needs, organisations may encourage participation in social events such as office picnics or parties. Such events give employees a chance to socialise and develop friendships (compare Greenberg & Baron 1995:145; Robbins *et al.* 2006:131).The researcher believes that the workplace can facilitate the enhancement of social needs as a way of fostering positive working as well as social relations. This can be done through team building exercises where employees get an opportunity to socialise in an informal environment.
- **Esteem needs:** Esteem needs refer to an individual's need to develop self-respect and gain the approval of others. The desire to achieve success, have prestige and be recognised by others, to have autonomy and achievement fall into this category. Organisations do many things to satisfy their employees esteem needs, like recognising achievements, giving monetary bonuses, non-monetary awards, etc. The researcher believes that self-esteem can be realised by obtaining approval from co-

workers and significant others about the important role one has played or contributed during his lifetime.

- **Self-actualisation needs:** These refer to the needs for self-fulfillment, i.e. the desire to become all that one is capable of and to develop to one's fullest potential.

By working at their maximum creative potential, employees who are self-actualised work at their peak and represent the most effective use of an organisation's human resources (Compare Robbins *et al.*, 2006:131; Greenberg & Baron 1996:146).

b) ERG theory

The ERG, (Existence, Relatedness and Growth), theory is a contemporary theory that represents the current state of the art in explaining employee motivation.

It is a revised version of the needs hierarchy and was developed by Alderfer. Steers, Porter and Bigley (1996:16) mention that Maslow's theory was not specifically developed for work organisations but the ERG theory seeks to establish a conceptualisation of human needs that is relevant to the organisation.

Robbins *et al.* (2006:134) state that Alderfer *et al.* argued there are three groups of core needs and classify them as:

- **Existence needs:** This group is concerned with providing basic material existence requirements. They include aspects that Maslow considered to be physiological and safety needs.
- **Relatedness needs:** It refers to the desire individuals have for maintaining important interpersonal interactions with others if they are to be satisfied. These are aligned with Maslow's social needs and the external component of esteem needs.
- **Growth needs:** These needs form the intrinsic desire for personal development. They include the characteristics included under Maslow's self-actualisation needs.

Alderfer and Maslow differed on the aspect of satisfaction of the needs. According to the ERG theory, more than one need can be operational at the same time and if the gratification of a higher order level need is stifled, the desire to satisfy a lower level need intensifies. (Robbins *et al.*, 2006:134).

The ERG theory is flexible and less restrictive as compared to the hierarchy needs theory by Maslow as it specifies that any need could be activated at any time. Its advantage is that it fits better with research evidence suggesting that although basic needs exist, they do not follow the hierarchical order (Greenberg & Baron 1996:147).

Steers *et al.* (1996:16) mentions that the ERG theory differs from Maslow's theory in two aspects. They are:

- The ERG theory contends that in addition to the satisfaction-progression process described by Maslow, a frustration-regression sequence also exists. This means that if an individual is continually frustrated in his or her attempts to satisfy growth needs, then relatedness needs will be reactivated and become the primary drivers of behaviour.
- The ERG model proposes that more than one need may be operative in a given individual at any point in time.

The researcher acknowledges that the ERG theory is taken from the basic premise of Maslow's theory and is modified to fit within working organisations and that there are three groups of needs. One of the most important issues that the ERG theory raises is that there is no specific order in which the needs can surface and be satisfied and the researcher fully agrees with such notion. This is due to the fact that the researcher believes that individual uniqueness and the different stimuli that different individuals are faced with need to be taken into consideration. This implies that different needs may be activated at any time during the course of human development taking into consideration the different circumstances that individuals are faced with at that particular time in their lives.

Another aspect of importance that is raised by the ERG theory is the frustration-regression process, whilst Maslow only focuses on the positive side which is the satisfaction-progression process. The researcher, in the critique of both theories on this aspect, foresees the following possibilities:

- **Frustration-progression process:** This is where an individual who is frustrated with certain aspects of his work decides to take action to address it and thereby achieving

positive results. For example, a worker who is not motivated has been in the same position for several years and has not been promoted, who later decides to further his studies so that he can move to a better position and earn a better wage and fringe benefits. This example clearly illustrates that frustration can lead an individual to take action as a means to bring about progress in his career and/or life.

- **Satisfaction-regression process:** This may refer to an individual who has attained self-actualisation or growth needs and has lost contact with the real world and decides to regress to a lower order need. In explaining this concept an example could be a Chief Executive Officer of an organisation who is a workaholic and does not spend enough time with his family and friends; at a later stage he realises the importance of family support and therefore changes his priorities to focus on his family which forms the relatedness needs.

c) **McClelland's theory of needs**

This theory was developed by David McClelland and his associates. It is based on the premise that individuals acquire certain needs from the culture of a society by learning from the events that they experience, particularly in early life (Steers *et al.*, 1996:18). The theory focuses on four needs, namely:

- **Need for achievement:** This need refers to the behaviour towards competition with standards of excellence. McClelland identified four characteristics of individuals with a high need for achievement. They are:
 - A strong desire to assume personal responsibility for finding solutions to problems or performing a task.
 - A tendency to set moderately difficult achievement goals and to take calculated risks.
 - A strong desire for concrete performance feedback on tasks.
 - A single-minded preoccupation with task accomplishment.(Compare Steers *et al.*, 1996:18-19; Robbins *et al.*, 2006:134).
- **Need for power:** It is the need to control the environment, to influence the behaviour of others and to be responsible for them and to make others behave in a way that they would not have behaved otherwise. The theory contends that individuals with a high need for power may be characterised by the following:

- A desire to direct and control someone else.
- A concern for maintaining leader-follower relations.

Individuals with a high need for power tend to be superior performers, to be in supervisory positions, prefer to be placed in competitive and status-oriented situations, tend to be more concerned with prestige, to have above average attendance records and to be rated by others as having good leadership abilities. (Compare Robbins *et al.*, 2006:134; Steers *et al.*, 1996:135).

- **Need for affiliation:** The need for affiliation can be defined as “an attraction to another organism in order to feel reassured from the other that the self is accepted” (Birch & Veroff, 1966 as quoted by Steers *et al.*, 1996:19). The need for affiliation refers to the desire to be liked and accepted by others. Individuals with a high affiliation motive strive for friendships; prefer co-operative situations rather than competitive ones, desire relationships involving a high degree of mutual understanding (Robbins *et al.*, 2006:135).

The theory identifies three characteristics of individuals with a high need for affiliation. They are:

- A strong desire for approval and reassurance from others.
- A tendency to conform to the wishes and norms of others when pressured by people whose friendship they value.
- A sincere interest in the feelings of others.

Individuals with a high need for affiliation prefer to work with others rather than to work alone, therefore high affiliation individuals tend to take jobs characterised by a high amount of interpersonal contacts. (Steers *et al.*, 1996:19).

- **Need for autonomy:** The need for autonomy is defined as the desire for independence. Individuals with a high need for autonomy want to work alone, prefer to control their own workplace and do not want to be hampered by excessive rules and procedures. Individuals with a high autonomy, also, tend not to be committed to the goals and objectives of the organisation, not to perform well unless they are allowed to participate in

the determination of their tasks, and not to respond to external pressures for conformity to groups. (Steers *et al.*, 1996:20).

2.3.3.7 Practical application of the need theories

The need theories suggest important aspects that can be implemented by managers to assist employees in becoming self-actualised because self-actualised employees are most likely to work at their maximum creative potential. It is therefore worthwhile to consider what organisations can do to help satisfy their employees' needs:

- **Promote a healthy workforce:** This can be achieved by organisations satisfying their employees' physiological needs by providing incentives to keep them healthy.
- **Provide financial security:** Financial security is an important need. Financial security is a key aspect of job security.

Recognise employees' accomplishments: This is an important way to satisfy esteem needs. (Baron & Greenberg, 1996:148).

2.4 SUMMARY

The discussion clearly illustrates that there are many factors affecting how individuals perform their duties in the workplace; some are external and tangible whilst others are internal and cannot be seen. The discussion's focus is on motivation, job satisfaction and job performance as the key factors affecting performance in any organisation. These factors tend to be linked. Such factors need to be addressed by both the organisation and the employee in order to create a harmonious and profitable work environment.

Peer Education as a strategy, to bring about behavioural change, needs to accommodate changing times and different environments in order to be effective. However, with HIV and AIDS Peer Education in the work place; they need to receive support from the supervisors in order to allow the Peer Educators to engage in Peer Education activities thus gaining confidence and communication skills in the process. The support could be in making the environment suitable to be able to carry out the duties expected from the Peer Educators as well as allowing individual employees to attend any sessions that are conducted, presented and facilitated by the Peer Educators.

CHAPTER THREE EMPIRICAL STUDY INTO THE REASONS FOR NON-PERFORMANCE BY HIV and AIDS PEER EDUCATORS WITHIN THE DEPARTMENT OF AGRICULTURE IN THE EASTERN CAPE PROVINCE

3.1 INTRODUCTION

HIV and AIDS not only affect communities but have a huge impact on the workplace and workforce. The negative effects of HIV and AIDS are evident in employees, both affected and infected, as their performance and productivity is affected. These employees take time off to take care of themselves or their sickly families, resulting in high rates of absenteeism.

To address the negative impact of HIV and AIDS in the workplace, Peer Education emerged as a strategy that can be utilised to educate individuals about broader issues pertaining to the epidemic. Peer Education as an informal strategy seeks to address sexuality issues in a cost effective and easy to understand manner.

The main purpose of the study was to establish the reasons for non-performance of HIV and AIDS Peer Educators within the Department of Agriculture in the Eastern Cape Province.

3.2 DESCRIPTION OF EMPIRICAL SURVEY

3.2.1 Procedure followed

According to the purpose of the study, the researcher collected data from HIV and AIDS Peer Educators within the Department of Agriculture – Eastern Cape Province. The research study was inclusive of all HIV and AIDS Peer Educators, both active and inactive. HIV and AIDS Peer Educators were called to a central venue where the same questionnaire was issued to all. A number of 49 questionnaires were issued, however only 32 HIV and AIDS Peer Educators participated in the study.

3.2.2 Target group

The target group for the study was HIV and AIDS peer educators within the Department of Agriculture in the Eastern Cape Province. All peer educators, active and non-active were included because the study aimed at understanding the reasons why HIV and AIDS peer educators were not executing their Peer Education duties according to set standards by the Department. Peer educators are responsible for executing Peer Education activities in their district offices.

3.2.3 Sampling method

No sampling had been done and all HIV and AIDS Peer Educators within the Department of Agriculture in the Eastern Cape Province were included in the study.

3.2.4 Sample size and response

Although a total of 49 questionnaires were issued to HIV and AIDS Peer Educators, only 32 (65%) participated in the study. The 17 HIV and AIDS Peer Educators who did not participate in the study mentioned no interest in the Peer Education Programme and that they were about to resign from the Programme.

3.2.5 The questionnaire

The questionnaire was compiled after the researcher did an intensive literature review of HIV and AIDS Peer Education and issues related to work performance.

The questionnaire consisted of close-ended as well as open-ended questions. One set of questions was administered to a group of HIV and AIDS Peer Educators of the Department of Agriculture in the Eastern Cape Province. The questionnaire was subdivided into 7 sections, viz:

Section 1 : Biographical information

Section 2 : Recruitment and selection

- Section 3** : Training
- Section 4** : Supervision
- Section 5** : Job performance
- Section 6** : Working environment
- Section 7** : Monitoring and evaluation.

3.2.6 Presentation of data

Data is presented in the sequence of the sections as they appear in the questionnaire. Information is presented in tables and percentages, as well as grouping similar information together. There is also a narrative for the questions that needed the opinions of the respondents.

3.3 SECTION 1: BIOGRAPHICAL INFORMATION

3.3.1 Information on the gender of HIV and AIDS Peer Educators: Question 1

GENDER	NUMBER (n=32)	PERCENTAGE (%)
MALE	10	32%
FEMALE	22	68%
TOTAL	32	100%

Table 1: Gender of the respondents

Discussion on Table 1

The above table shows that 32% of the respondents are male and 68% of the respondents are female. This result implies that the study will be based on the perceptions of females rather than males.

3.3.2 Ages of HIV and AIDS Peer Educators (in age groups): Question 2

AGE GROUP	NUMBER (n=32)	PERCENTAGE (%)
18 – 25	1	3%
26 – 35	10	31%
36 – 45	14	44%
46 – 55	7	22%
56 – 65	0	0%
66 and older	0	0%
TOTAL	32	100%

Table 2: Ages of the respondents

Discussion on Table 2

Table 2 indicates that the HIV and AIDS Peer Educators are between the ages of 18 and 55 years. There are no HIV and AIDS Peer Educators above the age of 55. The majority of HIV and AIDS Peer Educators are in the age groups 36 – 45 years as they constitute 44% of the respondents of the study. Therefore, it implies that the study will be based on the opinions of HIV and AIDS Peer Educators within the age group 36 -45 years.

3.3.3 Racial grouping of HIV and AIDS Peer Educators: Question 3

RACE	NUMBER (n = 32)	PERCENTAGE (%)
BLACK	31	97%
WHITE	0	0%
INDIAN	0	0%
COLOURED	1	3%
OTHER	0	0%
TOTAL	32	100%

Table 3: Racial grouping of the respondents

Discussion on Table 3

From the above table it is evident that most HIV and AIDS Peer Educators are black as they constitute 97% of respondents of the study. Only 3% of the respondents are Coloured. There are no respondents from the other racial groups, i.e. White and Indian. It is therefore concluded that the study is based on the views of black HIV and AIDS Peer Educators. The

result from this table also implies that there are more black people than the other racial groups within the Department of Agriculture in the Eastern Cape Province. Another reason may be that black employees are more prone towards helping fellow employees through HIV and AIDS Peer Education than other racial groups. The impact of black employees peer educating other race groups can lead to insensitivity to other groups' norms.

3.3.4 Marital status of HIV and AIDS Peer Educators: Question 4

MARITAL STATUS	NUMBER (n = 32)	PERCENTAGE (%)
SINGLE	14	44%
MARRIED	17	53%
WIDOWED	0	0%
DIVORCED	1	3%
SEPARATED	0	0%
TOTAL	32	100%

Table 4: Marital status of the respondents

Discussion on Table 4

The table above indicates that there are more married HIV and AIDS Peer Educators within the Department of Agriculture, Eastern Cape Province – 53%. However, HIV and AIDS Peer Educators constitute 44%, whilst 3% is made up of divorced Peer Educators.

The study shows that there are no widowed or separated Peer Educators. The results imply that the study will be based more on the views of married HIV and AIDS Peer Educators. The issue of unmarried HIV and AIDS Peer Educators educating married workers can be taken in a negative manner within certain cultural groups.

3.3.5 Educational level of HIV and AIDS Peer Educators: Question 5

EDUCATIONAL LEVEL	NUMBER (n = 32)	PERCENTAGE (%)
BELOW GRADE 12	1	3%
GRADE 12	14	44%
TERTIARY QUALIFICATION	15	47%
POST-GRADUATE QUALIFICATION	2	6%
TOTAL	32	100%

Table 5: Educational level of the respondents

Discussion on Table 5

Dickson (2005:34-35) states that HIV and AIDS Peer Educators should have a minimum level of schooling to be able to understand HIV and AIDS information. From the above table, it can be deduced that most HIV and AIDS Peer Educators are literate and this can have a positive effect in terms of understanding, interpreting and translating information as most HIV and AIDS information is in English. The literacy rate as reflected by the study can be linked to the HIV and AIDS Peer Educators' ability to understand and implement what is required of them.

3.3.6 Period of employment of HIV and AIDS Peer Educators (in yrs): Question 6

YEARS OF EMPLOYMENT IN THE DEPARTMENT	NUMBER (n = 32)	PERCENTAGE (%)
0 – 5 years	12	38%
6 – 10 years	14	44%
11 – 15 years	3	9%
16 – 20 years	3	9%
21 years and above	0	0%
TOTAL	32	100%

Table 6: Respondents' period of employment in the department

Discussion on Table 6

The data shows that, in relation to the years of employment of HIV and AIDS Peer Educators in the Department of Agriculture in the Eastern Cape Province, the Peer Educators' years of

employment are between 0-20 years. It is implied that a large number of HIV and AIDS Peer Educators are knowledgeable of departmental policies, procedures, staff and dynamics. This can be backed by the fact that the Department engages in an induction programme for all its employees within the first six months of employment where aspects including departmental policies, procedures and other personnel matters are explained to newly employed staff. Also, on a periodic basis, staff is re-orientated to ensure that they keep in touch with new legislations, policies and other aspects affecting their working lives.

3.3.7 Remuneration of HIV and AIDS Peer Educators (in levels): Question 7

LEVEL OF REMUNERATION	NUMBER (n = 32)	PERCENTAGE (%)
LEVEL 1- 5	5	16%
L LEVEL 6 - 8	21	65%
LEVEL 9 - 12	6	19%
LEVEL 13 AND ABOVE	0	0%
TOTAL	32	100%

Table 7: Remuneration levels of the respondents

Discussion on Table 7

According to Dickson (2005:34-35), when selecting HIV and AIDS Peer Educators a “genuine” attempt should be made to ensure that the Peer Educators reflect the total composition of the workforce. HIV and AIDS Peer Educators should range from Senior Management to the lowest grade worker.

It is evident, from the above table that most HIV and AIDS Peer Educators (65%) are in the remuneration bracket of between Level 6 and 8, which comprise of operational staff. Levels 1 – 5, (clerical staff and general assistants), constitute 16% of the respondents, whilst 19% of the respondents are remunerated at the bracket of between Level 9 and 12 which means they are in Middle Management. Levels 13 and above, which form Senior and Top Management, are not represented. This information clearly shows that Senior and Top Management, who are the decision makers, are not represented in HIV and AIDS Peer Education. This may have negative effects in terms of Management buy-in into the Peer Education Programme as well as allocation of resources to execute HIV and AIDS Peer Education in the Department of Agriculture in the Eastern Cape Province.

A huge number of HIV and AIDS Peer Educators are within the remuneration bracket Level 6-8, meaning that the perceptions of this study will be based on view of the operational staff of the Department of Agriculture in the Eastern Cape Province. These are the individuals who do not have influence on the decisions made in the Department.

3.3.8 Placement of HIV and AIDS Peer Educators within the Department: Question 8

AREA OF PLACEMENT	NUMBER (n = 32)	PERCENTAGE (%)
HEAD OFFICE	9	28%
REGIONAL OFFICE	20	63%
AGRICULTURAL INSTITUTE	3	9%
TOTAL	32	100%

Table 8: Placement of the respondents within the organisation

Discussion on Table 8

The information from the above table implies that the perceptions of this study will be based more on the view of HIV and AIDS Peer Educators placed at regional offices as they constitute 63% of the respondents. The Department has 6 regional offices, ie:

- Cacadu
- Alfred Nzo
- OR Tambo
- Amathole
- Ukhahlamba
- Chris Hani

This may also justify the high number of HIV and AIDS Peer Educators in the regional offices. This results shows that there are HIV and AIDS Peer Educators at regional level who are accessible to the needs of the staff. This issue will also do away with all HIV and AIDS issues being referred to Head Office and improve the implementation of the programme in general

as Peer Educators will be available when needed. Maritz (2001:3) is of the opinion that one of the reasons for the implementation of an HIV and AIDS programme is accessibility. The HIV and AIDS Peer Educators must be accessible to the target group as well as have access to the physical and socio-cultural environment of the group.

3.4 SECTION 2: RECRUITMENT AND SELECTION

3.4.1 The respondents' period of time as HIV and AIDS Peer Educators: **Question 9**

PERIOD AS A PEER EDUCATOR (in years)	NUMBER (n = 32)	PERCENTAGE (%)
LESS THAN 12 MONTHS	3	9%
1YEAR – 3 YEARS	18	56%
4 YEARS – 6 YEARS	10	32%
7 YEARS AND ABOVE	0	0%
NO RESPONSE	1	3%
TOTAL	32	100%

Table 9: The respondents' period of time as Peer Educators

Discussion on Table 9

The information in the above table clearly shows that 56% of the respondents have been HIV and AIDS Peer Educators for between one and three years. There are no HIV and AIDS Peer Educators with more than 6 years' experience. This implies that the results of this study will be based more on the views of HIV and AIDS Peer Educators who have experience of between one and three years.

3.4.2 Selection methods to join the Peer Education Programme: Question 10

METHOD OF SELECTION	NUMBER (n = 32)	PERCENTAGE (%)
SELECTED BY MANAGER	19	59%
NOMINATED BY PEERS	3	9%
VOLUNTARILY	8	25%
EXCESS STAFF	2	7%
OTHER	0	0%
TOTAL	32	100%

Table 10: Selection methods to join Peer Education Programme

Discussion on Table 10

From the above, it is evident that most HIV and AIDS Peer Educators (59%) were selected by managers. This may have negative effects on the performance of the selected individual as he/she may not be interested being a peer educator and therefore not motivated to engage in Peer Education activities. Also, sometimes managers may nominate individuals who are problematic as ways of getting rid of them. However, some managers may have observed special attributes in some individuals, hence the selection to be HIV and AIDS Peer Educators.

The ideal situation in the selection of HIV and AIDS Peer Educators would be to consider individuals who have volunteered to join the programme because of wanting to make a difference in the lives of peers. However, many individuals are afraid of talking openly about sexuality matters; hence there are only 25% of respondents who joined the HIV and AIDS Peer Education voluntarily in the Department of Agriculture in the Eastern Cape Province.

In agreement with this view are Deutsch & Swartz (2002:107), stating that the criteria for the selection of Peer Educators should be developed and take into consideration availability, age, sex, motivation, acceptability by the target group as well as other characteristics deemed necessary for the programme. The aspect of “excess staff” brings another interesting dimension to the result of this study. Excess staff members do not have placement, work agreements and supervisors as they are considered additional to the departmental establishment. They may have joined the HIV and AIDS programme due to boredom, not

purely because they were interested in being Peer Educators. The above table shows that only 7% of the respondents fall in this category.

3.4.1 Respondents' previous experience in HIV and AIDS Peer Education:

Question 11

PREVIOUS EXPERIENCE IN HIV and AIDS PEER EDUCATION	NUMBER (n=32)	PERCENTAGE (%)
YES	4	13%
NO	28	87%
TOTAL	32	100%

Table 11: Respondents' previous experience in Peer Education

Discussion on Table 11

The above table illustrates that 87% of the respondents do not have previous experience in HIV and AIDS Peer Education. Only 13% of the respondents have previous experience in this field. This implies that the study will be based more on perceptions of HIV and AIDS Peer Educators without previous experience in Peer Education, except for that gained in the Department of Agriculture – Eastern Cape Province.

Respondents who answered “YES” to Question 11, were requested to describe their previous HIV and AIDS experience.

The following is the response to the above follow-up question:

- 100% of the respondents mentioned that they have been HIV and AIDS Peer Educators in their previous jobs and were trained in Peer Education.

3.4.4 Respondent's motive for being HIV and AIDS Peer Educators: Question 12

The responses to **Question 12** are categorised as follows:

- 13%: Enjoying working with people in any age group.
- 56%: Wanting to know more about HIV and AIDS.
- 3%: The desire to assist people, including peers and community members.

- 16%: Wanting to know more about HIV and AIDS as families are infected.
- 12%: No response.

Discussion on responses to Question 12

Taking into consideration that 12% of the respondents did not respond to Question 12, the responses obtained are of the remaining 88% of the respondents. This discussion and study will therefore be based on the perceptions of 88% of the respondents who stated their motive for being Peer Educators.

The responses show a desire to learn and know more about HIV and AIDS issues so as to be able to assist own families, peers and communities.

3.5 SECTION 3: TRAINING

3.5.1 Training received when joining the Peer Education Programme: Question 13

RESPONSE	NUMBER (n = 32)	PERCENTAGE (%)
YES	9	28%
NO	23	72%
TOTAL	32	100%

Table 12: Training received when joining the Peer Education Programme

Respondents who answered “YES” to Question 13 were required to proceed to Question 14, whilst those who answered “NO” to Question 13 were requested to proceed to Section 4.

3.5.2 Type of training received by HIV and AIDS Peer Educators: Question 14

The responses to **Question 14** are categorised as follows:

- Basic information about HIV and AIDS (definitions of HIV and AIDS, modes of transmission and HIV statistics in South Africa)
- Roles of Peer Educators

Discussion on responses to Question 14

All the respondents (100%) answered Question 14, meaning that the perceptions of all HIV and AIDS Peer Educators who received training prior to joining the Peer Education Programme will be utilised in this study. The results to the above question show that the HIV and AIDS Peer Educators mentioned only two areas that formed part of their training, i.e. basic information about HIV and AIDS as well as the roles of Peer Educators. This is basic information to enable Peer Educators to start with their duties.

3.5.3 Relevance of Training Curriculum to HIV and AIDS Peer Education: Question 15

RESPONSE	NUMBER (n = 9)	PERCENTAGE (%)
YES	9	100%
NO	0	0%
TOTAL	9	100%

Table 13: Relevance of the Training Curriculum for HIV and AIDS Peer Education

Discussion on Table 13

From the above information, it is evident that 100% of HIV and AIDS Peer Educators agree that the training curriculum, of the training received, had relevance to HIV and AIDS Peer Education.

3.5.4 Duration of the Peer Education training (in days and/or weeks): Question 16:

DURATION OF TRAINING	NUMBER (n = 9)	PERCENTAGE (%)
1 – 3 DAYS	2	22%
4 – 6 DAYS	3	33%
1 WEEK – 2 WEEKS	4	45%
3 WEEKS AND ABOVE	0	0%
TOTAL	9	100%

Table 14: Duration of Peer Education training

Discussion on Table 14

The table illustrates that HIV and AIDS Peer Educators who received training of between one and two weeks constitute 45% of the respondents. Also, it can be observed from the table that no HIV and AIDS Peer Educators received training of longer than two weeks.

Twenty two percent (22%) of the Peer Educators received the limited training in terms of duration as it took between one and three days. It can be deduced from the above responses that the duration of the training attended by HIV and AIDS Peer Educators differed in duration. This can have an impact on their level of understanding of Peer Education issues.

Also, Peer Education training must be able to address and cover basic issues in relation to HIV and AIDS as well as the Peer Education strategy. Hence the duration of the training becomes important to be able to cover such. Another dimension that can bring a solution to the issue of the duration of Peer Education training is the use of an accredited service provider to conduct the training, where modules and the time frames to complete them are clearly stipulated.

3.5.5 Nature of training received by HIV and AIDS Peer Educators: Question 17

NATURE OF TRAINING	NUMBER (n= 9)	PERCENTAGE (%)
THEORETICAL	4	44%
PRACTICAL	0	0%
BOTH THEORETICAL AND PRACTICAL	5	56%
TOTAL	9	100%

Table 15: Nature of the training the respondents received

Discussion on Table 15

A participatory, interactive and skills development approach should be utilised during the training of HIV and AIDS Peer Educators as it will maximise understanding of the Peer Education concept (UNFPA; 2005:3). Saath & Jevan (2003:29) share the same view as they suggest that HIV and AIDS Peer Educators should be provided time in practice on how to teach their peers both knowledge and skills.

Fifty six percent (56%) of HIV and AIDS Peer Educators mention that the training they received was both theoretical and practical. Exposure to both theory and practice ensures that the Peer Educators will be able to understand the circumstances certain principles are applicable to. Forty four percent of the HIV and AIDS Peer Educators received theoretical training only.

Theoretical training without exposure to practice does not transfer the much needed skills to be able to work with sensitive sexuality issues. For HIV and AIDS Peer Educators to be fully functional they need to be exposed to both theoretical and practical training on issues relating to HIV and AIDS Peer Education.

3.5.6 Views on sufficiency of training received: Question 18

RESPONSE	NUMBER (n = 9)	PERCENTAGE (%)
YES	2	22%
NO	7	78%
TOTAL	9	100%

Table 16: Respondents' views on received training as being sufficient to perform tasks

Discussion on Table 16

Seventy eight percent (78%) of the HIV and AIDS Peer Educators clearly cited that the training they received was not sufficient enough to enable them to perform Peer Education tasks. The responses to Question 17, regarding the nature of training as well as Question 16 on the duration of the training may be a contributing factor to the abovementioned results. It can be deduced from the responses that even though the HIV and AIDS Peer Educators were trained on issues relating to HIV and AIDS as well as Peer Education, they were unable to perform their Peer Education activities due to the training being insufficient. This therefore implies that although HIV and AIDS peer educator training take place, it does not mean that the training alone will suffice to enable Peer Educators to be able to perform their duties. There are other factors that need to be taken into consideration, eg the nature, content and duration of training. Only 22% of the HIV and AIDS Peer Educators believe that training received was sufficient to enable them to perform Peer Education activities.

3.5.7 Training received after joining the Peer Education Programme: Question 19

RESPONSE	NUMBER (n = 9)	PERCENTAGE (%)
YES	2	22%
NO	7	78%
TOTAL	9	100%

Table17: Training after respondents joined the Peer Education Programme

Discussion on Table 17

From the above table it is evident that 78% of the respondents never received training after joining the Peer Education Programme. Only 22% of the respondents received training after joining the Peer Education Programme. The information in this table clearly shows the gaps in continually developing Peer Educators as means of ensuring desired job performance. For the HIV and AIDS Peer Education Programme to achieve desired results, there is a need to continuously develop the HIV and AIDS Peer Educators so as to bridge information gaps as well as keep them updated on new developments.

Respondents who answered “YES” to Question 19 were requested to stipulate the time span of receiving training since joining the Peer Education Programme.

TIME SPAN	NUMBER (n = 2)	PERCENTAGE(%)
1 WEEK – 2 WEEKS	0	0%
3 WEEKS – 1 MONTH	0	0%
2 MONTHS – 6 MONTHS	0	0%
6 MONTHS – 1 YEAR	0	0%
1 YEAR AND ABOVE	2	100%
TOTAL	2	100%

Table 178: Time span of training since joining the Peer Education Programme

Discussion on Table 18

The table clearly shows that 100% of the respondents received training a year after joining the Peer Education Programme. There are no respondents who received training in less than

one year after joining the programme. Taking the above information into consideration, the researcher interprets it as that the Department, through the HIV and AIDS workplace programme, did not engaged the Peer Educators in any form of development until after one year has passed since they took their roles as Peer Educators. For any programme to be fully effective there must be continuous development, whether on the job, a refresher course and/or theoretical material to be able to enhance job performance.

3.5.8 Refresher training provided for HIV and AIDS Peer Educators: Question 20

RESPONSE	NUMBER (n = 9)	PERCENTAGE (%)
YES	2	22%
NO	7	78%
TOTAL	9	100%

Table 189: Refresher training for the respondents

Discussion on Table 19

According to the literature review in Chapter 2, Saath and Jevan (2003:30) suggest that refresher courses should occur as a way of addressing the knowledge and skills gap identified by the trainers and Peer Educators, after a period in practice. The above table illustrates that a large number of HIV and AIDS Peer Educators have never been for refresher training. (Refer to discussion of Table 17 above).

Respondents who answered “YES” to Question 20 were required to stipulate how often they attended refresher training.

Response and discussion of the follow-up question

All the respondents mentioned having attended refresher training once. The responses show that the respondents have only been for refresher training once in their Peer Education careers. This may imply a number of issues, some being that the respondents did not have a need for refresher training, there were no resources to facilitate, co-ordinate and attend refresher training and/or they were not allowed by their supervisors to attend refresher training.

3.5.9 The need for refresher training by HIV and AIDS Peer Educators: Question 21

RESPONSE	NUMBER (n = 9)	PERCENTAGE (%)
YES	9	100%
NO	0	0%
TOTAL	9	100%

Table 20: The respondents' need for refresher training

Discussion on Table 20

It is evident from the responses in the table that 100% of HIV and AIDS Peer Educators have a need for refresher training. To be able to achieve the desired outputs, HIV and AIDS Peer Educators need to be continuously capacitated about issues identified as challenges in execution of their Peer Education activities.

Respondents who answered to Question 21 were requested to motivate their answers.

The responses to the follow-up question are categorised as follows:

- To gain more knowledge and information about HIV and AIDS.
- To be updated on new trends and research issues pertaining to HIV and AIDS.
- To learn more about HIV and AIDS Peer Education.

3.5.10 Information on Peer Education training contents: Question 22

The responses to **Question 22** are categorised as follows:

- Communication and presentation skills
- Role of peer educator in the workplace
- Counselling skills
- Problem-solving skills
- Information about treatment (ARVs)

Discussion on responses to Question 22

The responses to the above question clearly show the need by respondents to acquire basic skills that will assist them in transferring their knowledge to their peers and also information on understanding their roles, with specific reference to the workplace. To be effective, HIV and AIDS Peer Education Programmes in the Department of Agriculture – Eastern Cape Province should take into account the needs of the Peer Educators.

3.6 SECTION 4: SUPERVISION

3.6.1 Information on HIV and AIDS Peer Educators supervisors: Question 23

RESPONSE	NUMBER (n=32)	PERCENTAGE (%)
YES	5	16%
NO	27	84%
TOTAL	32	100%

Table 191: Supervision for Peer Educators

Discussion on Table 21

Table 21 illustrates that 84% of the respondents do not have supervisors in their Peer Education roles as such and therefore are not supervised and do not have a support system.

Respondents who answered “YES” to Question 23 were further asked if they engage in supervision sessions.

RESPONSE	NUMBER (n=5)	PERCENTAGE (%)
YES	5	100%
NO	0	0%
TOTAL	5	100%

Table 202: Supervision sessions

Discussion on Table 22

The above table shows that 100% of respondents state that they engage in supervision sessions. These responses imply that there is constant support and guidance for the Peer Educators.

3.6.2 The nature of supervision sessions: Question 24

NATURE OF SUPERVISION SESSIONS	NUMBER (n=5)	PERCENTAGE(%)
FORMAL	1	20%
INFORMAL/ AD HOC	4	80%
A COMBINATION OF BOTH	0	0%
TOTAL	5	100%

Table 213: Nature of supervision sessions

Discussion on Table 23

It is evident from the above table that 80% of the supervision sessions that respondents engage in are informal or *ad hoc*. This implies that the supervision sessions are not structured, do not have scheduled periods and are not specific. A minimum number of the respondents cite that they engage in formal supervision sessions, meaning that the sessions are structured, specific and have scheduled time frames. From the information presented in the table it can be deduced that most supervisors do not have set time for Peer Education and engage in supervision sessions when they can afford to without any specific issues to be discussed.

3.6.3 Knowledge of supervisors about Peer Education issues: Question 25

RESPONSE	NUMBER (n=5)	PERCENTAGE (%)
YES	4	80%
NO	1	20%
TOTAL	5	100%

Table 224: Knowledge of supervisors

Discussion on Table 24

UNFPA (2005:3) state that the role of the supervisor is to ensure that Peer Educators are capacitated before assuming duties. Hence supervisors need to be trained in supervisory skills, programme expectations and the Peer Educations content.

Table 24 shows that 80% of the supervisors are knowledgeable about Peer Education issues. Only 20% of the supervisors are not knowledgeable of Peer Education issues. It can be deduced from the above information that most supervisors are knowledgeable about Peer Education issues and therefore have got insight and understanding of challenges faced by the Peer Educators as well as those facing the Peer Education Programme as a whole. Also, as much as the study shows that most supervisors are knowledgeable about Peer Education issues; there might be challenges with the actual supervision of the HIV and AIDS Peer Educators due to a number of institutional issues.

3.6.4 HIV and AIDS training received by supervisors : Question 26

RESPONSE	NUMBER (n=5)	PERCENTAGE (%)
YES	4	80%
NO	1	20%
TOTAL	5	100%

Table 235: Training received by supervisors

Discussion on Table 25

The information in the table clearly shows that most supervisors (80%) received training on Peer Education. Although majority did indicate they had been trained, it still represents only a small number of supervisors, namely four in total. This implies that most supervisors are knowledgeable about Peer Education issues and have insight on the Peer Education Programme. Only 20% of supervisors did not receive training on Peer Education. These supervisors need to be trained to be able to understand the dynamics of the Peer Education Programme. Also refer to the discussion of Table 24.

3.6.5 Benefits from the supervision sessions: Question 27

RESPONSE	NUMBER (n=5)	PERCENTAGE (%)
YES	4	80%
NO	1	20%
TOTAL	5	100%

Table 246: Benefits from the supervision sessions

Discussion on Table 26

The information in the table shows that 80% of respondents benefit from the supervision sessions. This means that they obtain the support and guidance they require from the supervision sessions. The results obtained in Tables 24 and 25 above, may have an influence in the responses obtained on this question. (Refer to Tables 24 and 25 above)

Respondents were further requested to motivate their answers to Question 27.

The following are responses obtained to the follow-up question:

- Twenty percent (20%) of the respondents cited that they do not benefit from supervision sessions as the supervisor does not have an understanding of issues related to HIV and AIDS Peer Education.
- Eighty percent (80%) of the respondents cite that the supervisors assist them in developing programmes to be done, give advice on what needs to be done, assist with the Peer Education activities and motivates Peer Educators in their Peer Education endeavours.

3.6.6 Recommendations on improving quality of supervision sessions: Question 28

Responses to Question 28 are categorised as follows:

- Regular supervision sessions (at least once a month)
- Supervisor to be capacitated on issues relating to HIV and AIDS Peer Education
- Supervision sessions to be structured
- Supervisors to give feedback on the job performance of the peer educator.

3.7 SECTION 5: JOB PERFORMANCE

3.7.1 Availability of performance agreements: Question 29

RESPONSE	NUMBER (n=32)	PERCENTAGE (%)
YES	0	0%
NO	31	97%
NO RESPONSE	1	3%
TOTAL	32	100%

Table 257: Performance agreements for Peer Education activities

Discussion on Table 27

Deutsch and Swartz (2003:77) are of the opinion that standards need to be developed and adhered to in order to ensure that the objectives of the programme are met. The supervisor, together with the peer educator, need to ensure that they understand and agree on the standards. Powers (1995:2-3) mention that people will perform as desired if they know what is expected of them, meaning that once on the job, the employee and the supervisor need to reach an agreement on the job role and the standard of performance to be able to ensure that expectations are met.

From the above table it is evident that most respondents (97%) do not have performance agreements in place for their Peer Education duties. There is no respondent that confirmed an existing performance agreement for Peer Education duties. The remaining 3% of the respondents did not respond to the question posed. From the above results, it can be deduced that HIV and AIDS Peer Educators do not have a guiding document on what needs to be done in their Peer Education endeavors. This can have a negative effect on their performance.

Respondents who answered “YES” to Question 29 were required to ascertain whether performance standards are clearly outlined in their performance agreements

Information obtained from Table 27 clearly shows that there are no HIV and AIDS Peer Educators with performance agreements, so there are no responses to the follow-up question.

3.7.2 Involvement of Peer Educators in drafting Performance Agreements:

Question 30

RESPONSE	NUMBER (n=32)	PERCENTAGE (%)
YES	0	0%
NO	32	100%
TOTAL	32	100%

Table 268: Involvement of respondents in drafting performance agreements

Discussion on Table 28

The results of Question 29 state that there are no HIV and AIDS Peer Educators with performance agreements which can be linked to the results as presented in Table 27. From this information, the issue of not having a performance agreement as well as not being involved in the drafting of the performance agreement can have adverse negative consequences for the smooth functioning of the Peer Education Programme. Following may be some of the consequences:

- HIV and AIDS Peer Educators not having a sense of ownership of the programme
- Lack of responsibility on what has to be done for a particular period

3.7.3 Agreement with the contents of performance agreements: Question 31

RESPONSE	NUMBER (n=32)	PERCENTAGE (%)
YES	No response	nil
NO	No response	nil
TOTAL	Nil	Nil

Table 279: Agreement with the contents of performance agreements

Discussion on Table 29

Table 29 shows that no respondents answered Question 31. This may be influenced by the results shown in Tables 27 and 28. Also, refer to discussions on Tables 27 and 28.

Respondents who answered “NO” to Question 31 were required to motivate their response. No response was possible to the follow-up question.

3.7.4 Frequency of sessions (per annum) for performance appraisal: Question 32

Response to Question 32

All the respondents (100%) did not respond to Question 32. This is because none of the respondents stated that they have performance agreements for their Peer Education duties. (Refer to Questions 28, 29, 30 and 31).

3.7.5 Type of programmes for HIV and AIDS Peer Educators engage in: Question 33

TYPE OF PROGRAMME	NUMBER	PERCENTAGE (%)
LIFESKILLS	6	19%
PREVENTION PROGRAMMES	20	63%
VCT PROMOTION	4	13%
EDUCATIONAL PROGRAMMES	11	34%
OTHER	0	0%

Table 30: Type of programmes Peer Educators engage in

Discussion on Table 30

At Question 33, respondents had more than one possible option to choose from, therefore the total number of responses exceeds the number of respondents. Table 30 clearly shows that most respondents engage in prevention programmes followed by educational programmes. The programme the least engaged in is VCT promotion. From the responses, it can be deduced that HIV and AIDS Peer Educators are more knowledgeable and feel comfortable presenting HIV and AIDS prevention programmes more than any other programme. This can also mean that, from a capacity building perspective, HIV and AIDS Peer Educators need to be trained so that they can be able to engage in other programmes as well.

3.7.6 The nature of programmes for Peer Educators: Question 34

NATURE OF PROGRAMMES	NUMBER (n=32)	PERCENTAGE (%)
FORMAL	4	13%
INFORMAL	17	53%
COMBINATION OF BOTH FORMAL AND INFORMAL	11	34%
TOTAL	32	100%

Table 281: Nature of programmes Peer Educators engage in

Discussion on Table 31

The results in Table 31 above indicate that 53% of the respondents engage in informal programmes. This indicates that most HIV and AIDS Peer Educators engage in programmes that are informal in nature. This may be due to the fact that it is easier to talk about sexuality issues in an informal setting.

3.7.7 Methods utilised by HIV and AIDS Peer Educators: Question 35

METHOD	NUMBER	PERCENTAGE (%)
GROUP WORK	24	75%
ELECTRONIC MEDIA	1	3%
ROLE PLAYS	0	0%
ART	0	0%
GAMES	12	38%
OTHER	0	0%

Table 292: Methods utilised by Peer Educators

Discussion on Table 32

In responding to Question 35, respondents were allowed to choose more than one method, hence the total number of responses is more than the number of respondents. The results clearly indicate that group work is the most utilised method in carrying out Peer Education duties as 75% of the respondents mentioned. The use of games or engaging in sport was identified as the second most utilized method by 38% of the respondents.

From the results, it is evident that most respondents utilise group work as a method of relaying information. This can be related to the fact that HIV and AIDS Peer Educators run support groups within the workplace and the advantage is that a huge number of employees can be reached at one time therefore containing costs. Also, the minimal use of other methods may be because the HIV and AIDS Peer Educators are not trained in using them. Ability to utilise a variety of methods in the execution of Peer Education duties can make the Peer Education Programme dynamic, interesting and attract a larger number of peers to attend. Saath and Jevan (2003:29) suggest that Peer Educators should be provided with practice on how to teach their peers both knowledge and skills. They should be able to utilise participatory learning methods e.g. role plays, story-telling, art, games and group work as means of enhancing learning.

3.7.8 Information on the time to engage in Peer Education activities: Question 36

RESPONSE	NUMBER (n=32)	PERCENTAGE (%)
YES	14	44%
NO	15	47%
NO RESPONSE	3	9%
TOTAL	32	100%

Table 303: Time to engage in Peer Education activities

Discussion on Table 33

The results show that most respondents (47%) mentioned not having enough time to engage in Peer Education activities. From the results above it can be deduced that most HIV and AIDS Peer Educators do not have enough time to engage in Peer Education activities, as expected.

Respondents who answered “NO” to Question 36 were required to explain what they think is sufficient time to enable them to perform as required.

RESPONSE	NUMBER (n= 15)	PERCENTAGE (%)
ONCE A MONTH	6	40%
ONCE IN TWO MONTHS	5	33%
ONCE IN THREE MONTHS (QUARTER)	4	27%
TOTAL	15	100%

Table 314: Views on time to engage in Peer Education activities

Discussion on Table 34

The responses in the above table were not given in the questionnaire, however the responses received were categorised as shown above.

The information in the table is evident that most HIV and AIDS Peer Educators (40%) think that engaging in Peer Education once a month would be sufficient to perform as required. 33% of the HIV and AIDS Peer Educators are of the opinion that they can perform better if they can engage in Peer Education duties at least once in two months. 27% of the HIV and AIDS Peer Educators believe that they can perform their Peer Education duties as required once in three months or a quarter.

From the above information, it is evident that HIV and AIDS Peer Educators have different thoughts about what they think is adequate time for them to perform their Peer Education duties as required, although a small majority indicated that a higher frequency in contact would be more ideal. The working environment and work load can have influence on the different responses obtained.

3.7.9 Level of satisfaction with the execution of peer education in the Department: Question 37

RESPONSE	NUMBER (n=32)	PERCENTAGE (%)
YES	8	25%
NO	22	69%
NO RESPONSE	2	6%
TOTAL	32	100%

Table 325: Satisfaction with the manner in which peer education is executed

Discussion on Table 35

The information in the table shows that most respondents (69%) are dissatisfied with the manner in which HIV and AIDS Peer Education is executed in the Department of Agriculture – Eastern Cape Province.

The response obtained gives a negative picture of the implementation or execution of the peer education programme. Roodt *et al.* (2006:77) mention that there are factors that affect job satisfaction and that they need to be addressed in order for job performance to improve. They are the support of co-workers, working conditions, remuneration, availability of promotional opportunities, the nature of the work itself.

Respondents who answered “YES” to Question 37 were requested to state the highlights of the programme.

Only one respondent answered the follow-up question and stated the highlight of the peer education programme as hosting of sporting activities. All other respondents did not answer the follow up question.

Respondents who answered “NO” to Question 37 were requested to explain what they thought were problem areas and how they can be improved.

PROBLEM AREA	SOLUTIONS/ IMPROVEMENT PLAN	NUMBER(n=32)	PERCENTAGE (%)
No/Lack of supervision	Equip supervisors with peer education knowledge	5	23%
Lack of/Insufficient budget	The department must allocate a budget for peer education and the budget must be decentralized	22	100%
Lack of working tools/Resources	Peer educators to be supplied with the necessary resources	18	82%

Table 336: Problems of and solutions for the peer education programme

Discussion on Table 36

In answering the above question, respondents were allowed to make more than one response; hence the number of responses does not equal the number of respondents.

From the above table, it is evident that all respondents (100%) have identified a lack of and/or insufficient funding as some of the problems affecting execution of their Peer Education duties. Eighty two percent (82%) of the respondents mentioned lack of necessary resources to carry out their duties. Only 23% of the HIV and AIDS Peer Educators mentioned lack of supervision as a problem area.

The abovementioned problem areas are actually essential for the execution of a successful programme. The tabled solutions need to be taken into consideration for the Department to be able to render an efficient and effective HIV and AIDS Peer Education Programme. Kirkpatrick (2006: 66-67) suggests that as means of improving job performance, there needs to be a performance improvement plan. The plan should describe what needs to be done and by whom. The performance improvement plan should take cognizance of the following, practicability, time, responsibility and be specific.

3.8 SECTION 6: WORKING ENVIRONMENT

3.8.1 Availability of required resources to perform Peer Education tasks: Question 38

RESPONSE	NUMBER (n=32)	PERCENTAGE (%)
YES	5	16%
NO	27	84%
TOTAL	32	100%

Table 347: Required resources to perform Peer Education tasks

Discussion on Table 37

The table shows that 84% of the HIV and AIDS Peer Educators do not have the required resources to perform their Peer Education duties. From the above information, it can be deduced that most HIV and AIDS peer educator's job performance is negatively affected by the lack of resources to carry out their Peer Education tasks. This can have a snowball effect, i.e. affecting the performance of the whole Peer Education Programme.

Respondents who answered "YES" to Question 38 were requested to state the resources they have.

Following were responses received:

- Promotional material
- Condoms
- Office space

Respondents who answered "NO" to Question 38 were requested to state what they think will enable them to perform their Peer Education duties as required.

Following were responses received:

- Office space
- Transport
- Budget

- Promotional material
- Working tools (Dildos, DVDs, Stationery)

3.8.2 Budget for the HIV and AIDS Peer Education Programme: Question 39

RESPONSE	NUMBER (n=32)	PERCENTAGE (%)
YES	0	0%
NO	32	100%
TOTAL	32	100%

Table 358: Budget for the HIV and AIDS Peer Education Programme

Discussion on Table 38

Table 38 shows that 100% of the HIV and AIDS Peer Educators do not have a budget allocated for the Peer Education Programme. This means that management does not regard the management of HIV and AIDS as required by the South African Government, as a priority. A lack of funds to run the programme will have a negative effect on the morale and job performance of the HIV and AIDS Peer Educators as well as the whole Peer Education Programme.

Respondents who answered “YES” to Question 39 were requested to state if they think the amount allocated is sufficient to meet the demands of the Peer Education Programme.

As the above table indicates, there are no respondents who have a budget for their Peer Education Programme, thus there are no responses to the above follow up question.

Respondents who answered “NO” to Question 39 were requested to state what they think needs to be done to obtain budget.

Following are responses to the above follow-up question:

- The Office of The Premier (OTP) must allocate a budget for HIV and AIDS Workplace Programmes to Departments.

- The Head Office must allocate a budget to the regional offices, ie decentralisation of the budget.
- Regional Directors/Heads must allocate a portion of the budget for Peer Education activities.

3.8.3 Attendance of Peer Education Programmes by co-workers: Question 40

RESPONSE	NUMBER (n=32)	PERCENTAGE (%)
YES	26	81%
NO	6	19%
TOTAL	32	100%

Table 369: Attendance of Peer Education Programmes by co-workers

Discussion on Table 39

From the above it is evident that 81% of the respondents confirm that their co-workers attend Peer Education Programmes. This means that co-workers are interested and that they realise the value of the programme.

Respondents who answered “YES” to Question 40 were requested to rate the attendance on average.

ATTENDANCE RATE (ON AVERAGE)	NUMBER (n=26)	PERCENTAGE (%)
POOR (0 – 25% of the expected number of attendees)	5	19%
FAIR (26 – 49% of the expected number of attendees)	13	50%
GOOD (50 – 74% of the expected number of attendees)	8	31%
EXCELLENT (75 – 100% of the expected number of attendees)	0	0%
TOTAL	26	100%

Table 40: Attendance rate of co-workers on average

Discussion on Table 40

From the above information, it is evident that employees attend Peer Education Programmes although the rate of attendance is fair.

Respondents who answered “NO” were requested to mention what co-workers cite as reasons for non- attendance.

Following are responses to the above question:

- No interest in Peer Education activities.
- Supervisor not releasing/ allowing them time to attend.

Respondents who answered “NO” were also requested to state how do they plan to address non- attendance.

Following are responses to the above question:

- Motivate employees to attend.
- Request assistance from Head Office with the mobilization of employees.
- Approach Regional Heads to prioritise the programme and allow employees to attend.

3.8.4 Attendance of Peer Education Programmes (remuneration level): Question 41

REMUNERATION LEVEL	ALWAYS	SOMETIMES	NEVER
LEVEL 1 – 5	20	12	0
LEVEL 6 – 8	17	7	8
LEVEL 9 – 12	0	4	28
LEVEL 13 AND ABOVE	0	0	32

Table 371: Attendance according to remuneration level of attendees

Discussion on Table 41

From the above table it is evident that employees categorised as Level 1- 5 in terms of remuneration are the people who mostly attend Peer Education. Level 6 – 8 are classified as the second category of employees who mostly attend Peer Education Programmes. Level 13 and above, i.e. management are stated as not attending the Peer Education Programmes.

It can be deduced from the above that Senior and Top Management do not attend the Peer Education activities. This can also mean that there is no management buy-in into the Peer Education Programme within the Department of Agriculture – Eastern Cape Province.

3.8.5 Existence of a workplace policy on HIV and AIDS in the Department: Question 42

RESPONSE	NUMBER (n=32)	PERCENTAGE (%)
YES	20	63%
NO	12	37%
TOTAL	32	100%

Table 382: Existence of an HIV and AIDS workplace policy in the Department

Discussion on Table 42

Sixty three percent (63%) of the respondents acknowledged the presence of a policy and 37% stated not having any knowledge of a policy on HIV and AIDS in the workplace in the Department of Agriculture – Eastern Cape Province. This shows that most HIV and AIDS Peer Educators are aware of what the Department’s commitment is regarding the management of HIV and AIDS in the workplace. The policy also acts as a guideline on what needs to be done in regards to HIV and AIDS in the workplace.

Respondents who answered “YES” were requested to respond as to whether employees are knowledgeable in order to understand the contents of the policy.

RESPONSE	NUMBER (n=20)	PERCENTAGE (%)
YES	5	25%
NO	5	25%
NOT SURE	10	50%
TOTAL	20	100%

Table 393: Employees’ knowledge and understanding of the contents of the policy

Discussion on Table 43

Most HIV and AIDS Peer Educators (50%) responded by stating that they are not sure whether employees are knowledgeable to understand the contents of the policy. The respondents need to ensure that employees know their rights and that can only be done through knowledge of policy.

3.8.6 Operational guidelines on the HIV and AIDS workplace policy: Question 43

RESPONSE	NUMBER (n=32)	PERCENTAGE(%)
YES	3	9%
NO	11	35%
NOT APPLICABLE (NO POLICY)	18	56%
TOTAL	32	100%

Table 404: Operational guidelines to the HIV and AIDS workplace policy

Discussion on Table 44

Fifty six percent (56%) of the respondents mentioned that they have no policy and therefore the question is not applicable to them. Only 9% of the respondents stated that there are supporting operational guidelines to the policy on HIV and AIDS in the Department of Agriculture - Eastern Cape Province.

Respondents who answered “YES” to Question 43 were further asked if employees are knowledgeable in order to understand the contents of the operational guidelines.

RESPONSE	NUMBER (n=3)	PERCENTAGE (%)
YES	0	0%
NO	3	100%
NOT SURE	0	0%
TOTAL	3	100%

Table 415: Knowledge and understanding of the contents of the operational guidelines

Discussion on Table 45

All the respondents (100%) mentioned that employees are not knowledgeable in order to understand the contents of the operational guidelines. This means that employees are not aware of policy as well as the supporting guidelines to the policy.

3.9 SECTION 7: MONITORING AND EVALUATION

3.9.1 Existence of a Business Plan for the Peer Education Programmes: Question 44

RESPONSE	NUMBER (n=32)	PERCENTAGE (%)
YES	0	0
NO	32	100%
TOTAL	32	100%

Table 426: Existence of a Business Plan for Peer Education Programmes

Discussion on Table 46

All the respondents (100%) stated that the Peer Education Programmes do not have a Business Plan. Therefore it means that the HIV and AIDS Peer Educators do not have a guide on what and when to engage in the Peer Education activities. This shows lack of supervision as well as lack of management buy-in into the Peer Education Programme.

Respondents who answered “YES” to Question 44 were requested to answer if as Peer Educators they were aware of the details of the Business Plan.

All the respondents answered that there are no business plans for Peer Education duties.

Respondents who answered “NO” to Question 44 were required to explain what informs Peer Educators on what activities to be done.

The following are responses to the above follow-up question:

- Head Office informs the Peer Educators of Peer Education activities to be done and when to do them as they fund the programmes and/or activities to be done.

- Peer Education activities are indicated on the events calendar.

3.9.2 Monitoring of Peer Educator Performance: Question 45

MONITORING METHOD	YES	NO	PERCENTAGE (%)
Submit reports	6	-	19%
Attend meetings	17	-	53%
Both meetings and reports	6	-	19%
Other	0	-	0%
No response	3	-	9%
TOTAL	32	-	100%

Table 437: Monitoring of peer educator performance

Discussion on Table 47

From the above information, it is evident that most Peer Educators submit reports as ways and means of accounting for their Peer Education activities.

3.9.3 Frequency of monitoring Peer Educator Performance: Question 46

FREQUENCY OF MONITORING	NUMBER (n=32)	PERCENTAGE (%)
WEEKLY	0	0%
MONTHLY	0	0%
ANNUALLY	32	100%
NONE OF THE ABOVE	0	0%
TOTAL	32	100%

Table 448: Frequency of monitoring Peer Educator Performance

Discussion on Table 48

The above table clearly shows that 100% of HIV and AIDS Peer Educators stated that they engage in monitoring of their Peer Education activities only on an annual basis. There is no monitoring of the programme on a regular basis as may be required. From the above it is evident that monitoring of Peer Education activities is actually lacking. This may have a negative effect on the performance of HIV and AIDS Peer Educators as well as the Peer Education Programme as a whole.

3.9.4 Availability of standardised format for reports: Question 47

RESPONSE	NUMBER (n=32)	PERCENTAGE (%)
YES	6	19%
NO	20	62%
NO RESPONSE	6	19%
TOTAL	32	100%

Table 459: Standardised format for reports

Discussion on Table 49

Sixty two percent (62%) of the respondents stated that there is no standardised format for reports. This clearly shows that there is uncertainty amongst HIV and AIDS Peer Educators about the availability of a format for reporting. However, most HIV and AIDS Peer Educators mentioned that there is no format for reporting in the Peer Education Programme.

3.9.5 Opportunity to contribute to the reports and/or meetings: Question 48

RESPONSE	NUMBER (n=32)	PERCENTAGE (%)
YES	13	41%
NO	19	59%
TOTAL	32	100%

Table 50: Opportunity for Peer Educators to contribute and express their views

Discussion on Table 50

The table above shows that 59% of the HIV and AIDS Peer Educators are not given the opportunity to express their views in meeting and /or reports. From the above it can be deduced that there is a lack of opportunity for HIV and AIDS Peer Educators regarding contribution in reporting and meeting procedures.

3.9.6 Monitoring and evaluation component in the Business Plan: Question 49

RESPONSE	NUMBER (n=32)	PERCENTAGE (%)
YES	0	0
NO	32	100%
TOTAL	32	100%

Table 461: Monitoring and evaluation component in Business Plan

Discussion on Table 51

All respondents (100%) stated that there is no monitoring and evaluation component in the Business Plan. (Refer to Question 44). This correlates as the respondents confirmed the lack of the existence of a business plan.

3.10 SUMMARY

This chapter provided data that was collected during the study. The information was obtained through administering a questionnaire to a group of HIV and AIDS Peer Educators. The data collected was analysed and presented in this chapter in the form of tables followed by a discussion and interpretation.

CHAPTER 4 CONCLUSIONS AND RECOMMENDATIONS

This chapter is aimed at reaching conclusions and making recommendations on the findings of the research study. The recommendations will be made specifically related to the different sections as outlined in the questionnaire, viz:

1. Biographical information
2. Recruitment and selection
3. Training
4. Supervision
5. Job performance
6. Working environment
7. Monitoring and evaluation

4.1 BIOGRAPHICAL INFORMATION

4.1.1 Conclusions

As stated in the questionnaire, biographical information was collected for demographic purposes. However, an important aspect that was revealed by the study is that:

- 16% of the HIV and AIDS Peer Educators receive remuneration on Salary Level 1 – 5, i.e. General Assistants.
- 66% receive remuneration on Salary Level 6 – 8, i.e. Administrative Staff.
- 18% receive remuneration on Salary Level 9 – 12, i.e. Middle Management.
- There is no HIV and AIDS Peer Educators who receive remuneration on Salary Level 13 and above, i.e. Senior and Top Management.

4.1.2 Recommendations

It is recommended that:

- The Department of Agriculture, Eastern Cape Province consider allocating a member of Senior Management Services to be responsible for the HIV and AIDS Workplace

Programme within the Department. This appointment should be done in writing by the Head of Department.

- A Key Performance Area (KPA) of Management of HIV and AIDS in the workplace should be included in such a SMS member's performance agreement. This will ensure that there is an individual at strategic level within the Department, responsible for the implementation of HIV and AIDS Workplace Programmes.

4.2 RECRUITMENT AND SELECTION

4.2.1 Conclusions

The selection criteria are of the utmost importance for the HIV and AIDS Peer Education Programme. In an ideal situation Peer Educators must volunteer to join the Peer Education Programme. This will ensure that there is commitment and willfulness. However, the results of this study show that only 25% of the HIV and AIDS Peer Educators volunteered to join the programme. Most HIV and AIDS Peer Educators (59%) were selected by the managers. The researcher foresees a great challenge where HIV and AIDS Peer Educators are selected by managers as some managers may want to get rid of problematic employees. Also, managers may select or choose people who do not have an interest in the Peer Education Programme, but are only doing it for compliance purposes.

4.2.2 Recommendations

- Individuals joining the HIV and AIDS Peer Education Programme should do so voluntarily – which will ensure commitment towards Peer Education endeavours.
- The Department of Agriculture, Eastern Cape Province should have a thorough selection criteria and selection process where, besides registering for joining the HIV and AIDS Peer Education Programmes, individuals are screened to ensure compliance to set criteria.
- The selected individuals for the HIV and AIDS Peer Education Programme should be appointed in writing. The appointment letter should stipulate what is expected of them and be signed by the Head of Department, as means of pledging his support to the existence of the programme. The appointment letter should also be given to the peer

educator's immediate supervisor, to inform him/her of the extra tasks or duties that the individual employee will have to perform.

4.3 TRAINING

4.3.1 Conclusions

- The training of newly appointed HIV and AIDS Peer Educators forms the core of the functionality of both Peer Education Programme as well as that of the HIV and AIDS Peer Educators.
- From the study, it is evident that 72% of the HIV and AIDS Peer Educators did not receive training prior to joining the programme. Only 28% of the respondents mentioned to have been trained prior to engaging in Peer Education activities.

4.3.2 Recommendations

- No HIV and AIDS Peer Educator may engage in Peer Education activities without receiving training on HIV and AIDS Peer Education.
- For the Peer Education Programme to be fully effective, training of HIV and AIDS Peer Educators should be ongoing.
- Training needs should be established prior to engaging in training. This will ensure that the problem areas are addressed and also if there are any knowledge gaps.
- The training methods utilised should try and ensure that HIV and AIDS Peer Educators are capacitated to enable them to freely present the information to their peers. They should be able to use a variety of methods in transfer of information.
- The content of the training must be comprehensive and cover all the basic areas, Peer Education methodology as well as HIV and AIDS basic information.
- Only accredited service providers should be contracted to conduct HIV and AIDS Peer Education training. This will ensure the quality of the training being disseminated.
- Training manuals and handbooks must be made available to HIV and AIDS Peer Educators. Such manuals and handbooks will assist Peer Educators in carrying out their duties. HIV and AIDS Peer Educators must be trained in the proper use of the handbooks and training manuals.

4.4 SUPERVISION

4.4.1 Conclusions

- For any programme to be successful there needs to be an individual to oversee all the operations, namely the supervisor. The role of the supervisor in the HIV and AIDS Peer Education Programme is to provide direction, offer support and assist the Peer Educators with meeting targets, goals, objectives as well as making sure that the resources needed to execute the work, are available. To be able to support Peer Education endeavours, the supervisor must be knowledgeable on HIV and AIDS issues as well as Peer Education issues. Also, supervisors should be individuals with good interpersonal skills to enable them to manage the HIV and AIDS Peer Educators.
- The results of this study show that only 16% of the HIV and AIDS Peer Educators have supervisors. The majority of HIV and AIDS Peer Educators (84%) do not have supervisors. This information indicates that majority of HIV and AIDS Peer Educators do not have a support system.

4.4.2 Recommendations

The Department of Agriculture, Eastern Cape Province should ensure that HIV and AIDS Peer Educators are allocated supervisors for their Peer Education duties:

- Supervisors should be formally appointed in writing by the Head of Department.
- Supervisors should be trained on basic issues in relation to HIV and AIDS Peer Education to enable them to have insight into the programme.
- As means of ensuring progress within the HIV and AIDS Peer Education Programme, there should be regular performance management sessions between the supervisor and the HIV and AIDS Peer Educator. These sessions should be structured and focus on specific issues.

4.5 JOB PERFORMANCE

4.5.1 Conclusions

- The findings of the study show that 100% of HIV and AIDS Peer Educators do not have performance agreements. This, therefore, means that there is no guiding document as to what needs to be done, by whom and when. This may lead to uncertainty and conflict situations regarding the work to be done.
- Also, the study shows that in relation to the methods employed by HIV and AIDS Peer Educators in executing their duties, most Peer Educators (75%) utilise group work. Sixty nine percent (69%) of the HIV and AIDS Peer Educators mentioned that they are not satisfied with the manner in which Peer Education Programmes are conducted within the Department of Agriculture, whilst 25% said they were satisfied with the current state of affairs.

4.5.2 Recommendations

- To justify the existence of the HIV and AIDS Peer Education Programme, Peer Educators should have performance agreements. The performance agreements should stipulate the objectives of the programme, it should be inclusive of targets, time frames, allocated responsibilities, as well as the type of resources to be utilised to achieve the goals and/or objectives. The performance agreement must have a monitoring and evaluation component. This will ensure that both peer educator and supervisor know what has to be done, when and by whom.
- The performance agreement should be realistic and linked to the broader goals of the Department.
- The performance contract should be drafted and agreed to by both the supervisor and peer educator. It must be signed by both parties showing their understanding and agreement to the contents thereof.
- The peer educator's immediate supervisor should be informed of the performance agreement so that it can be included into the peer educator's general work contract. This will ensure that it is regarded as a Key Performance Area (KPA) and allocated a rating accordingly.

- For HIV and AIDS Peer Education to be an exciting programme, Peer Educators should be able to utilise different methods in their Peer Education activities, hence the need to be trained on such activities.
- The Department should allocate necessary resources to enable the HIV and AIDS Peer Educators to carry out their job. Resources include financial, human, working tools and others.

4.6 WORKING ENVIRONMENT

4.6.1 Conclusions

- The working environment needs to be conducive for the implementation of various programmes in the workplace. The working environment creates an enabling atmosphere for the realisation of the goals and objectives of the Department as a whole.
- From the study, it is evident that HIV and AIDS Peer Educators are not receiving support from the Department. This is shown in that 100% of the HIV and AIDS Peer Educators do not have an allocated budget for Peer Education which makes it difficult to engage in activities. Also, the study shows that most employees do not attend Peer Education activities because their supervisors do not allow them to whilst some mention that they do not have interest in Peer Education activities.

4.6.2 Recommendations

- The Department of Agriculture, Eastern Cape Province must allocate a budget for HIV and AIDS Peer Education.
- The budget should be decentralised to the different regional offices for accessibility to funds.
- A Chief Officer, who is the HIV and AIDS Peer Education Supervisor, should be appointed to manage the programme as well as the budget.
- The Department should ensure that the needed working tools are made available to the HIV and AIDS Peer Educators to enable them to carry out their tasks.

- The Head of Department or the Regional Office Head should ensure that all managers release employees to attend HIV and AIDS related activities as per Department of Public Service and Administration (DPSA) recommendations.
- HIV and AIDS Peer Education should take place during working hours to ensure that it reaches the target group, i.e. departmental employees.
- The Department of Agriculture should have a policy on HIV and AIDS in the workplace and the policy should be communicated to all employees.

4.7 MONITORING AND EVALUATION

4.7.1 Conclusions

The study clearly shows that:

- Hundred percent (100%) of HIV and AIDS Peer Educators mentioned that the HIV and AIDS Peer Education Programme does not have a business plan.
- Fifty three percent (53%) of the Peer Educators attend meetings as means of monitoring their performance. The meetings are held once a year.

From the above information, it is evident that within the HIV and AIDS Peer Education Programme, there is no monitoring and evaluation component that is effective and applied consistently.

4.7.1 Recommendations

- The Department of Agriculture, Eastern Cape Province must ensure that HIV and AIDS Peer Education Programmes have proper business plans. The business plans should stipulate what has to be done within the programme.
- HIV and AIDS Peer Educators should be involved in the drafting of the business plan and that they must be afforded the opportunity to provide input.
- A well planned monitoring and evaluation strategy should be part of the business plan, as well as work plan agreements of both the HIV and AIDS Peer Educators and the Supervisors.

4.8 RESEARCH GOAL, OBJECTIVES AND RESEARCH QUESTION

4.8.1 Research Goal

The goal of this study was to explore the reasons why HIV and AIDS Peer Educators within the Department of Agriculture, Eastern Cape Province are not performing their duties as expected. The research goal has been achieved.

4.8.2 Objectives of the study

The following objectives of the study have been met:

- To describe the practice of Peer Education, HIV and AIDS Peer Education and factors that affect performance within organisations.
- To explore the reasons why HIV and AIDS Peer Educators do not perform their duties as expected in the Department of Agriculture, Eastern Cape Province.
- To make recommendations to the Department of Agriculture, Eastern Cape Province on methods of improving the Peer Education Programme, based on literature as well as the empirical results of the study.

4.8.3 Research Question

The research question was: What are the reasons why HIV and AIDS Peer Educators in the Department of Agriculture, Eastern Cape Province do not perform their duties as expected. The Research question has been answered.

4.9 CONCLUSIONS

It can be concluded that the goal, namely to explore the reasons why HIV and AIDS Peer Educators within the Department of Agriculture, Eastern Cape Province are not performing their duties as expected and objectives, as set out in Paragraph 4.8.2 above, had been reached.

It can also be concluded that the research question, namely the reasons why HIV and AIDS Peer Educators within the Department of Agriculture, Eastern Cape Province do not perform their duties as expected, had been answered.

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ANNEXURE A: CONSENT FORM

CONSENT FORM

Participant's name :.....

Date:.....

Principal researcher :Ms Viwe Dunjwa
Institution: Department of Social Work and Criminology,
Faculty of Humanities, University of Pretoria.

INFORMED CONSENT

1. **Title of the study:**

Reasons for non-performance by HIV and AIDS Peer Educators within the Department of Agriculture, Eastern Cape Province.

2. **Purpose of the study:**

The purpose of the study is to investigate the reasons why HIV and AIDS Peer Educators, within the Department of Agriculture – Eastern Cape province, are not performing their duties as expected and explore areas of improvement with the goal of rendering an effective HIV and AIDS Peer Education Programme.

3. **Procedures:**

I will be requested to complete a questionnaire in writing relating to the HIV and AIDS Peer Education Programme in my Department. The process will take a maximum of 30 minutes. The principal researcher will be available throughout the process to provide clarity on any questions asked but will not influence the answers.

4. **Risks and discomfort:**

There are no known physical, emotional as well as medical risks and/or discomforts associated with this project.

5. **Benefits:**

I understand that the results of the study will assist the Department of Agriculture, Eastern Cape Province and other professionals to have a better understanding of the concept of HIV and AIDS Peer Education and how to implement it effectively.



6. Participant’s rights:

I am fully aware and understand that I have the right to withdraw from participating in the study at any time.

7. Confidentiality:

I understand that my identity will be kept confidential. The results of the study may be published in professional journals or presented at professional conference but my identity will not be revealed.

If I have any questions or concerns, I can call Ms Viwe Dunjwa at 082 828 1253 or 073 218 5228 at any time.

I understand my rights as a participant, and I voluntarily consent to participation in this study. I understand what the study is about and how and why it is being done. I will receive a signed copy of this consent form.

.....
Participant’s signature

.....
Date

.....
Researcher’s signature

.....
Date

ANNEXURE B: QUESTIONNAIRE

RESEARCH TOPIC: REASONS FOR NON- PERFORMANCE BY HIV and AIDS PEER EDUCATORS WITHIN THE DEPARTMENT OF AGRICULTURE – EASTERN CAPE PROVINCE.

RESEARCHER: Ms Viwe Dunjwa

INSTITUTION: Department of Social Work and Criminology, Faculty of Humanities, University of Pretoria

CONTACT DETAILS: 073 218 5228 / 082 828 1253

SUPERVISOR: Prof L. S. Terblanche

TITLE OF THE STUDY:
REASONS FOR NON- PERFORMANCE BY HIV and AIDS PEER EDUCATORS WITHIN THE DEPARTMENT OF AGRICULTURE – EASTERN CAPE PROVINCE.

THE QUESTIONNAIRE:

- This questionnaire is sub-divided into 7 sections.
- You are kindly requested to answer **all** questions to the best of your knowledge.
- The questions are divided into open- ended and close ended questions.
- Where there is a box, you must answer using an **x**.
- Where you are requested to explain, use the space provided.
- Confidentiality is guaranteed as no names will be required.
- The biographical information asked will be used for demographic purposes only.
- If there is any need for clarity, feel free to contact the researcher.

SECTION 1. BIOGRAPHICAL INFORMATION



1. Are you?

Male	
Female	

2. Your age group:

18 - 25	
26 - 35	
36 - 45	
46 - 55	
56 - 65	
66 and older	

3. Racial group:

Black	
White	
Indian	
Coloured	
Other (specify)	

4. Marital status:

Single	
Married	
Widowed	
Divorced	
Separated	

5. Educational level:

Below Grade 12	
Grade 12	
Tertiary qualification	
Post-graduate qualification	

6. How long have you been in the employ of the Department?



0 – 5 years	
6 -10 years	
11 – 15 years	
16 – 20 years	
21 years and above	

7. At what level are you in the Department?

Level 1 - 5	
Level 6 - 8	
Level 9 - 12	
Level 13 and above	

8. Within the organisation, where are you placed?

Head office	
Regional office	
Agricultural institute	

SECTION 2. RECRUITMENT AND SELECTION

9. How long have you been an HIV and AIDS peer educator within the Department?

Less than 12 months	
1yr – 3yrs	
4yrs – 6yrs	
7yrs and above	

10. How did you join the Peer Education Programme?

Selected by the manager/ supervisor	
Nominated by peers	
Voluntarily	
Excess staff	
Other (specify)	

11. Do you have any previous experience with HIV and AIDS Peer Education?

Yes	
No	

If **yes**, briefly describe this experience?

12. What is your motive for being a peer educator?

SECTION 3. TRAINING

13. Did you receive any training when joining the Peer Education Programme?

Yes	
No	

If **no**, move to Section 4. If **yes**, proceed with Question 14.

14. What kind of training did you receive?

15. Do you think the training curriculum had any relevance to HIV and AIDS Peer Education?

Yes	
No	

16. What was the duration of training?

1 – 3 days	
4 – 6 days	
1 week – 2 weeks	
3 weeks and above	

17. Was the training

Theoretical	
Practical	
Both theoretical and practical	

18. Do you believe that the training received was sufficient for you to perform Peer Education tasks?

Yes	
No	

If **yes**, motivate your answer?

If **no**, how have you managed to engage in Peer Education activities?

19. Did you receive any training after you have joined the Peer Education Programme?

Yes	
No	

If **yes**, stipulate time span since joining Peer Education Programme ?

1 week – 2 weeks	
3 weeks - 1 month	
2 months – 6 months	
6 months – 1 year	
1 year and above	

20. Have you ever been for refresher training?

Yes	
No	

If **yes**, how often do you attend refresher training?

21. Do you see the need for refresher training?

Yes	
No	

Please motivate your answer:

22. What would you like to be included in Peer Education training for you to perform your task as a peer educator better?

SECTION 4. SUPERVISION

23. Do you have a supervisor in your role as a HIV and AIDS peer educator?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

If **yes**, do you engage in supervision sessions?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

24. The format of the supervision sessions is:

Formal	<input type="checkbox"/>
Informal/ adhoc	<input type="checkbox"/>
A combination of both	<input type="checkbox"/>

25. Is your supervisor knowledgeable about Peer Education issues?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

26. Did your supervisor receive any training on Peer Education?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

27. Do you benefit from your supervision sessions?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

Please motivate your answer:

28. What can you recommend to improve the quality of the supervision sessions?



SECTION 5. JOB PERFORMANCE

29. Do you have a performance agreement for your Peer Education activities?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

If **yes**, are performance standards clearly outlined in the performance agreement?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

30. Were you involved in the drafting of the performance agreement?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

31. Are you in agreement with the contents of your performance agreement?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

If **no**, motivate why:

32. Stipulate the frequency of sessions per annum for performance appraisal regarding your Peer Education duties?

33. In your Peer Education endeavours, what programmes do you engage in?

Lifeskills	<input type="checkbox"/>
Prevention programmes	<input type="checkbox"/>
VCT promotion	<input type="checkbox"/>
Educational programmes	<input type="checkbox"/>
Other (specify)	<input type="checkbox"/>

34. Are your programmes in nature:

Formal	
Informal	
Combination of formal and informal	

35. What methods do you utilise in your Peer Education activities?

Group work	
Electronic media	
Role plays	
Art	
Games	
Other (specify)	

36. Do you think you have enough time to engage in Peer Education activities?

Yes	
No	

If no, what do you think is sufficient time to enable you to perform as required?

37. Are you, currently satisfied in the manner in which the Peer Education Programme is executed in your organisation?

Yes	
No	

If **yes**, what are highlights of the programme?

If **no**, what do you think are the problem areas and how can they be improved?

SECTION 6. WORKING ENVIRONMENT

38. As a peer educator, do you have the required resources to enable you to perform your Peer Education tasks?

Yes	
No	

If **yes**, what resources do you have?

If **no**, what resources do you think will enable you to perform your Peer Education duties as required?

39. Is your Peer Education Programme budgeted for?

Yes	
No	

If **yes**, do you think the amount allocated is sufficient to meet the demands of the Peer Education Programme?

If **no**, what do you think needs to be done to obtain budget?

40. Do co-workers attend the Peer Education Programmes?

Yes	
No	

If **yes**, rate their attendance (on average)

Poor (0 < 25% of the expected number of attendees)	
Fair (25% - 49% of the expected number of attendees)	

Good (50% - 74 % of the expected number of attendees)	
Excellent (75% - 100% of the expected number of attendees)	

If **no**, what do they cite as reasons for non- attendance?

How do you plan to address non- attendance?

41. In your own experience, who attends Peer Education Programmes? Rate according to attendance patterns.

Level 1 – 5	always	sometimes	never
Level 6 -8	always	sometimes	never
Level 9 – 12	always	sometimes	never
Level 13 and above	always	sometimes	never

42. Is there a policy on HIV and AIDS in the workplace within your Department?

Yes	
No	

If **yes**, are employees knowledgeable in order to understand the contents of the policy?

Yes	
No	
Not sure	

43. Are there supporting operational guidelines to the policy on HIV and AIDS in the workplace within your Department?

Yes	
No	
Not applicable (no policy)	

If **yes**, are employees knowledgeable in order to understand the contents of the operational guidelines?

Yes	
No	
Not sure	

SECTION 7. MONITORING AND EVALUATION

44. Does the Peer Education Programme have a Business Plan?

Yes	
No	

If **yes**, as a peer educator are you aware of the details of the Business Plan?

If **no**, what informs the Peer Educators on what activities to be done?

45. As means of monitoring your performance as a peer educator, do you?

	Yes	No
Submit reports		
Attend meetings		
Both (meetings and reports)		
No monitoring		
Other (specify)		

46. How often do you engage in your answer in 45? Frequency may differ for different activities

Weekly	
Monthly	
Annually	
None of the above	

47. Is there a standardised format for reports ?

Yes	
No	



48. Are Peer Educators given the opportunity to contribute/ express their views in the reports and/ or meetings?

Yes	
No	

49. Does the Peer Education have a monitoring and evaluation component in the Business Plan?

Yes	
No	

Thank you for your participation!



ANNEXURE C: APPROVAL FROM RESEARCH ETHICS COMMITTEE



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Humanities
Research Ethics Committee

8 April 2010

Dear Prof Lombard

Project: Reasons for non-performance by HIV and AIDS peer educators within the Department of Agriculture, Eastern Cape Province
Researcher: VB Dunjwa
Supervisor: Prof LS Terblanche
Department: Social Work and Criminology
Reference number: 25352777

Thank you for your response to the Committee's letter of 2 March 2009.

I have pleasure in informing you that the Research Ethics Committee formally **approved** the above study at an *ad hoc* meeting held on 7 April 2010. Please note that this approval is based on the assumption that the research will be carried out along the lines laid out in the proposal. Should your actual research depart significantly from the proposed research (as sometimes happens for a variety of possible reasons), it would be necessary to apply for a new research approval and ethical clearance.

The Committee requests you to convey this approval to Ms Dunjwa .

We wish you success with the project.

Sincerely

Prof. John Sharp
Chair: Research Ethics Committee
Faculty of Humanities
UNIVERSITY OF PRETORIA
e-mail: john.sharp@up.ac.za

Research Ethics Committee Members: Dr L Blokland; Prof M-H Coetzee; Dr JEH Grobler; Prof KL Harris; Ms H Klopper; Prof E Krüger; Prof A Mlambo; Dr S Ouzman; Dr C Panebianco-Warrens; Prof G Prinsloo; Prof J Sharp (Chair); Prof E Taljard ; Dr J van Dyk; Dr FG Wolmarans



ANNEXURE D: APPROVAL FROM THE DEPT OF AGRICULTURE, EASTERN CAPE PROVINCE

21. Nov. 2006 9:30

DEPT AGRICULTURE EC

No. 3645 P. 2



Province of the
EASTERN CAPE
DEPARTMENT OF AGRICULTURE

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Telefoon : Mrs. Gower
Imibuzo :
Navrae :

8 November 2006

Prof L.S Terblanche
Department of Social Work and Criminology
University of Pretoria

Dear Prof Terblanche

re: **APPROVAL TO CONDUCT RESEARCH : MS V.B DUNJWA**

The above named employee who is a registered student with the University of Pretoria has applied for approval to conduct research for the fulfillment of the MSD (EAP) degree.

Approval is hereby granted for the research to be conducted in the Department of Agriculture.

Yours faithfully

HEAD OF THE DEPARTMENT – DEPARTMENT OF AGRICULTURE



Ikamva eliqqambileyo

"Sustainable agricultural growth for food security"

