

# Hope Educational Foundation



*iMatter Teacher Training Survey*

**Pre and Post Outcomes Research**

**South Africa**

**October 2009**

Sill Communications, Bothell, WA, USA

## KEY RESEARCH CONCLUSIONS

1. The iMatter teacher training is effective at boosting teachers' confidence in using the following teaching methods:
  - Doing activities engaging two or more of the learners' senses
  - Using parables, games, role playing and stories
  - Being flexible to adjust lessons to meet learner needs.

The iMatter training did not make a significant difference in teachers' confidence to ask learners questions during lessons.

2. The iMatter training also increased teachers' confidence at teaching the following types of lessons:
  - Teaching learners to cope with conflict
  - Teaching morals regarding sexual behaviour
  - Teaching moral behaviours in regard to respecting cultural differences
  - Teaching moral behaviours such as making the right decisions
  - **Using the AB Approach (teaching sexual abstinence before marriage and being faithful to one partner in marriage)**
  - Building learner self esteem

The training did not make a significant difference in teachers' confidence to help learners feel they are important or teaching moral behaviour in regard to being kind to others.

3. Overall the majority of teachers was knowledgeable and understood the correct facts about HIV & AIDS transmission, even before the iMatter training. However, there was a 7% increase in the number of teachers who said false to the statement "A person can be completely cured or healed from HIV & AIDS" following the iMatter training, which was a significant difference (83% to 90%).
4. Most teachers believe that learner teacher support materials (LTSM) will have a positive effect on learners' behaviors in the future, and that HIV prevention materials are important for learners.
5. Specifically in regard to iMatter, the majority of teachers agreed that iMatter materials are important for learners; they would rate them outstanding or good; and iMatter is worth teaching to children. More than one-half (57%) indicated that iMatter is much better than other life orientation materials – 90% said they were

somewhat or much better. The majority also reported that they feel confident to teach iMatter and that it will be helpful in their own lives.

6. While most teachers indicated they are afraid of getting HIV & AIDS, following the iMatter training there was a 6% increase in the number who said they disagreed with the statement “I am afraid of getting HIV and AIDS.”
7. Stigma about those with HIV & AIDS is low among teachers. The majority of teachers before and after the training disagreed with the statements “I would rather stay away from people who have HIV or AIDS;” “I would feel embarrassed if one of my family members had HIV or AIDS;” and “HIV and AIDS are a punishment for immoral behaviour.” The majority also agreed that they have great sympathy for those with HIV or AIDS.
8. Approximately one out of four or five of the teachers feels they will get HIV and AIDS no matter what they do in life, and there was not a significant difference in this opinion following the iMatter training. This issue should be addressed more among teachers to help them understand better what steps they can take to protect themselves so they can effectively pass that message on to learners.
9. The iMatter training did not have a significant impact on teachers’ attitudes about life purpose. Before and after the training most teachers agreed that each person has a special purpose in life.
10. The typical iMatter teacher is female and a Christian who attends church once a week. More than one-half are married. The average age is 46.

## **RESEARCH OBJECTIVES**

1. Assess confidence among teachers in using various teaching methods, before and after the iMatter teacher training, to determine if the training boosted their confidence in using these participative and multi-sensory methods.
2. Determine if the iMatter teacher training boosted teachers' confidence in teaching learners about how to cope with conflict, self-esteem and moral behavior.
3. Measure teachers' knowledge about the facts of HIV and AIDS before and after the iMatter training to assess possible increase in knowledge.
4. Assess attitudes and opinions about learner teacher support materials in general and iMatter in particular.
5. Measure teachers' attitudes about HIV and AIDS, i.e. in regard to fear, compassion, stigma and personal choices, and each person's purpose, before and after the iMatter training to assess the effectiveness of the iMatter teacher training at changing attitudes among teachers.

## RESEARCH METHODOLOGY

Nine iMatter teacher training sessions were conducted in Free State, Gauteng, and Mpumalanga. The teachers were given self-administered questionnaires to complete before and after the training by staff members of Reaching a Generation. The locations of the teacher trainings where the survey was conducted are as follows:

### **Free State**

Megheleng  
Tshiya  
Pelsana

### **Gauteng**

Thabo Vuyo Special School  
Lemonanang  
Laerskool Nicholas Smit  
Mamelodi Teacher School

### **Mpumalanga**

Kwamhalanga Circuit  
Mametlhake Circuit

### **Data Processing**

The completed questionnaires were mailed to MR Data Corp. in Seaview, WA, which processed them and conducted significance testing on the data.

### **Significance Testing**

When the teachers took the survey at the training sessions, they were asked to indicate their initials and birth date so that their responses could be matched to assess for significant differences in the data between pre and post training. Significance testing was conducted at the 5% level. Significant findings that are considered to be meaningful are reported.

### **Maximum Standard Error**

At the 95% confidence level, a sample size of 307 has a maximum standard error of  $\pm 5.6\%$ .

**CONFIDENCE IN USING VARIOUS TEACHING METHODS**

Teachers were asked to circle the number that represents their level of confidence for doing each of the teaching activities below, using a scale of 1 to 5, with 1 meaning not at all confident and 5 meaning very confident.

Following the iMatter teacher training, teachers showed significantly higher levels of confidence for doing all the teaching methods, except for asking learners questions during lessons.

Significant differences at the 5% level of significance (95% confidence level) are **bolded**.

<b>Activities engaging two or more of the learners' senses (sight, touch, hearing, taste, and smell).</b>	<b>Pre Training</b>	<b>Post Training</b>
Very Confident	<b>35%</b>	<b>58%</b>
Average Mean Rating	<b>4.0</b>	<b>4.4</b>
<b>Using parables and stories</b>		
Very Confident	<b>36%</b>	<b>54%</b>
Average Mean Rating	<b>4.1</b>	<b>4.4</b>
<b>Using games</b>		
Very Confident	<b>46%</b>	<b>62%</b>
Average Mean Rating	<b>4.2</b>	<b>4.5</b>
<b>Role playing</b>		
Very Confident	<b>38%</b>	<b>56%</b>
Average Mean Rating	<b>4.0</b>	<b>4.4</b>
<b>Asking learners questions during lessons.</b>		
Very Confident	70%	75%
Average Mean Rating	4.6	4.7
<b>Being flexible to adjust lessons to meet learner needs.</b>		
Very Confident	<b>51%</b>	<b>64%</b>
Average Mean Rating	<b>4.4</b>	<b>4.6</b>

**CONFIDENCE IN TEACHING MORALS, CONFLICT RESOLUTION & SELF ESTEEM**

Again, teachers were asked to please circle the number that represents their level of confidence for teaching each of the following lessons, using a scale of 1 to 5, with 1 meaning not at all confident and 5 meaning very confident.

Teachers increased their confidence the most, after the training, on teaching learners to cope with conflict; teaching morals regarding sexual behaviour; teaching moral behaviours in regard to respecting cultural differences; teaching moral behaviours such as making the right decisions; using the AB Approach (teaching sexual abstinence before marriage and being faithful to one partner in marriage), and building learner self esteem.

Significant differences at the 5% level of significance (95% confidence level) are **bolded**.

<b>Helping the learners feel they are important.</b>	<b>Pre Training</b>	<b>Post Training</b>
Very Confident	71%	77%
Average Mean Rating	4.7	4.7
<b>Teaching learners to cope with conflict.</b>		
Very Confident	<b>47%</b>	<b>58%</b>
Average Mean Rating	4.3	4.4
<b>Teaching morals regarding sexual behaviour.</b>		
Very Confident	<b>44%</b>	<b>60%</b>
Average Mean Rating	<b>4.1</b>	<b>4.4</b>
<b>Teaching moral behaviour in regard to being kind to others.</b>		
Very Confident	64%	71%
Average Mean Rating	4.5	4.6
<b>Teaching moral behaviors in regard to respecting cultural differences.</b>		
Very Confident	<b>55%</b>	<b>65%</b>
Average Mean Rating	<b>4.4</b>	<b>4.5</b>
<b>Teaching moral behaviours such as making the right decisions.</b>		
Very Confident	<b>55%</b>	<b>70%</b>
Average Mean Rating	<b>4.4</b>	<b>4.6</b>
<b>Using the AB Approach (teaching sexual abstinence before marriage and being faithful to one partner in marriage).</b>		
Very Confident	<b>40%</b>	<b>59%</b>
Average Mean Rating	<b>4.0</b>	<b>4.3</b>
<b>Building learner self-esteem.</b>		
Very Confident	<b>65%</b>	<b>74%</b>
Average Mean Rating	<b>4.5</b>	<b>4.7</b>

### KNOWLEDGE ABOUT THE FACTS OF HIV & AIDS TRANSMISSION

Teachers were asked to indicate if each statement about HIV & AIDS was true or false.

The majority of teachers knew all the correct facts about HIV & AIDS transmission before and after the training. However, after the training, significantly more teachers said false to the statement “A person can be completely cured or healed from HIV & AIDS”.

Significant differences at the 5% level of significance (95% confidence level) are **bolded**.

	Pre Training	Post Training
<b>A person can be completely cured or healed from HIV &amp; AIDS.</b>		
True	11%	8%
False	<b>83%</b>	<b>90%</b>
Do not know	6%	2%
<b>You can get HIV by having sex with someone who has HIV or AIDS.</b>		
True	98%	98%
False	2%	2%
Do not know	0%	0%
<b>HIV can spread to babies before or during birth.</b>		
True	88%	91%
False	10%	8%
Do not know	3%	1%
<b>Babies can get HIV from breastfeeding.</b>		
True	88%	92%
False	10%	7%
Do not know	2%	1%
<b>HIV is spread by mosquitoes.</b>		
True	9%	11%
False	88%	87%
Do not know	3%	2%
<b>You can get HIV by hugging or shaking hands with someone who has it.</b>		
True	2%	4%
False	98%	96%
Do not know	0%	0%
<b>It is ok to touch the blood or an open sore of someone who has HIV or AIDS.</b>		
True	5%	8%
False	95%	92%
Do not know	0%	1%





HIV can be spread by sharing needles with someone who has HIV or AIDS.	Pre Training	Post Training
True	99%	98%
False	1%	2%
Do not know	0%	0%
<b>You can get HIV by drinking from the same glass or using the same toilet as someone who has HIV. WHY IS THIS? IT'S WEIRD.</b>		
True	<b>3%</b>	<b>11%</b>
False	<b>97%</b>	<b>88%</b>
Do not know	1%	2%
<b>Someone may have HIV for years and not know they have the disease.</b>		
True	91%	91%
False	6%	8%
Do not know	3%	1%



**ATTITUDES ABOUT Learner Teacher Support Material AND iMATTER**

Using a 1 to 5 scale, with 5 being the highest rating and 1 being the lowest rating, teachers were asked to rate each of the following statements about learner teacher support materials (LTSM) and iMatter.

The majority of teachers agreed that LTSM will have a positive effect on learner behaviors in the future and agreed that HIV prevention materials are important for learners.

Specifically in regard to iMatter, the majority of teachers also agreed that iMatter materials are important for learners; they would rate them outstanding or good; and iMatter is worth teaching to children. More than one-half (57%) indicated that iMatter is much better than other life orientation materials. The majority also reported that they feel confident to teach iMatter and that it will be helpful in their own lives.

	Pre Training	Post Training
<b>I believe learner teacher support materials (LTSM) will have a positive effect on learner behaviors in the future.</b>		
Agree	96%	98%
Neutral	3%	1%
Disagree	1%	1%
Average Mean Rating	4.6	4.3
<b>In general, HIV prevention materials (LTSM) are important for learners.</b>		
Agree		95%
Neutral		3%
Disagree		2%
Average Mean Rating		4.6
<b>Specifically, the iMatter materials are important for learners.</b>		
Agree		97%
Neutral		3%
Disagree		1%
Average Mean Rating		4.5
<b>How would you rate the iMatter materials?</b>		
Outstanding or Good		93%
Neutral		6%
Fair or Poor		1%
Average Mean Rating		4.3



How do the iMatter materials compare to other life orientation (LO) materials?	Pre Training	Post Training
Much Better		57%
Somewhat Better		33%
About the Same		10%
Somewhat Worse		0%
Much Worse		0%
Average Mean Rating		4.5
<b>I believe the iMatter curriculum is worth teaching to children.</b>		
Agree		96%
Neutral		4%
Disagree		0%
Average Mean Rating		4.6
<b>I feel confident in my ability to teach the iMatter curriculum.</b>		
Agree		95%
Neutral		5%
Disagree		0%
Average Mean Rating		4.5
<b>The iMatter material will be helpful in my own life.</b>		
Agree		98%
Neutral		2%
Disagree		0%
Average Mean Rating		4.7

### ATTITUDES ABOUT HIV & AIDS

Teachers' attitudes about HIV & AIDS were measured again using a 1 to 5 scale, ranging from 1 meaning strongly disagree to 5 meaning strongly agree.

While the majority of teachers indicated they are afraid of getting HIV & AIDS, there was a significant increase after the training in the percent of teachers who disagreed with the statement "I'm afraid of getting HIV & AIDS."

Also, while the majority disagreed with the statement "I would rather stay away from people who have HIV or AIDS," there was a significant increase after the training in the percent who agreed with that statement.

The majority of teachers disagreed that they would feel embarrassed if one of their family members had HIV or AIDS; agreed that they have great sympathy for people who have HIV or AIDS, and disagreed that HIV and AIDS is a punishment for immoral behaviour. Sadly, almost one in four or five feel that they will get HIV and AIDS no matter what they do in life.

Significant differences at the 5% level of significance (95% confidence level) are **bolded**.

<b>I'm afraid of getting HIV and AIDS.</b>	<b>Pre Training</b>	<b>Post Training</b>
Agree	90%	86%
Neutral	6%	4%
Disagree	<b>4%</b>	<b>10%</b>
Average Mean Rating	4.5	4.4
<b>I would rather stay away from people who have HIV or AIDS.</b>		
Agree	<b>3%</b>	<b>10%</b>
Neutral	7%	5%
Disagree	90%	85%
Average Mean Rating	<b>1.5</b>	<b>1.8</b>
<b>I would feel embarrassed if one of my family members had HIV or AIDS.</b>		
Agree	13%	19%
Neutral	11%	9%
Disagree	76%	72%
Average Mean Rating	2.0	2.1



<b>I have great sympathy for people who have HIV or AIDS.</b>	<b>Pre Training</b>	<b>Post Training</b>
Agree	92%	89%
Neutral	2%	4%
Disagree	5%	7%
Average Mean Rating	4.6	4.5
<b>HIV and AIDS are a punishment for immoral behaviour.</b>		
Agree	11%	11%
Neutral	5%	5%
Disagree	84%	83%
Average Mean Rating	1.7	1.7
<b>I feel like I will get HIV and AIDS no matter what I do in life.</b>		
Agree	19%	23%
Neutral	14%	16%
Disagree	68%	61%
Average Mean Rating	2.2	2.4

### ATTITUDES ABOUT EACH PERSON'S LIFE PURPOSE

Teachers did not show a significant difference in their attitudes before and after the iMatter training about life purpose. Both times, the majority of teachers agreed that each person has a special purpose in life.

<b>Each person has a special purpose in life.</b>	<b>Pre Training</b>	<b>Post Training</b>
Agree	99%	98%
Neutral	0%	0%
Disagree	0%	1%
Average Mean Rating	4.9	4.8

## DEMOGRAPHICS

### Age

The average mean age of the teachers is 45.9 years old, although there is a high degree of variability in their ages, as indicated in the table below:

18-34 years old	4%
35-39 years old	15%
40-44 years old	22%
45-49 years old	28%
50-54 years old	20%
55+	12%

### Gender

The majority of teachers are female.

Male	16%
Female	84%

### Grades Taught

The majority of teachers attending the iMatter training workshops teach fourth grade.

Grade 4	61%
Grade 5	15%
Grade 6	14%
Grade 7	9%

### Marital Status

More than one-half of the teachers are married (55%), followed by singles (23%).

Married	55%
Single	23%
Divorced	11%
Widowed	9%
Not living with husband/wife	1%
Other	1%

### **Frequency of Attending Place of Worship**

The average median times that teachers attend church per year is 52 (approximately once a week).

0 times a year	3%
1-12 times a year	9%
13-52 times a year	62%
53-365 times a year	26%

### **Religious Faith Practiced by Teachers**

Most teachers indicated they are Christian.

Christian	72%
Catholic	11%
Zionist	5%
Respect of Ancestors	2%
Tradition	1%
Islam	0%
Other	9%