Why I Pay it Forward: Motivations and Basic Psychological Needs of Young Adult Peer Educators

by

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DECLARATION

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ABSTRACT

Peer educators, particularly those in developing countries, are the primary resource used to deliver health promotion messages to their peers in many resource constrained communities and are used extensively as behaviour change agents in the battle against HIV/AIDS. These peer educators work mostly within contexts of overwhelming social challenges which ostensibly would place a strain on their mental health. Although extensive studies report the relative efficacy of peer education programmes, there is little evidence of the peer educators' "voice" or indication of the benefit of peer education work for the peer educators themselves.

Given the significant role played by peer educators in intervention programmes, this study explored what motivates individuals to become peer educators and what benefits accrue from the experience. This study used qualitative inquiry to examine a case study of peer educators in a particular higher education context. The aim of this study was to examine the subjective well-being of peer educators through the lens of Self Determination Theory (SDT). This was accomplished by identifying intrinsic and extrinsic motivations and satisfaction of the basic psychological needs for autonomy, competence and relatedness in their narratives. Well-being of the participants was further ascribed within the broader fields of positive psychology, prosocial and peer education literature. Data, obtained from an initial pilot study with 4 participants and 24 subsequent individual interviews, were used to explore the experiences of peer educators participating in a specific peer education programme presented at the Tertiary School in Business Administration (TSiBA).

Findings of the study revealed that indication of well-being was clearly identifiable in terms of SDT expressions, and further, compelling evidence of satisfaction or thwarting of basic psychological needs of autonomy, competence and relatedness was recorded. Analysis further supported the key aims of peer education praxis: learning, sharing and caring, and added data to prosocial and community engagement literature.

The overarching finding of this study was that peer education work for the participants was predominantly intrinsically motivated and conducive to satisfaction of the basic psychological needs of the educator. Specifically, findings recorded significant improvements in familial relationships, meaningful awareness and understanding of the needs of others, self-initiated learning skills and a confidence and increased self-esteem through gaining competence. All of these in turn addressed subjective well-being and led to an improvement in the psycho-social functioning of the peer educators and an awakening of critical consciousness in these young adults.

OPSOMMING

Portuuropvoeders is in veral ontwikkelende lande die primêre bron vir die lewering van gesondheidbevorderingsboodskappe aan hulle eweknieë in baie gemeenskappe met beperkte hulpbronne, en word gereeld as gedragveranderingsagente in die stryd teen MIV/VIGS gebruik. Hierdie portuuropvoeders werk meestal teen 'n agtergrond van oorweldigende maatskaplike uitdagings wat potensieel druk op hulle geestelike gesondheid kan plaas. Alhoewel verskeie studies die relatiewe doeltreffendheid van portuuronderrigprogramme verkondig, is daar min bewyse van die portuuropvoeders se "stem" of aanduiding van die voordeel wat die portuuropvoeders self uit portuuronderrigwerk kry.

In die lig van die belangrike rol wat portuuropvoeders in intervensieprogramme speel, stel hierdie studie ondersoek in oor wat mense motiveer om portuuropvoeders te word en watter voordele die ervaring wel inhou. Die studie gebruik kwalitatiewe ondersoek om 'n gevallestudie van portuuropvoeders in 'n bepaalde konteks van hoër onderwys te bestudeer. Die doel van die studie was om die subjektiewe welstand van portuuropvoeders deur die lens van selfbeskikkingsteorie te ondersoek; daar is veral gefokus op die identifisering van hul intrinsieke en ekstrinsieke motivering en bevrediging van die basiese sielkundige behoeftes aan outonomie, bevoegdheid en verwantskap. Die deelnemers se welstand is verder beskryf binne die breër veld van positiewe sielkunde-, pro-maatskaplike en portuuronderrigliteratuur. Data wat uit 'n aanvanklike loodsstudie met 4 deelnemers en 24 individuele onderhoude verkry is, is gebruik om die ervarings van portuuropvoeders wat deelneem aan 'n spesifieke portuuronderrigprogram wat by die Tersiêre Skool in Besigheidsadministrasie (TSiBA) aangebied word, te verken.

Bevindinge van die studie het getoon dat aanduiding van welstand duidelik identifiseerbaar was in terme van uitdrukkings van selfbeskikkingsteorie, en verder is afdoende bewyse van tevredenheid en verhindering van basiese sielkundige behoeftes van outonomie, bekwaamheid en verwantskap aangeteken. Analise het die hoofdoelwitte van portuuronderrigpraktyk – leer, deel en deernis – verder ondersteun en data bygedra tot pro-maatskaplike en gemeenskapsbetrokkenheidliteratuur.

Die oorkoepelende bevinding van hierdie studie was dat portuuronderrigwerk vir die deelnemers oorwegend intrinsiek motiverend en bevorderlik vir die bevrediging van die opvoeder se basiese sielkundige behoeftes was. Spesifieke bevindings het aangedui daar is beduidende verbeteringe in familiële verhoudings, betekenisvolle bewustheid en begrip van die behoeftes van ander, self-geïnisieerde leervaardighede en selfvertroue, en verhoogde selfbeeld deur die verkryging van bevoegdheid. Dit het weer subjektiewe welstand tot gevolg gehad en gelei tot 'n verbetering in die psigososiale funksionering van die portuuropvoeders, asook 'n ontwaking van kritiese bewussyn in hierdie jong volwassenes.

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Chapter One
Introduction

1.1. Preface

Around the world in schools, higher education institutions, workplaces and communities, there is an increasingly reliance on peer educators as trusted and credible social informants in campaigns to promote health and well-being (Mason-Jones, Flisher, & Mathews, 2011; Naidoo, Morar, & Ramjee, 2013). There is little mention in the literature, however, of the reasons that draw young adults to become peer educators, or of how such volunteer work may impact their life satisfaction and psychological well-being. Peer educators, particularly in developing countries, are the primary tool used to deliver health promotion messages to their peers. In many resource constrained communities they are used extensively as behaviour change agents in the battle against HIV/Aids (Dickinson, 2009; Mason-Jones et al., 2011; Naidoo et al., 2013; Visser, 2007). These peer educators work mostly within contexts of overwhelming social challenges which ostensibly would place a strain on their mental health (Petersen, 2010). Yet anecdotal evidence reports that these volunteers exhibit positive emotions and affect, remain enthusiastic and return optimistically to continue volunteering within these communities (Dickinson, 2009) Initial findings in South Africa show that, even though peer educators work under negative circumstances, for the most part they are energised by their work (Mason-Jones, Flisher, & Mathews, 2013), and even describe working as a peer educator as a "passion" (Dickinson, 2009).

Given the significant role played by peer educators in intervention programmes, it is important to explore what it is that motivates individuals to become peer educators and what benefits accrue from the experience.

This study used qualitative inquiry to examine a case study of participant peer educators in a particular higher education context. The aim of this study was to account for subjective well-being of peer educators by identifying motivations and basic need satisfactions in their narratives. The essence of this research is grounded in community psychology, in that it seeks "to include prevention initiatives that strengthen the resilience and protective functioning of high risk and vulnerable groups within disadvantaged communities in particular" (Naidoo, 2000, p.8).

Self Determination Theory (SDT), a theory of motivation and well-being, was utilised as a theoretical framework for the study and was used to ascribe meaning to the experiences described by the participants in this research project. SDT was selected as a suitable theory as it looks to the subjective experiences of individuals, and posits that behaviours and activities that meet basic innate psychological needs will produce psychological well-being. SDT has been used to

examine psychological health in areas such as healthcare, education, relationships and work (Deci & Ryan, 2008). These are all underpinning elements of peer education. The theory focuses on social factors that harness strengths and development in individuals, and as such is suggested as adaptable within the field of positive psychology (Deci & Vansteenkiste, 2004), and is recognised in the literature of volunteer motivation. Peer education is by its nature a prosocial behaviour and lies uniquely within the domain of volunteer behaviour. Studies in this field suggest a number of significant psycho-social benefits which accrue from volunteering (Allen & Shaw, 2009; Finkelstein, 2009; Weinstein & Ryan, 2010).

Understanding psychological well-being is a particular concentration of the field of positive psychology (Seligman, 2009). This discipline explores subjective experiences of well-functioning persons as a basis for improving psychological well-being of individuals, organisations and communities (Seligman & Csikszentmihalyi, 2000). Positive psychology is concerned with, amongst other things, identifying social factors that "nurture individuals' strengths, virtues and development" (Deci & Vansteenkiste, 2004, p. 23). According to positive psychology theorists, humans are inherently geared towards arranging their environments to encourage such processes. These processes are seen as basic psychological needs and "…operate across gender, culture and time" (Deci & Vansteenkiste, 2004, p. 25). A stance of positive psychology allowed further exploration of arising well-being themes within the peer educators' stated motivational intent, volunteer experience and described well-being.

This chapter provides a brief background to the study, introduces the purposes and aims of the study and sets out the study's significance. Key definitions used in the study are provided along with an outline of the other chapters in this thesis.

1.2. Background

Peer education is a broad ambiguous term for a variety of approaches incorporating peer relatedness, education implementation and peer delivery (Ebreo, Feist-Price, Siewe, & Zimmerman, 2002; Shiner, 1999). The concept refers to the skilling of community volunteers from an affiliate peer base, so that they can provide education, support and assistance to their community peers. In developing countries the use of peer education has become implicit within psycho-social education programmes predominantly intent on changing risky health behaviours (Aboud & Singla, 2012).

In Africa peer education approaches have been used to address topics as diverse as HIV/Aids (Campbell & MacPhail, 2002), entrepreneurial development ("youth initiative DAPC 2012," 2015) and pregnancy health (Mens, Scheelbeek, Al Atabbi, & Enato, 2011). In South

Africa peer education's use as a preventative HIV measure has become a focus of government, organisations and educational institutions with many different peer education programmes operating in communities (Dalrymple & Durden, 2007; Department of Basic Education, 2012; "GOLD Peer Education Home," 2014). There are, however, no overall statistics of peer educator numbers, as there is no clear system of monitoring and evaluation in this field (S. Ndlovu, Department of Basic Education (DBE), personal communication, 27 August 2015).

Youth are recognised as a high risk population for HIV incidence (Shisana et al., 2014) and as such the bulk of peer education programme content is addressed at these targets, with the Department of Basic Education central in overseeing scholar programmes (Mason-Jones et al., 2013). Many institutions of higher learning have peer education programmes in place, generally serving the campus population and conducting specified outreach initiatives (HEAIDS, 2010). Older adolescent peer educators are used to impart psycho-social education to their peers - a population sector characterised by growing problem of unemployment, incomplete education and entrenchment in environments conducive to the risk of poor mental health (Bray, Gooskens, Kahn, Moses, & Seekings, 2010). Filling the role of peer educator in a peer education programme is a voluntary and usually unpaid activity, and is typically adjunct to other roles a young person may have such as scholar or student. South African youth peer educators are trailblazers within their communities. They bring conversations and counsel about subjects that are traditionally taboo as discourse in many local cultures, such as topics of sex, HIV/Aids and gender bias (Campbell & MacPhail, 2002; Dickinson, 2009). Recent South African HIV findings point to a substantial need for vigilant communication initiatives amongst youth target populations, where risky sexual behavior is on the increase (Shisana et al., 2014). For many youth, working as a peer educator provides them an opportunity for exploration and expression. Its social relatedness contributes to its popularity amongst youth volunteers with research showing that adolescents and young adults find youth peers more credible and trustworthy than older adults. Peer relationships have long been recognised as important in adolescent functioning, and for their contribution to adolescent well-being (Bradford Brown & Larson, 2009). Enabling systems of wellness is seen as critical for adolescents, as this is a time when many lifelong habits and behaviours are formed (Pratt & Tsitsika, 2007).

1.3. Rationale for this Study

Although extensive studies report the relative efficacy of peer education programmes (Denison et al., 2012; Kirby, Laris, & Rolleri, 2007; Naidoo et al., 2013; Pearlman, Camberg, Wallace, Symons, & Finison, 2002), there is little evidence of the peer educators' "voice" or

indication of the effect of peer education work for the peer educators themselves. An exhaustive review of the literature shows only a tentative display of the peer educator perspective (Denison et al., 2012; Frantz, 2015; Mason-Jones et al., 2013). In addition, existing literature on peer educators tends to favour quantitative analyses of peer educator attributes (Mason-Jones et al., 2013; Medley, Kennedy, O'Reilly, & Sweat, 2009), or has been conducted in developed countries whose peer educators reflect a different volunteer profile (Fields & Copp, 2015). There is no clear understanding as to why people are attracted to volunteer as peer educators, what it is that retains them, or of any benefits that such volunteerism can have for them. There is, however, a general consensus from those researching the peer education field that knowing more about peer educators is of value, especially given the crucial role played by peer educators in ensuring the success of peer education programmes (Cornish & Campbell, 2009; Denison et al., 2012; Mason-Jones et al., 2011).

Original motives for peer education programmes had anticipated a two tailed effect with both peer educators and programme recipients benefitting from the programme message (Mason-Jones et al., 2013). However, in a recent post-programme evaluation of behavioural and psycho-social outcomes, peer educators showed no significant behavioural change in relation to that of a comparison group (Mason-Jones et al., 2013). The study concluded that psycho-social challenges would need to be addressed before the effect of a peer education programme could be fully realised. In potential response, self-determination theory asserts that satisfaction of the three basic psychological needs can lead to strengthening of inner resources (Vansteenkiste & Ryan, 2013) and "improvements in social practices and the betterment of individuals and the collectives in which they are embedded" (Deci & Ryan, 2008, p.284). There is no evidence in the literature of any specific attempt to assess if these needs are being met by peer education. Applying a framework of SDT with its focus on motivation causality and need satisfaction to this study establishes a theoretical base to examine peer educators' motivation and psychological well-being.

1.4. Research Aims of this Study

The main aims identified for this study are:

- Explore and document the experiences of young adult peer educators within a specific case study.
- Identify and ascribe the motivations of the peer educators in terms of SDT concepts, i.e., motivation types and basic psychological needs (BPN).

- Account for instances of well-being, and motivation in the generated data, and
- Document and categorise further arising themes elucidating peer educator role satisfaction.

1.5. Research Methodology

In this research a case study was used as the research method. Individual qualitative interviews were used to explore the experiences of peer educators participating in a specific peer education programme presented at the Tertiary School in Business Administration (TSiBA). Through the auspices of a student society, TSiBA students implement a psycho-educational programme for scholars from selected local high schools. The central purpose of the programme is to impart necessary HIV/AIDS and life skill education to the learners, whilst involving TSiBA students in enriching community outreach work.

TSiBA is a unique private higher education institution based in Pinelands in the Western Cape. The institution offers students from resource constrained backgrounds the opportunity to access tertiary education through a scholarship system. Twenty-four TSiBA peer educators participating in the peer education programme were the research participants for this study. For the purposes of this study the peer education programme at TSiBA is referred to as the TSiBA Peer education Programme (T-PEP).

1.6. Significance of this Study

The directed exploratory nature of this study lends itself to potential significance from three perspectives:

1.6.1. Empirical evidence to add to the peer education literature.

Investors and conveners of Peer Education Programmes (PEPs) rely on peer educators (PEs) as communication agents, relaying messages of social and behavioural importance to specified audiences (Mason-Jones et al., 2011; Pearlman et al., 2002). Providing an opportunity for the voices of peer educators to be heard and scientifically documenting emergent themes creates a knowledge base that allows future PEP designers more insightful and creative construction of the materials used within PEPs. In addition, this awareness raises opportunities for more structured training and recruitment of peer educators. Such understanding could better direct the investment of monies, time and resources governments and other organisations spend in developing educational materials for PEP topics.

1.6.2. Contribution to Self-Determination Theory research.

The study may also contribute to the literature on the application of Self Determination theory. SDT theory has been used effectively to explore motivations in fields such as health (Horton, 2007; Johnson, 2014; Slemp & Vella-Brodrick, 2013), education (Gokcen, Hefferon, & Attree, 2012; McLachlan & Hagger, 2010), work (Oostlander, Guntert, van Schie, & Wehner, 2013) and volunteer motivation (Allen & Bartle, 2014). These are all fields implicit in peer education work. While SDT proclaims to be a universal theory, there is a dearth of studies from developing countries in the literature. This research hopes to contribute to the body of knowledge by presenting a volunteer study in a health education context from an under researched low income community context. This study also aims to offer a perspective of peer educator psychological health and well-being that may be of use to social scientists studying student well-being in developing countries.

1.6.3. Applied knowledge for the TSiBA peer education programme.

One of the challenges within psychological research in applied contexts is to ensure that the research is meaningful and relevant for the data subjects and context which it serves (Terre Blanche, Durrheim, & Painter, 2006). This study provides opportunity for gainful self-insights by the peer educators of the TSiBA programme. As Schueller points out:

> "Focusing on strengths is an appealing concept for individuals in all walks of life. However, focusing on the positive can be especially powerful in those individuals who often have never considered what they do really well (i.e., in lower class, disenfranchised groups)" (2009, pp. 926-927).

Findings of this research would also be of practical interest for monitoring and evaluation assessments of the peer education programme at TSiBA and the research findings may be useful as a basis for a critical analysis of ways to improve the programme further. Results could further inform the ethos that serves the TSiBA core philosophy, that of "Pay-it-Forward".

1.7. Definition of Key Concepts in this Study

The following concepts are germane to this study:

Adolescent: The term adolescent refers to a young person during the developmental life stage, *adolescence*, between puberty and adulthood. In this study adolescence encompasses the WHO definition of adolescent ages 10-19 ("WHO | Adolescent health," 2015) and the historical age of young adulthood, 20-24 (Siegel, 2014). Distinction is made between older adolescents (the participants in the study who are the peer educators) and

younger adolescents (the learners who are the recipients of the peer education). See also the description for "Youth".

Co-ordinator: Within a PEP a person tasked with the financial and organisational responsibility of a programme is referred to as the *programme co-ordinator* (Department of Basic Education, 2012). At TSiBA, the coordinator is responsible for the logistics of the programme, comprising training of peer educators, programme administration and finance, the implementation strategy for the programme and the supervision of the peer educators.

Community: A definition of community remains elusive, as it may refer to a process, a geographically bound population, or a culturally and structurally bound people (Wood jr. & Judikis, 2002) The community in this study refers variably to the T-PEP, TSiBA or to the learners and peer educators local geographical or cultural grouping.

Facilitator: In the T-PEP the peer educator charged with conveying the subject content at an implementation and fielding the ensuing discussion is the facilitator. In the T-PEP model, any peer education session had two to four facilitators working together at one time.

Implementation: In T-PEP implementation refers to a specific outreach event conducted by the peer educators as a programme initiative. An implementation targets an audience, with a specifically prepared programme message. The message may be conveyed through lecture, discussion, role-plays, drama, music or games. T-PEP implementations most often followed a format of introductions (ice-breakers), subject matter presentation and small group discussion. Catered refreshments are provided at implementations.

Learner: In the South Africa vernacular this term is used to identify an individual engaged in the learning process in the school context ("Definition of 'learner' | Collins English Dictionary," n.d.). This term is used to identify the audience of the T-PEP. Learner in this particular instance refers to high school scholars, at local public schools. These learners range in age from 13 to 20 years. The term learner is used to describe the T-PEP recipients or participants, and is colloquially interchanged with "*scholar*", "*children*", "*kids*", "*students*" and "*school children*" by the study participants.

Motivation: Motivation is a term used in psychology to ascribe reasons for behaviour (Franken, 2002). In this study the SDT macro framework of motivation, personality and well-being is adopted. Within this framework behaviour is seen as a response to innate basic psychological needs and inborn growth tendencies. Satisfaction of basic psychological needs is mediated by extrinsic and intrinsic motivating factors arising from the environment ("Self Determination Theory," 2015).

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Peer: The term peer refers to people who are equal or similar in some way. The term is vague, and draws its definition from the context that frames it. It is broadly used to define individuals sharing a common or similar socio-cultural, age, geographic or economic background (Mcdonald, Roche, Durbridge, & Skinner, 2003). Peer educators in the T-PEP normally refer to one another as peers.

Peer Education: Peer education is an informal approach to education, whereby community members are supported and encouraged by trained peers from within their community to bring about transfer of specific knowledge and intended behavioural change usually within the field of health promotion (Dickinson, 2011; Mcdonald et al., 2003). In this study the T-PEP implements peer education initiatives directed at local high school students.

Peer Education Programme (PEP): The PEP is a pre-determined programme of health and psycho-social education carried out within a specific time frame and for a targeted audience. It is often used as a low cost means of transmitting a message to a large audience (Naidoo et al., 2013). The programme content varies according to the aims of the implementing organisation. Youth PEPs usually include topics such as HIV/Aids, sexuality, gender equality and peer pressure. The PEP in this study is the *T-PEP* discussed in detail in Chapter 3.

Peer Educator: A peer educator (Peer Ed) is the individual who provides the education, mentoring or support of peers within a peer education programme. Peer Eds usually receive training and instruction prior to the peer education programme (Cornish & Campbell, 2009). It is accepted that peer educators display characteristics or traits which make them acceptable as trustworthy to their peers (Department of Basic Education, 2012). In this study participants colloquially refer to the T-PEP as "*peer edz*". A single peer educator will be referred to by them as a "*peer ed*".

Youth: The terms '*youth*", and "*young adults*" are used interchangeably throughout this work to identify persons between the ages of 15 and 35 as this time frame embraces the UN definition of youth of 15 to 24 as well as the age group incorporated by the African Union ("Young People Fact Sheet," 2013).

1.8. Layout of Chapters

The rest of the thesis is structured as follows:

Chapter two presents a review of the literature pertinent to the study. This chapter is divided into sections detailing the contextual background and theoretical framework for the study. Peer education is discussed, within a volunteer prosocial paradigm, and the youth at

risk serviced by PEPs is identified. Self Determination Theory is deconstructed, and it is presented as the theoretical framework for the study. A discourse of well-being is woven throughout the chapter.

Chapter three is a contextual chapter describing the case study elements pertinent to this thesis, i.e. The T-PEP at TSiBA Education.

Chapter four describes the methodology used in the study. This includes an outline of the study and sample, discussion of the methods used in data collection, and discussion of the subsequent data analysis methods used. As researcher I reflect on the research process and the impact of the study in a personal capacity.

Chapters five and six present the qualitative findings of the analysed data. Extracts from the qualitative data interviews are quoted to give richness and context to the findings. Themes identified in the course of analysis are set out in accordance with the aims of this study. Chapter five presents the findings pertaining to motivation, while chapter six presents findings relative to BPN and well-being.

Chapter seven provides a comprehensive discussion of the findings of the study in relation to the theoretical framework, contextual literature and aims of the research assignment. Limitations and recommendations of this research are presented and relevance for future study is indicated. In conclusion the chapter closes with a brief summary statement.

1.9. Chapter Summary

This chapter has provided an introduction to the study undertaken in production of this thesis. The aims of the study were specified, and a rationale for the research was presented. Definitions are given for significant terms and concepts relevant in the study, and an overview of the following chapters of this study is given.

The next chapter presents a discussion of the literature relevant to the development of this study.

Chapter Two
Literature Review

2.1. Preface

Student peer educator volunteers play a vital role in health education initiatives particularly in needy psycho-social settings and low resource communities (Swartz, Bhana, Moolman, & Arogundade, 2014). However, there is an absence of information about the motivations that attract such volunteers to this work, the benefit this work may have for them personally (Dickinson, 2006a) and of motivations which retain them as peer educators (Simba & Kakoko, 2009). Although ongoing research examines the features of peer education programmes, and reviews their contribution to health management (Cornish & Campbell, 2009; Denison et al., 2012), very little is known about the well-being of the young people who work as peer educators (Mason-Jones et al., 2011; Parkin & McKeganey, 2000). The aim of this study is to gain an informed understanding of why individuals volunteer as peer educators, how they gain satisfaction from their work and what they assess the benefits to be accruing from their role as peer educators. This study utilises Self Determination Theory as a theoretical frame to examine their motivations and well-being.

This chapter presents an overview of the practice of peer education as a volunteer behaviour specifically within a community health perspective in South Africa. The review is presented in 5 sections: Peer Education, Youth participants in PEPs, Concepts of Wellness, Self Determination Theory, and Prosocial Behaviour. Peer education is placed within a youth focus, and interpreted within an understanding of community health initiatives in South Africa. The purpose of student volunteering is evaluated, as are the challenges for the youth at risk population that peer education serves. Themes of motivation and well-being are conceptualised within a positive psychology paradigm, explicitly articulating these themes as expressions of self-determination theory's concepts of Basic Psychological Needs (BPN), namely, autonomy, competence and relatedness. These themes are pursued while considering SDT as a motivational need theory of relevance for young peer educators in South Africa. Lastly, prosocial behaviour, is reviewed as a broader theoretical model which can provide insights into peer education behaviour.

2.2. Reviewing Peer Education

This section presents a review of peer education particularly as it applies in youth contexts.

2.2.1. What is peer education?

Peer education in its broadest sense refers to sharing information and learning from those considered as equals or peers. It is a term that defies a simple definition and is relative to the particular context it addresses. However, the core function of peer education is to provide a supportive and caring information exchange and positive education to others within a peer group. Peer education can be seen as consisting of four interconnected constructs: a message for delivery usually designed by concerned stakeholders; a programme or structure used as a method for delivering the message, referred to as an intervention; peer educators, who are the communicators of the message; and, most importantly, an intended receiving audience (Campbell & MacPhail, 2002; Swartz et al., 2014). Peer education is a form of volunteer work (Weinstein & Ryan, 2010), and as such can be classified within the context of prosocial or "helping" behaviours (Simha, Topuzova, & Albert, 2011). The nebulous nature of peer education has led it to be dubbed "a method in search of a theory" (Turner & Shepherd, 1999, p.235), and peer education has come to mean very different things in developed and developing world practice. Traditionally, student peer educators are used on college campuses, in health and academic education, to buffer students against the stressors of student life (Backett-Milburn & Wilson, 2000; Badura Brack, Millard, & Shah, 2008; Newton & Ender, 2010). However, contemporary youth peer education has come to be most recognised in a concentration of HIV prevention and sexual health strategies. This is the programme focus that is explored in this study.

2.2.2. Peer Education in global perspective.

Peer education is globally prevalent, and, although the demographic of the audience and presentation of the material is variable, the message of the intervention is similar throughout. The purpose of peer education is realised "…through a messenger who is similar to the target group in terms of characteristics such as age, gender or cultural background, has had similar experiences and has sufficient social standing or status within the group to exert influence" (Mcdonald, Roche, Durbridge, & Skinner, 2003, n.p.). Peer education has existed in various forms since the teachings of Aristotle (Turner & Shepherd, 1999). Its current guise evolved from traditional academic peer mentorship and support programmes in countries such as Britain and America and its strongest expression today is within the field of health education (Backett-Milburn & Wilson, 2000; Flisher, Guttmacher, Abdullah, Mathews, & Myers, 2005; Kirby et al., 2007). Studies show peer educators at work in a variety of settings: In India, peer education has attained critical success in strategies focusing on the education of sex workers (Sarafian, 2012); whilst in Britain,

peer education serves as a sex education strategy used in secondary schools (Strange, Forrest, & Oakley, 2002a). An Australian study reports the effective use of peer educators in Hepatitis C prevention (Crane & Williams, 2000) and the value of peer education is positively represented in environmental education amongst youth in Canada (De Vreede, Warner, & Pitter, 2014).

As the HIV epidemic has gained momentum, peer education interventions have been increasingly deployed in many countries to focus on sexuality, life skills and behaviour change ("youth initiative DAPC, 2012). Even in low HIV prevalence and incidence countries, such as Iran, a review of literature identifies youth focused peer education course material including STI/AIDS, family planning and communication skills (Peykari et al., 2011). Less developed countries host the majority of the world's population, with HIV prevalence highest in Sub-Saharan Africa. There are large gaps in knowledge about HIV, specifically within perceptions of young people, whose risky behaviour continues (World Bank, 2015). Peer education is lauded as an effective means of providing critical basic health education to a large audience at a minimal cost and there is a confidence that peer education is a promising strategy for providing HIV/Aids education (Pearlman et al., 2002).

2.2.3. Peer education as HIV strategy in South Africa.

An estimated 6.19 million of the South African population live with HIV/AIDS. Youth between ages of 15-24, reports an HIV prevalence of 5.59% of the population (Statistics South Africa, 2015). Devastating sequels of the HIV epidemic include unemployment, stigma, HIV/Aids orphans, loss of family income and impact on family life (Holden, 2003). HIV education is considered vital, although communication is challenging in a multi-cultural country such as South Africa with 11 official languages (Higgens & Norten, 2010). To this end, peer education is popularly accepted as a viable effective community method of communicating and of educating people within communities, in their language, in their setting and within their cultural bias (Hamilton, 2011). There is constant research as to the efficacy of peer education interventions (Mason-Jones et al., 2011) with continued filtering of success and failure commonalities (Briscoe & Aboud, 2012).

2.2.4. Youth peer education programmes in South Africa.

Historically, peer education has always been a dominant education strategy for youth in South Africa, with several youth projects operating for a number of years implemented by NGOs, and educational and religious organisations (Michel, 2005). Programme content of these organisations is eclectic, focusing on topics deemed important for optimal functioning of youth. Interventions have typically included organised activities and outreach using tools such as role-play, drama and music. The surge of governmental and social awareness of HIV/Aids has

encouraged youth organisations to redirect content to make HIV the focus of their programmes. This has meant that other relevant youth development topics have been relegated to a lesser role. However, peer education programmes continue to reflect a health promotion and social justice awareness as a dominant focus ("GOLD Peer Education Home," 2014). Caring and strong friendships are encouraged amongst the peer educators and their peers, because of the central theory that peers will more likely turn to other peers for help with problems (Swartz et al., 2014). Topics in peer education programmes include focus on sexuality, peer relationships, teenage pregnancy, substance abuse and gender roles (*A Manual and Resource Guide for Youth and Peer Educators*, 2000; Ebreo et al., 2002).

2.2.4.1. *School based peer educator programmes.*

Since 2012 PEPs at public schools are run through the initiative of the Department of Basic Education (DBE). The DBE has designed several guideline manuals for facilitators and overseers of these PEPs (Department of Basic Education, 2012), and these are standardised throughout provinces. The Western Cape alone provides independent peer education interventions at public high schools through a database of sourced service providers. In addition, the DBE also makes use of "peer educators", who are scholars who have been trained to provide peer education to their fellow scholars. The DBE also utilises "peer mentors", differentiating them as peer educators from outside organisations or out of school youth (S. Ndlovu, DBE, personal communication, 27 August 2015).

2.4.2.2. *Peer education in higher education*.

Higher education peer education initiatives are independently governed by the specific institution, although monitoring and evaluation of 21 HE institutions is effected by the Higher Education HIV and AIDS programme (HEAIDS, 2010). PEPs primarily focus on campus peers, with content predominantly focused on sexuality psycho-education and includes topics of gender bias, STIs, rape and HIV/AIDS.

Community outreach is implemented by a number of HE PEPs and primarily involves school learners and out of work youth. Although the topics are serious, the focus is on integrating fun with learning, with mediums of drama and music being used extensively. Student support and civic engagement are seen as key in the vision for these PEPs, and volunteer students are usually required to undergo a selection process. Selection tends to be based on characteristics related to creativity, good communication skills and trustworthiness (Peer Educator Service, n.d.).

2.2.5. The efficacy of peer education.

A meta-analysis of peer education interventions in developing countries between 1990 and 2006 showed peer education to be an effective behavioural change agent but to have little biological impact on its audience (Medley et al., 2009). In a review of 83 studies, Kirby, Laris and Rolleri (2007) found that the majority of PEPs led to healthy changes in practiced sexual behaviour. Additionally it has been suggested that PEPs may delay the onset of sexual activity (Visser, 2007). However, recent research shows increased HIV incidence in South African audiences most targeted by peer education programmes (Shisana et al., 2014). A critical finding is that the effectiveness of peer education programmes depends on the quality of the programme itself (Cornish & Campbell, 2009; Petersen, Swartz, Bhana, & Flisher, 2010). Programmes are effective when they address in particular the social and contextual needs of the intended audience (Cornish & Campbell, 2009). Although the role of the peer educator in effective programme outcomes is recognised (Medley et al., 2009), few studies exist that report on the viability of the peer educator within the peer education process. As these peer educators are a key component of the community intervention and play an integral part in the success of the peer education programme, it would seem crucial to investigate and understand who they are (Mason-Jones et al., 2011) and why they volunteer.

2.2.6. Who are the peer educators?

Sketching a demographic profile of South African youth peer educators is difficult as descriptions of peer educators are diverse and no comprehensive records of peer educators exist (S. Ndlovu, personal communication, 27 August 2015). There is a dearth of published peer education studies in South Africa. Comparisons that can be drawn are mostly from Britain and the US, where the peer educators have a different contextual background. British studies, for instance, draw a profile of student peer educators who are predominantly female, white, and from homes that are owned and not rented (Strange, Forrest, & Oakley, 2002b). In contrast a demographic drawn from a Western Cape study showed peer educators statistics as 49% black[1] , marginally more female than male and 20% of whom live in informal housing (Mason-Jones et al., 2013).

The United Nations Children's Fund (UNICEF) argues that working as a peer educator can be a behaviour changing experience for the peer educator themselves, providing them with an opportunity that is challenging yet satisfying, allowing them to be respected by peers, as well as developing their leadership abilities and knowledge base. ("UNICEF - Life skills - Peer

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[1] Refers to racially classified social group (RCSG). Socio-economic status and living conditions in South Africa are often associated with these classifications (Mason-Jones et al., 2013).

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education," n.d.). GOLD, an NGO working specifically to train and educate youth peer educators in provinces of South Africa, sees peer educators as young leaders, who are "confronting the root issues of both HIV and youth risk behaviour, through uplifting their communities and imparting vision and purpose to present and future generations" (GOLD Peer Education Home, n.d, Col.3). In review of peer education literature the peer educator is often seen as a role model of desirable youth behaviour (Mason-Jones et al., 2011).

A broadening examination of peer educators is slowly unearthing a profile in student contexts. Scholar peer educator statistics are presented in a comprehensive examination of the demographic characteristics of 276 scholar peer educators in the Western Cape (Mason-Jones et al., 2011), whilst in higher education a recent study in Kwazulu-Natal categorises characteristics of peer educators in higher education through a Myers-Briggs inventory (Munro, Chilimanzi, & O'Neill, 2012; Munro, 2010). In addition, there is growing interest in the views of the peer education process as it is experienced by peer educators (Backett-Milburn & Wilson, 2000; Ebreo et al., 2002). The role of peer educators as emerging adults is discussed in a study which explores challenges faced by student peer educators on campus (Dennett & Azar, 2011), and voices of peer educators are heard identifying issues they consider important in peer education programme implementation (Strange et al., 2002b).

2.2.6.1. *Requirements of peer educators.*

Several studies have focused on attributes of peer educators that make them attractive for programme recruitment. The list is a highly comprehensive one, including personal leadership abilities, confidence, content competency, empathy, good communication skills, the ability to encourage and motivate audiences (Visser, 2007) and even a sense of humour (Abdi & Simbar, 2013). Training is highlighted throughout the peer education literature as this is seen as the means of equipping the peer educators with the curriculum of content of the programme and the knowledge base from which to educate their peers (Mahat & Scoloveno, 2010; Naidoo et al., 2013). Training systems are typically eclectic and of undocumented generic variety. Although, a meta survey found that 90% of peer educators do receive training (Kirby et al., 2007), this training is limited and for the most part knowledge gained by the peer educators is not assessed. Dickinson (2009) points out that the short lived and often once off initial, training that peer educators receive is inadequate to provide for the broad range of topical information that they are required to cover. It is also suggested that training does not adequately address the complex issues facing community youth (Mason-Jones et al., 2013).

2.2.6.2. *Recognising the value of the peer educator.*

Although limited in scope, recognition of the value of peer educators in PEPs is present in suggestions for formal recognition and assessments systems (Morgan, Robbins, & Tripp, 2004). Other research concludes that peer educators are important role models for preventing risky sexual behaviour (Selikow, Ahmed, Flisher, Mathews, & Mukoma, 2009). However, adjunct to this, a recent study of South African scholar peer educators reports that working as a peer educator resulted in limited psycho-social benefits for the peer educator themselves (Mason-Jones et al., 2013).

2.2.6.3. Recruitment of peer educators.

Original volunteer intent is implicit in recruitment, although recruitment options vary depending on the programme demographic. Statistics on how volunteers join programmes are not comprehensive, or not noted at all (Mason-Jones et al., 2011). Globally, self-nominated volunteers represent the lowest proportion of peer educators. In an evaluation of recruitment of peer educators in 30 peer education programmes worldwide, 16 PEPs gave no indication of how peer educators were selected; Peer educators in 11 PEPs were nominated by other people, and only 3 programmes reported peer educators nominating themselves (Medley et al., 2009). However, motivations for volunteering were not clarified. Further, there were no clear indications as to retention motivations of peer educators as the study reported even poorer data findings on retention (Medley et al., 2009).

2.2.7. What do peer educators gain from the experience of peer education?

Few findings indicate the benefits of peer education for the educators themselves, although some positive effects have been found (De Vreede et al., 2014) such as improved decision making skills, leadership and communication skills (Swartz et al., 2014). A study examining the effect of programmes on long term (more than one-year duration) peer educators' self-efficacy and perceptions reported that peer educators' benefits in PEPs included increased HIV knowledge and improved content confidence. Further, the study asserted that programmes had a sustained benefit, for repeat peer leaders, solidifying their prowess through implementing "activities that are meaningful to themselves, for which they assume responsibility and have some control" (Pearlman et al., 2002, p.38).

GOLD, who has trained over 400 out of work youth peer educators since 2005, claims benefit is seen in well-being implications for the peer educators themselves and the communities they serve ("GOLD Peer Education Home," 2014). However, no empirical evidence substantiates these claims.

Compensation systems for peer educators are controversial, with no decisive indication of their value for the peer educators (Medley et al., 2009). Benefits range from acknowledgements, such as praise or a peer educator badge for scholars (Swartz et al., 2014), to tangible benefits including money and other incentives (Michel, 2005).

2.2.8. The motives of peer educators.

While little is known about the benefits of peer education work, there is additionally a paucity of knowledge relating to the motivations which bring people to volunteer as peer educators. This is disconcerting considering the aforementioned decades old use of peer educators within health education (Turner & Shepherd, 1999), and given the pertinent role that these volunteers perform within communities (Cornish & Campbell, 2009; Dickinson, 2006b). Literature research reveals only an older investigation of the motivations of the peer educators in relation to social learning theory (Klein, Sondag, & Drolet, 1994), an exploration of efficacy of risky peer educators and behaviour change (Ebreo et al., 2002), and more recent examination of motivations and sustainability of young adult peer educators in Tanzania, which questioned the efficacy of less educated peer educators (Simba & Kakoko, 2009).

Dickinson (2009) conducted extensive research amongst workplace peer educators and recorded that up to 98% of peer educators, specifically in low income categories, were not motivated because of rewards. The type of reward that might be offered is not clear amongst PEPs and the enticement they present is also not clear (Michel, 2005). Dunjwa found the peer educators of her study fell into two categories: *work* – those seeing peer education as a job and wanting tangible benefits, and *worth* – those who wanted no reward, but valued the task they were doing (Dunjwa, 2011). Dickinson subsequently found peer educators to be motivated because of personal interest, knowing someone who had HIV/AIDS, or having had a loved one die of AIDS (Dickinson, 2009). Despite the fact that peer educators are enrolled from communities with contexts for poor mental health, and emotional distress (Cornish & Campbell, 2009), Dickinson's (2009) findings highlight the positive attitude, enjoyment, enthusiasm and dedication of peer educators in the study. There appear to be no studies in South Africa which verify these findings within the youth peer educator cohort, although their enthusiasm for the role has been noted (Mason-Jones et al., 2013). Not only are programme deliverables dependent on the person serving as a peer educator (Medley et al., 2009), but understanding the motivations of peer educators can also have a significant impact on recruitment strategies for further programmes, and the correct selection of peer educators who remain committed to a programme is challenging (Naidoo et al., 2013).

2.3. Youth as Participants in PEPS

The peer educators in this study are drawn from communities similar to those in which they work and they share a common background with many of the youth in their PEP. This part of the review considers the psycho-social environmental influences impacting on the lives of youth peer education programme participants.

2.3.1. Defining youth.

Definitions of youths and adolescents are currently debated as changes in the workforce environment, the urban landscape and taking on of "adult" roles has shifted substantially during the last half century. A broad development period loosely termed "adolescence" is tentatively acknowledged as encasing the ages 10-24. This has been supported by earlier puberty onset (Roberts, 2013) and developments in technology that allow scientists to examine the adolescent brain. This has led to radical rethinking regarding the age of adolescence to encompass this period (Jaworska & MacQueen, 2015; Siegel, 2014; Viner et al., 2012). Many developmental researchers now concede this reframing, using age related descriptors to identify key developmental stages in youth (Simpson, 2001):

- Early adolescence (10 -14)
- Late adolescence (15-19)
- Emerging adulthood (young adults) (20-24)

Adding confusion to this discourse is the recognition of the term "youth", used in literature and popular dialogue to refer to young people. "Youth" is ambiguous in itself; and the term may reference those in their late teens or twenties, perhaps even thirties. In South Africa youth is accepted in the political and public conversation arena, with the National Youth Policy embracing young people between the ages of 15 to 35. The term emerging adult is another newer distinction within a broader adolescence frame (Arnett, 2000). It is characterised particularly by older adolescents in the age group of 18 to 24 who do not yet fulfil the traditional roles of young adulthood (i.e., marriage, work, establishing a financially independent identity), but who through social transitions linked predominantly to urbanisation, find themselves in a period of extended adolescence usually as students. These *emerging adults* are not economically independent and are possibly still living with their family of origin (Arnett, 2000). It is this categorisation of youth, 18-24, who are central in peer education initiatives and whose well-being and motivation for becoming peer educators are the focus of this study.

Adolescence has long been recognised as an important time of developmental processes that youth need to negotiate for successful transition to adulthood. As adolescence spans a time

of extensive change, there are different central foci for different ages within adolescence. Key focus for young and middle adolescence (12-18) relates to vastly changing bodies, self-awareness and identity formation – through trying periods of crisis or commitment (Kroger & Marcia, 2011), whilst later adolescence (18-24) is seen as a key time of autonomy development, as youth move toward self-sufficiency (Newman & Newman, 2006). This includes evaluating "the unique strengths and vulnerabilities of young adulthood" (Young Adult Development Project, n.d., p.2), pertinent to education, civic engagement, employment and relationships (Simpson, 2011). Identity is intricately woven with goal satisfaction, in that intrinsically held goals that are evidenced in the adolescent's identity will ultimately result in well-being (Soenens & Vansteenkiste, 2011).

The relevance of this for the study is that psychological well-being should be considered in relation to the developmental processes and stages of the young person. Wellness is particularly important in adolescence as the actions and thought patterns of this developmental time are often foundational for lifestyle choices and behaviours stretching far into adulthood (Norrish & Vella-Brodrick, 2009).

2.3.2. Exploring the environment of South African young people.

In South Africa, where under 35 year olds account for almost 66% of the population ("Young People Fact Sheet," 2013), examination of youth data reveals background cultures of complexity (Bray et al., 2010). Youth are exposed to risk factors including unprotected sex, unhealthy eating habits, and environments conducive to substance abuse. In the majority of instances these risk factors play out against circumstances of poverty and violence (Reddy et al., 2010), from which arise many national problems including incomplete education, unemployment, crime (Reddy et al., 2010), and teenage parenthood (Morrell, Bhana, & Shefer, 2012). Ultimately, these factors can contribute to a social culture of questionable morality (Swartz, 2009).

2.3.2.1. *Schooling*.

School is recognised as a suitable site in providing education interventions, evaluations and monitoring environments for youth, however, quality of education is linked to social class, with youth in poorer communities facing constraints such as overcrowded classrooms and lack of resources (Jansen, 2012). This equates to youth often presenting a profile of incomplete education, and intermittent attendance (Bray et al., 2010; Swartz, 2009). Varying levels in education mean that for many families the current youth may be the first in their family to complete high school or to attain higher education. Schooling is, however, a consistent feature in

the lives of South African youth as schooling is compulsory until the age of 15, or attainment of the 9th grade (South Africa,1996).

2.3.2.2. Unemployment.

A recent NUMSA report ("South Africa's youth unemployment crisis," 2014) asserts that upward of 34% of youth between the ages of 18 and 35 have never worked. In many communities unemployment impacts heavily on household economics with extended families sharing meagre resources, or even in cases existing only on government grants for the children and aged in the household (Bray et al., 2010). Unemployment often arises from a lack of educational qualifications, career guidance or marketable skills and career guidance has been cited as much needed strategy for youth scholars (Albien, 2013). In addition to this the changing world of work, where manual labour work is on the decrease, requires adolescents to bring forth a new set of skills to maintain well-being. Problem solving, creativity and the ability to set goals are just some of the competencies needed for the next generation of workers (Larson, 2011).

2.3.2.3. The family.

Although many youth report loving and close family relationships, for the majority of youth in South Africa family systems and structures show splintered familial connections. This is linked to a variety of factors: the prevalence of ravishing diseases such as HIV/Aids (Smit, 2007); high unemployment rates (Index Mundi, 2013); the legacy of apartheid forced removals (Budlender & Lund, 2011); alarming rates of alcohol and drug abuse (Parry & Bennetts, 1999) and high levels of spousal/partner abuse (Pretorius, Naidoo, & Reddy, 2009). Bray et al. (2010) found that emotional strength and support when available is often provided by mothers to daughters; and occasionally through older siblings. But for male adolescents the absence of a father figure will often leave the youth without a positive adult role model (Larson, 2000). The need for parental support has been found to be a significant predictor of adolescent autonomous self-regulation and well-being (Niemiec et al., 2006). Further, Campbell and MacPhail (2002) found that the absence of positive adult role models in a youth's life can derail successful outcomes of a peer education programme. Parental influence lessens in adolescence as the youth moves toward individuation (Petersen et al., 2010) and the young person may be more susceptible to peer influence.

2.3.2.4. Peer pressure.

Peer pressure has dominant focus in the discourse of youth and is implicit in the presence of negative behaviours and norms in youth (Selikow et al., 2009). Peer pressure is attributed as the primary reason for risky sexual behaviour and is also present in discourse of why youth succumb to influences of alcohol and drug abuse. It is theorized that inadequate knowledge base

and a lack of decision making skills makes it easier for youth to submit to social pressure and engage in unhealthy behaviour (Swartz, 2009; Turner & Shepherd, 1999). Peer pressure is a focal topic of peer education programmes for scholars and youth (Baptiste et al., 2006) which attempt to harness peer influence positively (Frantz, 2015).

2.3.2.5. *Significant relationships.*

For many youth, in particular younger adolescents who find it difficult to regulate emotions and behaviour, there is a lack of clarity about what constitutes a healthy relationship. Adolescents may embark on inappropriate relationships, which might result in risky or dangerous behaviour. Violence and gender inequality are dominant discourses in youth dating and intimate relationships (Mason-Jones et al., 2011) with coercion and abuse often reported. Although sexual behaviours are acknowledged as starting in early adolescence (Zuma et al., 2010), not all adolescent relationships involve sex (Stellenberg & Corfield, 2013).

2.3.2.6. *Sexual health.*

In many communities there is little or no discussion about sex and sexuality between parents and youth and sexual practices of the adolescent may be in contradiction of cultural and social norms or, of that of their family (Gouws, Kruger, & Burger, 2008). This can cause disruption in parent-youth relationships, as the media constantly promotes sexual awareness and contrasting social norms among peers invite sexual experiences (Reddy et al., 2010). In a bid to avoid parental disapproval many adolescents may hide their dating and sexual practices (Bray et al., 2010). Teenage pregnancy is common, with distribution correlated to communities of poverty and nearly one third of births in South Africa attributed to young mothers (Morrell et al., 2012). Obtaining contraceptives is often difficult for girls in particular, who cannot talk to their mothers and who report prejudice at local clinics (Bray et al., 2010). There is a strong awareness of sexually transmitted diseases, such as HIV/Aids gained through governmental policy awareness campaign at schools and in public media. However, youth directives such as peer pressure, poor impulse control and feelings of invulnerability challenge initiatives, with an estimated nearly 50% of new HIV/Aids cases generating from youth (Sharp, Ph, & Dellis, 2010).

2.3.2.7. *Gangs.*

Gang membership is a reality of youth culture within South Africa, associated with negative factors including violence, crime, drug use and death. Reasons for joining a gang appear to be exacerbated by association with delinquent peers and the lack of positive developmental influences in adolescent lives (Gilman, Hill, David, Howell, & Kosterman, 2014).

2.3.3. Addressing youth problems.

Working with youth toward achieving optimal health has become a critical project of Government intervention, with mental health instability, substance abuse and potential chronic diseases identified as prevalent risk factors in the youth population. Identified strategies target health promotion and encourage education initiatives to address morbidity and mortality factors that affect youth (Reddy et al., 2010), and that implement intervention and support that will enable the youth to make "informed choices regarding behaviours that impact on their health and quality of their life" (Reddy et al., 2010, p.82). There is a stressing of the importance for adolescents to develop competencies that will enable them to become well-functioning adults in a demanding and changing society (Larson, 2011). Organised youth activities have empirically been shown to impart a number of developmental and social skills (Barnett, 2005; Pearce & Larson, 2006) and peer, family and community social connections are highlighted as key protective factors in contexts affecting health and wellness outcomes in youth (Viner et al., 2012).

2.4. Concepts of Wellness

Wellness is seen as key for human development and optimal functioning, and one of the key aims of peer education work is to promote well-being (Mason-Jones et al., 2013). Investigation of occurrences of well-being in peer educators is the underlying theme of this research project.

2.4.1. The nature of well-being.

Well-being does not easily spring to mind as a scientifically measurable topic. Yet over the past 30 years the topic of well-being has increasingly gained credence in fields of psychology (Nelson & Prilleltensky, 2010; Seligman, 2011), anthropology (Mathews & Izquierdo, 2009), community development and public health (Petersen, 2010), as social science researchers examine its role in the essence of human experience and seek to define multi-dimensional aspects of the quality of life and life satisfaction. The expression of well-being has expanded from an objective dimension measuring Gross Domestic Product (GDP), used by economic policy decision makers to include a subjective exploration of human experience (Hone, Jarden, Schofield, & Duncan 2014). Well-being theory overlaps many fields: the fields of Community Psychology and Positive Psychology are prominent in this crossover, both providing valid and reliable tools for measuring well-being in the human experience and describing optimal human functioning (Nelson & Prilleltensky, 2010; Seligman, 2011). In many ways positive psychology is akin to community psychology in that both disciplines share goals of salutogenesis (Schueller, 2009). However, positive psychology has always been primarily concerned with the well-being

and strengths of the individual whereas community psychology looks at the well-being as an interaction of personal and collective well-being and resources of the community (Nelson & Prilleltensky, 2010). It is the intention of this study to examine the constructs of positive psychology of individuals within a community setting in an attempt to better understand the presence of well-being at both the individual and collective levels and contemplate implications for the peer education programme.

2.4.2. Defining well-being.

A definition of well-being remains elusive (Seligman, 2011), although modern scholars are moving toward consensus on a "set point", described synonymously in differing research. At this point well-being regains equilibrium between resources and challenges of the individual (Dodge, Daly, Huyton, & Sanders, 2012). Disruption of stable well-being occurs when there is imbalance in the amount of resources and the amount of challenges on opposing sides of a well-being midpoint, creating an unequal "see-saw" effect. Stable equilibrium occurs when the challenges and resources are balanced within the individual. Each new challenge requires the individual to draw on resources to maintain balance. Interchangeably, high resources without sufficient challenge can also disturb the balance of well-being. Thus, well-being is not static, but a fluid element in continual flux (Dodge et al., 2012), whereby people strive to increase resources or challenges to keep this sense of balance. This is best illustrated in the diagram of (Dodge et al., 2012) as shown in Figure 1.

Figure 1: The set point of well-being. Reprinted from "The challenge of defining wellbeing," by R. Dodge, A. P Daly, J. Huyton and L. D. Sanders, 2012, International Journal of Wellbeing, 2, p. 222–235. Copyright 2012 by R. Dodge, A. P Daly, J. Huyton and L. D. Sanders. Reprinted with permission.

2.4.3. Subjective well-being.

Subjective well-being (SWB) measures incorporate "a global assessment of all aspects of a person's life" (Diener, 1984, p.542), and refers to the subjective expression of well-being as

interpreted by individuals. SWB comprises life satisfaction and positive affect and concentrates on primary factors such as individual traits, social environments and cultural considerations in determining SWB (Deci & Ryan, 2006). Further, there is a critical consideration of the social context of the individual, as there is recognition that well-being differs in contexts and cultures, and in psychological expression of well-being. Research continues to provide substantiation that the way people think and feel and make choices regarding the components of their lives ultimately determines their level of happiness and life satisfaction (Diener, 2000). In addition, subjective well-being plays an important role in positive youth development, and is seen in parental support, as well as meaningfulness and challenging activities, as previously mentioned in this section (Park, 2004). SWB theorists separate out two foci: *Hedonia*, popularly known as "happiness studies" assesses well-being in terms of increased positive affect and lower or absent negative affect (Deci & Ryan, 2006), whilst *Eudaimonia* turns attention to subjective expression of satisfaction with life, more particularly, the processes that make "life worth living" (Seligman & Csikszentmihalyi, 2000, p.5). The term flourishing, discussed in detail later in this section, has been tentatively proposed as encompassing high levels of eudaimonia and hedonia elements within well-being (Hone et al., 2014; Schueller, 2009). As a theoretical framework construct well-being studies provide a multifaceted and comprehensive base for research of health and well-being interventions (La Placa, McNaught, & Knight, 2013).

2.4.4. Community wellbeing.

 One of the goals of youth PEPs is to further well-being within communities, through addressing psycho-social challenges experienced by youth. It has been argued that this success is in part dependent on the adequate training received by the peer educators and that PEPs do not effectively address the underpinning social fabric (Mason-Jones et al., 2013). However, theorists contend community plays a role in enabling experiences of well-being.

2.4.4.1. *Sense of Community.*

Subjective well-being has been positively associated with a sense of community (Molix & Nichols, 2013), where community is "felt" or experienced by the individual. Independent of structural community elements, well-being is affected by how individuals perceive acceptance, belonging and support within a community. A sense of community reportedly supports a sense of collective purpose as community members work together to overcome health challenges (Kitchen, Williams, & Chowhan, 2012). Key to this is the construction of positive relationships contributing to community well-being, and the importance of relationships that touch the dimensions of "being close, being read, being seen and being heard" (Hudson, 2015, p.27).

2.4.4.2. *The role of social capital.*

Allied to a sense of community, recent research links the concepts of social capital to positive indicators of subjective well-being. Social capital, in a broad sense, refers to the density and spread of social connections that an individual has (Helliwell & Putnam, 2004). Membership of positive social capital networks, that is, those relationships containing high levels of reciprocity and trust, are shown to have significant benefits for positive social outcomes, even to the extent where the positive outcomes affect even those who are not members of the network. Social capital is a key component of community well-being in that it considers strengths and material and social resources that are needed by individuals to empower them towards optimal functioning (La Placa et al., 2013). In a comparative survey of global sources, Helliwell and Putnam (2004) produced evidence showing social capital, in different forms, as supportive of physical health and subjective well-being. Among the variations of social capital, individual and collective civic engagement were firmly entrenched as contributors to happiness and life satisfaction. This study will examine whether opportunities for social capital development are provided through the peer education programme offered by TSiBA.

2.4.5. **Positive psychology.**

A broader examination of well-being falls under the discipline of positive psychology. By taking a salutogenic approach, focusing on positive mental health and increasing the factors which contribute to optimal well-being (Seligman & Csikszentmihalyi, 2000), "positive psychology studies what people do right and how they manage to do it" (Compton, 2005, p. 3). Central in positive psychology is identification of meaning, virtue, resilience and well-being; its overarching purpose is to better life for everyone (Wong, 2011). In Positive Psychology there is specific examination of:

- *States*: Such as happiness or joy. In essence this would include thoughts and actions inducing positive emotion: thinking optimistically about the future; laughing with a friend; or enjoying a reflective thought
- *Traits*: personal traits such as resilience or coping. This is seen from the individual view, and refers to a person's observable behaviour actions that indicate character strength, generally with regularly observed behaviours that occur over time
- *Institutions*: positive community or social models such as healthy families, communities and work environments. Examples here would include active

citizenship, pleasant work environments and communicating and caring families (Compton, 2005).

However, current criticisms lobbied against positive psychology include its under studied application in developing countries and its lack of global applicability. Critics see positive psychology as not considering the social justice perspective and poverty reality that is particular to many low and middle income countries (Wong, 2011). This study attempts to add to literature refuting this critisim.   In argument, the stance of this research is that positive psychology's approach, looking at both outcomes and interventions for individual, family and community well-being, makes it eminently suitable for examining the optimal functioning of a "community" of peer educators in a developing country.

2.4.5.1. Flourishing.

Flourishing is a key term in positive psychology, and Seligman is regarded as being prominent in distilling the focus of positive psychology and introducing the term flourishing, as the desired outcome of our life pursuits. Flourishing looks critically beyond the subjective state of happiness and positive emotions and instead is seen as effectively embracing various elements which at their core epitomise optimal development (Seligman, 2011). These elements include meaning making, relationships and a sense of purpose and mastery in life choices. Additionally, flourishing elements are considered foundational for a number of contemporary motivational psychology theories (Little, Salmela-Aro, & Phillips, 2007). The PERMA model, developed by Seligman (2011) identifies five key elements present in a state of flourishing:

- *Positive emotions*: These include subjective states of satisfaction such as joy, happiness and contentment
- *Engagement*: Actively pursuing a task for the interest or pleasure of involvement. Seligman further designates "flow" as a state where time seems to stop because of active enjoyed engagement.
- *Relationships*: Positive personal and social relationships of love, care and support
- *Meaning*: Feelings that what you do in life is valuable and worthwhile
- *Accomplishment*: A sense of working toward or of achieving goals

Seligman contends that three particular properties must be simultaneously defined for each key element to enable flourishing: the element must contribute to well-being; it must be

pursued for its own sake; it can be measured independent of other elements. Figure 2 illustrates the PERMA concept.

POSITIVE EMOTION - Subjective happiness & life satisfaction

ENGAGEMENT (assessed subjectively) - did time stop for you?

(POSITIVE) **R**ELATIONSHIPS

MEANING – belonging to and serving something that you believe is bigger than the self (subjective)

ACCOMPLISHMENT

It contributes to well-being

Many people pursue it for its own sake, not merely to get any of the other elements

It is defined and measured independently of the other elements

Figure 2: Elements of PERMA. Adapted from *Flourish* (p.16-19) by M. Seligman, 2011, New York, NY: Simon & Schuster, Inc. Copyright, 2011 by Simon & Schuster.

2.5. Motivation and Self Determination Theory

This next section of this review examines motivations and theory which accounts for the reasons we do the tasks and actions which lead to optimal well- being. This theoretical framework will be used to examine the motives and action of peer educators in this study and how these impact on their well-being.

2.5.1. Why we do what we do.

Underlying the theories of motivation is the assumption that there is a cause for all behaviours (Franken, 2002), and motivation theories explore what and how we are motivated and what it is that keeps us motivated. Theories of motivation have expanded from a view of motivation as a unitary concept of human behaviour which could be assessed in terms of "more" or "less" motivation (Ryan & Deci, 2000a), to a perception of motivation as variable in quality and type within environmental contexts. Discourse surrounds the factors which influence how motivation comes about (Reykowski, 1982); why people are motivated in certain instances and not in others (Pink, 2010); what it is that gives rise to actions (Deci & Ryan, 2000), and that originating and persisting motivations may be different (Franken, 2002). Self Determination Theory positions itself as a motivation and well-being theory with a central premise of motivation energising behaviour as a means to satisfy basic psychological needs (Deci & Ryan, 2008).

2.5.2. Self Determination Theory (SDT).

SDT makes three assumptions about the human experience that resonate in positive psychology and which form the core of its organismic dialectical approach: 1) That humans are capable of mastery with both their inherent needs and emotions as well as with the environments they encounter, 2) Human inborn tendency is toward one of growth and development and hence individuals will engage with their environment and arrange their inner resources in ways that invite this positive process, and 3) The stipulation that, although growth and development tendencies are inherent in living organisms, these are not automatic and will only occur when nourished via nutrients provided by the social environment (Deci & Ryan, 2012; Ryan, 2009). Social environment has been critically assessed in adolescent development (Viner et al., 2012); volunteer studies (Wang et al., 2010) and in peer education research (Cornish & Campbell, 2009), where it is seen as key for understanding intent and determining future project implementation success. Caring, autonomous environments will support optimal growth and development whereas controlling and regulated environments will only have adverse consequences (Deci & Vansteenkiste, 2004). A recent review of studies across various psychological disciplines showed that self-regulation, the ability to control one's own impulses and stop and start activity and behaviour at will, and autonomy, acting of one's own volition, are significant forecasters of health and well-being in several areas of psychology (Sokol, Grouzet, & Muller, 2015). Correspondingly, Deci and Vansteenkiste's review (2004) of SDT suggests that it is a suitable vehicle for working within the positive psychology paradigm. They point out that the theory offers a unique opportunity to examine negative and positive factors that influence an individual's well-being. Ryan, Huta and Deci (2008) further suggest that SDT embodies four elements of eudaimonic living: intrinsic goals, autonomy, basic psychological needs and mindfulness.

2.5.3. Types and degree of motivation.

Examination of the type of motivation has become a focus complimentary to the study of well-being and need satisfaction as studies have shown that the type of motivation employed will be not only pertinent to task and activity performance, but also a significant predictor of outcomes and forecast a person's initial or continued participation in an activity (Deci & Ryan, 2008b).

SDT examines motivation in terms of content, needs that govern action, and process, the selection of goals (Haivas, Hofmans, & Pepermans, 2014). The theory pays careful and considerate attention to the originations of motivations and the level of self-determination present. Accordingly, SDT proposes that motivations can be autonomous or controlled and

encapsulate an extrinsic (external locus of causality) or intrinsic (internal locus of causality) focus (Ryan & Deci, 2000a).

2.5.4. The six mini theories of SDT.

SDT's broad perspective on human behaviour sees it as a metatheory. SDT comprises, six fundamental mini theories which lay out concepts for the various constructs of the theory ("Self Determination Theory," 2015):

- *Cognitive Evaluation Theory (CET)*: CET examines Intrinsic Motivation, motivation which is self-originating. CET looks at the relationship of intrinsic motivation and the social environment factors which affect it
- *Organismic Evaluation Theory (OET)*: OET examines the various forms and expressions of extrinsic motivation
- *Causality Orientations Theory (COT)*: COT considers the way people arrange themselves and their behaviours within environments
- *Basic Psychological Needs Theory (BPNT)*: BPNT stipulates that people are inherently drawn to satisfy needs of Autonomy, Competence and Relatedness necessary for psychological well-being and optimal functioning
- *Goal Contents Theory (GCT)*: GCT explores the connections between intrinsic and extrinsic goals in relation to motivation and well-being
- *Relationship Motivation Theory (RMT)*: RMT puts forward that relationships are necessary for well-being and suggests that quality of relationships is instrumental in satisfying relatedness, competence and autonomy needs

Each of these mini theories can be considered separately to examine elements of SDT. However, as the purpose of this research is to consider constructs of SDT in a broader perspective, a systemic view is taken viewing SDT as a multidimensional motivation model. SDT uses the Self Determination continuum of motivation to describe the types of motivation and their relationship within the theory. This continuum sets out motivation types as occurring in increasing levels of self-determination (Ryan & Deci, 2000b). However, although the continuum has been criticised for empirical weakness in failing to provide evidence of a continuum of regulation (Chemolli & Gagné, 2014), it is important to point out that the continuum of motivation does not see motivation as progressing through stages, i.e., from one level to the next. In fact, motivation can be made of more than one regulation at any one time, or even convert, more or less, within degrees of self-determination. Rather (as interpreted in this research), the

continuum of motivation allows for a simple illustration of the differing types of motivation and to reflect the differing levels of motivational autonomy.

2.5.5. The motivation continuum.

The SDT continuum of motivation considers the causality of the motivation, i.e. the reasons for the motivation as well as expounding a description of the types of motivation as intrinsic and extrinsic motivations. The continuum acknowledges *amotivation*, characterised by a lack of motivation (Deci & Ryan, 2008), on the far left side; through varying types of *extrinsic motivation*; and then to *intrinsic motivation* on the far right. Extrinsic motivation is divided into four types in accordance with their internalisation and self-regulation level. Two controlled and two autonomous motivation categories are recognised. Motivations that are extremely regulated and give no opportunity for autonomous behaviour are seen on the left side of the extrinsic spectrum. The forms of extrinsic motivation increase in degrees of self-determination from none - which is fully controlled external regulation; through to self-endorsed, fully autonomous intrinsic motivation on the far right of the continuum.

Figure 3 shows the continuum of motivation as proposed by SDT and provides an example of each, and indicates their type of regulation and Locus of Causality (LOC), that is, their external or internal origin of the behaviour (Ryan & Connell, 1989).

Figure 3. The continuum of motivation.
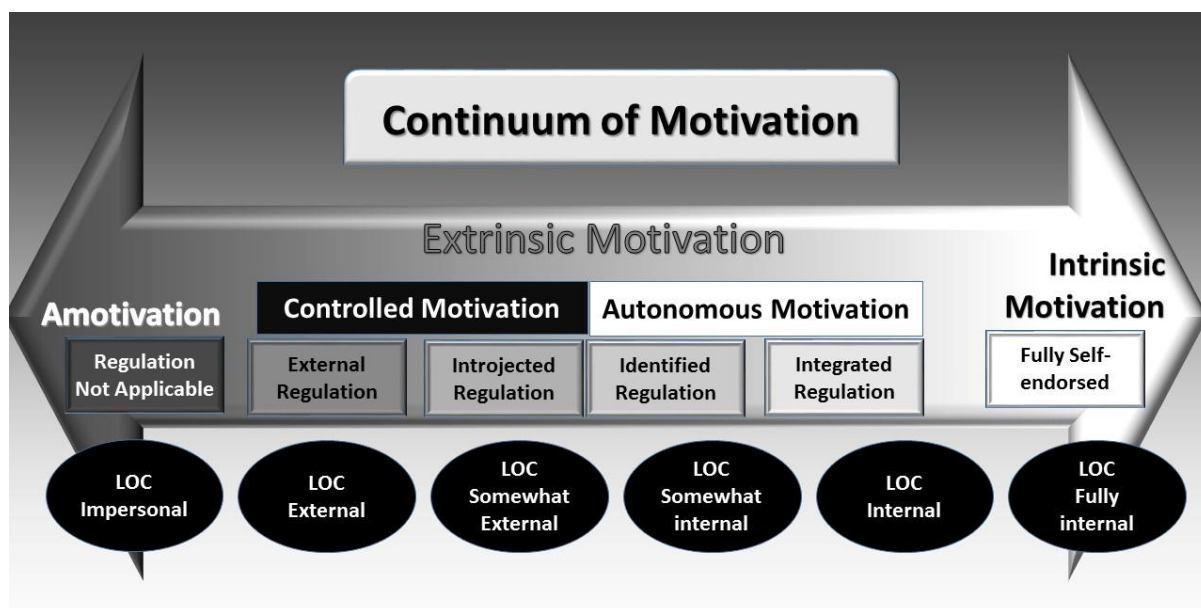
Figure 3: The continuum of motivation. Sourced and adapted from "Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development and Well Being," by R. Ryan and E. Deci, 2000, American Psychologist, 55, 1, p.72. Copyright 2000 by the American Psychological Association.

2.5.5.1. Intrinsic Motivation.

On the right of the continuum is intrinsic motivation. Intrinsic motivation is seen as fully self-determined, motivation which is not controlled but is self-endorsed, and refers to an individual's self-originating intentions. Motivations which are intrinsic in nature are "for its own sake" (Millette & Gagné, 2008, p.12) and are seen to seen to satisfy basic psychological needs, those of autonomy, competence and relatedness. SDT asserts elements in the environment facilitate or undermine intrinsic motivation and can thwart satisfaction of these basic needs (Ryan & Deci, 2000a). This type of motivation is seen at the positive side of the spectrum as shown in Figure 3. Persons with intrinsic motivations are not compelled by external influences, pressures and rewards but rather by internal forces such as enjoyment or interest (Finkelstein, 2009). Thus tasks undertaken seek "no reward and no approval" (Ryan & Deci, 2000a, p.57). Children's play has been exemplified as intrinsic motivation, as children do not play to satisfy a need or an outcome, but rather they play because it is joyful and fun (Deci & Ryan, 2000). In a wider perspective within positive psychology the Broaden and Build theory (Fredrickson, 2004) alludes to intrinsically motivated play as being associated with positive emotion, creativity, exploration and investigation (Compton, 2005; Fredrickson, 2004). Intrinsically motivated activity is seen as the basis for people's learning and development arising as it does from spontaneity and curiosity (Deci & Vansteenkiste, 2004) and it encourages and enhances psychological well-being (Ryan & Deci, 2000b). Newer research sees intrinsic motivation in meaning making, authentic commitment and engagement (Chalofsky & Krishna, 2009). SDT further identifies three inherent aspects of intrinsic motivation (Vallerand et al., 1992):

- *to know:* seen as exploration, curiosity or desire to learn
- *to accomplish*: achieving mastery or competence in a task
- *to experience stimulation*: fun and excitement, sheer pleasure, sensory experience or even "flow" from engaging in the activity.

Key to all three aspects is that activity should be should be undertaken for the pleasure and satisfaction of performing the task or experiencing the activity. Often this may mean going beyond task requirements for the enjoyment of the task itself.

2.5.5.2. Extrinsic motivation.

SDT asserts that most activities people do are dominated by social environment pressures and are not truly intrinsically motivated (Ryan & Deci, 2000a), but rather arise from extrinsic motivations. In this regard extrinsic motivation is a broad category situated between amotivation

and intrinsic motivation on the continuum. Extrinsic motivation encapsulates autonomous and controlled identifications of motivation. Unlike intrinsic motivation where value is place on the intrinsic interest of the activity itself (Ryan & Deci, 2000) in extrinsic motivation, intent is in relation to "some separable outcome" (Ryan & Deci, 2000, p.71). Extrinsic motivation occurs when the individual is motivated or originally guided by external stimulus, external influences, pressures or self- gain motives. Additionally, ego motives can extrinsically motivate an individual, such as a desire to improve appearance or popularity (Schmuck, Kasser, & Ryan, 2000). Extrinsic motivation can vary in degrees of autonomy according to how it is internalised and integrated into values and behaviours and SDT acknowledges that with extrinsic motivation the incentive to energise the behaviour may come to differ from the motivation for the persistence of the behaviour. The social environment is seen to play a key role in mediating the level of self-governance present in extrinsic motivation.

2.5.5.3. Types of extrinsic motivation.

There are four types of extrinsic motivation:

External regulation. This is the most extreme form of extrinsic motivation on the continuum. Here the activity is engaged in "as a means to an end" (Vallerand et al., 1992, p.1006) and motivations might take the form of pressure, rewards, punishment or threat (Ryan, Kuhl, & Deci, 1997). The individual has no self-endorsement of the activity. Internalization if present is temporary and contingent on rewards or punishments applicable (Baleghizadeh & Rahimi, 2011). External regulation is often recognisable in the form of passive compliance where the behaviour is controlled, usually in the form of rules and regulations, and the person has no sense of autonomy.

Introjected regulation. Within introjected regulation there can be an attempt at internalizing external factors but the values and behaviours are still not integrated as part of the self. Rather motivation arises from ego enhancing desires such as avoiding guilt, addressing moral pressure or seeking appearance approval (Ryan & Deci, 2002). Introjected regulatory behaviours can be recognized by "should" or "ought to" motives and they too are a controlled type of motivation (Chen, Beyers, & Vansteenkiste, 2013).

Identified regulation. This form of regulation shows further internalisation, as the individual accepts the value and worth of behaviours and endorses them as personally meaningful. For instance, carrying out behaviour because is the individual feels it is "important" to do so in accordance with their values or beliefs. However the motivation for the activity remains one of personal goal and is not for the activity itself (Haivas et al., 2014).

Integrated regulation. The most self-determined form of extrinsic motivation is integrated regulation. This integration sees a behaviour fully assimilated as being in consistency with the person's own other values and identity (Deci & Ryan, 2000). Although similar to intrinsic motivation integrated regulation requires first a process of self-examination before internalizing, and even though the behaviour is seen as valuable, it is still done for some separable outcome (Ryan & Deci, 2000a).

Table 1 is an example of statements associated with external, introjected, and identified regulations. These statements are verbatim reports from young scholars, extracted during a study which examined reasons for behaviour in scholars and ascribed perceived locus of causality accordingly (Ryan & Connell, 1989).

Table 1.

Statements associated with regulations

Example of reason	Motivation type and regulation
Because I will get in trouble if I don't;	External
Because that is what I am supposed to do;	(Rule Following: avoidance of punishment)
So that the teacher won't yell at me;	
Because that's the rule;	
So others won't get mad at me	
Because I want the teacher to think I am a good student;	Introjected
Because I will feel bad about myself if I don't;	(Self and other approval: avoidance of
Because I will feel ashamed of myself if I don't;	disapproval)
Because I want the other students to think I am smart;	
Because it bothers me when I don't;	
Because I want people to like me	
Because I want to understand the subject;	Identified
Because I want to learn new things;	
To find out if I'm right or wrong;	
Because I think it is important to…;	
Because I wouldn't want (like) to do that (negative behaviour)	
Because it is fun;	Intrinsic
Because I enjoy it	

Note. Statements associated with regulations. Sourced from "Perceived locus of causality and internalization: Examining reasons for acting in two domains", by R. Ryan and J. Connell, 1989, Journal of Personality and Social Psychology, 57, 5, p.752. Copyright 1989 by the American Psychological Association.

2.5.6. Extrinsic motivation and the impact on well-being.

SDT explicitly asserts that the type of motivation, whether controlled or autonomous mediated by need satisfaction impacts well-being and performance (Deci & Ryan, 2000; Weinstein & Ryan, 2010). In particular controlled motivation has been shown as energy draining and depleting of well-being (Deci & Ryan, 2008). Burton, Lydon, D'Alessandro, and Koestner (2006) showed that even between intrinsic and identified motivations, only intrinsic motivation is not dependent on outcomes as a barometer of psycholgoical well being (Burton et al., 2006). In mitigation, further research shows extrinsic motivation can be of value in well-being when the task is internalized by the individual as self-determined (Chirkov, Ryan, Kim, & Kaplan, 2003). In volunteer studies autonomous motivation has been found to provide greater need satisfaction, and to be of benefit for the volunteer and the recipient (Weinstein & Ryan, 2010).

2.5.7. Internalisation.

Internalisation as described by SDT is a process wherein the individual attempts to assimilate the external environment requirements as self-endorsed or "owned" (Deci & Ryan, 2000). This may occur naturally, such as when an activity or behaviour becomes intrinsically interesting; or over time with gradual absorption of values and beliefs and role identification (Finkelstein, 2009). The internalisation process varies in degrees. Controlling environments are seen to hinder the internalisation process whereas autonomous environments enable internalisation. Forms of regulation differ in accordance with the internalisation level (Haivas et al., 2014).

2.5.8. Rewards and motivation.

Repeated studies have shown that contingent motivations, the backbone of performance management, do not work and may even do harm to intrinsic motivation (Deci, Koestner, & Ryan, 2001). Traditional motivation concepts such as "the carrot and stick approach" are also shown to have limited applicability as they shift focus from the work to the reward itself (Stone, Deci, & Ryan, 2009). Although reward systems have some relevance for blue collar workers, where quantity of production, and jobs requiring no creativity is linked to a reward system, tasks that involve more than just mechanical skill, those requiring creativity and cognition are not improved when rewards are increased. People are better motivated when they do tasks that they like and that they want to do. For instance, there is little evidence of reward systems in peer education programmes in South Africa (Hamilton, 2011), yet peer educator engagement continues. It is deducible that there are factors other than desire for rewards present in the motivation of peer educators.

2.5.9. Motivation and active participation.

SDT suggests that people are innately and unequivocally drawn to achieving effective outcomes not just as passive recipients, but through active engagement with their environment. The level of autonomy present in a motivation is a firm forecaster of a person's initial or continued participation in an activity, as people develop toward greater autonomy. In turn this greater autonomy predicts development, vitality, well-being and increased creativity (Deci & Ryan, 2012) This is also supported in volunteer engagement studies: a practical index indicator between motivation and volunteer environment showed stronger indices for volunteer involvement in climates that were less controlling (Stukas, Worth, Clary, & Snyder, 2009). In addition, Millette and Gagne (2010), with their field study of volunteer motivations, found a relationship between autonomous motivation satisfaction and ongoing volunteer commitment. Studies continue to emphasise that the motivations people have for engaging in behaviours have important implications for wellbeing and persistence in the face of adversity (Patrick, 2014). With particular relevance for the young people in this study, Mahoney also found that being active agents in the environment played a key role in the establishment of "mental toughness" in the 18 adolescents of his study (2015, p.18).

2.5.10. Amotivation.

An absence of motivation describes amotivation. Amotivation is contrasted with any autonomous or controlled motivations, in that there is no intention or inclination to participate in activity (Deci & Ryan, 2008). Amotivation may occur when a person feels unable to control the outcome of an action or behaviour, as in situations where a person feels ineffective or has no autonomy (Deci & Ryan, 2000). Further to this, amotivating behaviour has been shown to negatively affect competence and commitment to participation (Vallerand et al., 1992).

2.6. Basic Psychological Needs

SDT's core construct reflects on the role and importance of need attainment in relation to the behaviour and well-being of the individual, and asserts that satisfaction of basic psychological needs can result in well-being and vitality throughout the lifespan (Kasser & Ryan, 1999; La Guardia, Ryan, Couchman, & Deci, 2000; Ryan, 2009). These needs are for autonomy, competence and relatedness. The Basic Psychological Needs Theory, within the SDT framework succinctly define the role of the needs by saying "needs specify innate psychological nutriments that are essential for ongoing psychological growth, integrity and well-being" (Deci & Ryan, 2000). Proponents of SDT theory point out that people do not do things specifically to satisfy needs; rather satisfaction of needs happens when people do things that they find fun, meaningful

and interesting (Ryan & Deci, 2000a). BPN are a valuable platform from which to forecast the social environment's potential contribution to well-being and BPN satisfaction has been studied in varied contexts including education, healthcare, work, sport and environment ("Self Determination Theory," 2015). Fulfilment of BPN has positively predicated attachment security (La Guardia, Ryan, Couchman, & Deci, 2000), indicated universality in across culture studies (Chen et al., 2013); and implicated positively in a broad range of health studies (Deci & Ryan, 2008; Jordalen, 2012; Van Hooff & Geurts, 2014). It is argued as a suitable theoretical base for positive psychology (Deci & Vansteenkiste, 2004); with a growing literature of a relationship between satisfaction of BPN and optimal health and well-being (Ilardi, Leone, Kasser, & Ryan, 1993; Jordalen, 2012; Leversen, Danielsen, Birkeland, & Samdal, 2012; Patrick, Knee, Canevello, & Lonsbary, 2007; Ryan, 2009; Weinstein & Ryan, 2010). Ill-being and psychopathology are repeatedly ascribed as responses to having these basic needs thwarted or frustrated (Chen et al., 2014; Reis, Sheldon, Gable, Roscoe, & Ryan, 2000; Vansteenkiste & Ryan, 2013). Of particular relevance for this study, and giving support to the theoretical framework chosen for this research, is that the BPN are evidently prominent in Community Psychology discourse (Nelson & Prilleltensky, 2010) where they are seen as essential to community well-being; in prosocial volunteer literature (Weinstein & Ryan, 2010; Windsor, Anstey, & Rodgers, 2008) and in positive psychology literature (Ryan et al., 2008).

2.6.1. Autonomy.

Autonomy refers to the feeling of being un-coerced in one's actions, i.e. making one's own choices, doing things of one's volition. Recent studies adopt the term "self-endorsement" as a synonym when referring to autonomy, as discourse surrounds the traditional meaning "independence" as being misperceived as having only an individualistic perspective. A collectivist embracing of autonomy is supported by studies in various fields which show that people may act autonomously by choosing to be dependent on someone else (Stone et al., 2009). Autonomy-support is a terminology within this theory that is used to refer to environments which offer climates conducive to need satisfaction. Environments lacking in autonomy-support have been shown to lead to need frustration. Conflicts in autonomy, "feeling pressured to think, feel or behave in specific ways" (Sheldon, Ryan, Deci, & Kasser, 2004, p. 475) will not result in need satisfaction, and have been linked to biological and psychological problems (Ryan et al., 1997). Autonomy supportive behaviour involves recognizing the need for autonomy in others, and enabling conditions which support their volition and avoid control as motivation (Guay, Ratelle, Larose, Vallerand, & Vitaro, 2013). Positive outcomes of this are seen in prosocial studies which show that lower volunteer turnover is predicted by autonomy support. This was seen in Gagne's

examination of factors affecting volunteer engagement in prosocial behaviour (Gagné, 2003). Further, autonomy support, along with work hope and career planning has been shown to contribute significantly to fostering achievement motivation of high school adolescents from backgrounds of poverty (Kenny, Walsh-Blair, Blustein, Bempechat, & Seltzer, 2010).

2.6.2. Competence.

The second need, competence, refers to feeling capable, how effectively you are able to do things (Compton, 2005). Satisfaction of this need happens when individuals feel they have necessary skills that enable them to succeed (Ryan & Deci, 2000a). Competence by large is gained through learning, skill development and knowledge acquisition. Challenging environments present opportunities for gaining competence when individuals feel capable of negotiating accomplishment (Brien et al., 2012; Patrick, 2014). Familiarity has been shown to increase competence as it is based on previous learning and understanding, as was seen in a study examining knowledge sharing in virtual communities (Yoon & Rolland, 2012). Factors affecting competence negatively include workload and gender prescription (Ryan & Deci, 2000c). Competence is arguably the most subjective of the BPN, as it relies on the perception of the individual. Perceived competence has been linked to positive academic achievement (Guay et al., 2013); work performance and proactive behaviour (Vansteenkiste & Ryan, 2013).

2.6.3. Relatedness.

The BPN of relatedness looks at the human propensity to "form strong, stable interpersonal bonds" (Reis et al., 2000, p.421). It describes feeling connected to others, a sense of community or belonging. Continued studies show that people in satisfying relationships have better health and well-being. Interactions best for satisfying the needs of relatedness are varied, and include shared emotional connections, intimacy and avoidance of conflict (Reis et al., 2000). Relationships that allow for satisfaction of this BPN increase intrinsic motivation, such as when teachers taking interest in their students, showing them caring and support, may motivate students to perform better in the class (Ryan & Deci, 2000a). Further to this, SDT sees relatedness as benefiting when there is reciprocity in the relationship, such as when there is mutual respect and mutual reliance on each other (Slemp & Vella-Brodrick, 2013).

2.6.4. BPN in review.

Although the basic psychological needs as set forward by SDT are viewed as essential to well-being, recognition of these needs is not original within the field of positive psychology. Many other theories have over time identified similar constructs. As far back as 1989 Ryff explored like-minded ideas in her theory of positive human development, which were later refined and elaborated as the Ryff Scales of Psychological Well-Being (Ryff & Keyes, 1995).

Relatedness is recognizable as positive relationships in Martin Seligman's theory of flourishing (PERMA); and also in other prosocial theories (Mowen & Sujan, 2005). Competence appears many times in the literature as mastery, and autonomy is universally recognized not only in positive psychology but within broader realms of management, and positive leadership (Oostlander et al., 2013). What is unique to SDT is that the BPN have been consistently validated under peer scrutiny. A study compared 10 psychological needs, to ascertain the ones appreciated as most essential to humans, and reported that the basic psychological needs of SDT were consistently validated across studies (Sheldon, Elliot, Kim, & Kasser, 2001).

2.7. Prosocial Behaviour: Motivations and Actions

Prosocial behaviour may be defined as "voluntary actions that are intended to help or benefit another individual or group of individuals" (Eisenberg & Mussen, 1989, p. 3). Prosocial actions involve improving the welfare of others enacted either through the donation of money, volunteering or establishing interventions (Weinstein & Ryan, 2010).

2.7.1. Motivations for prosocial behaviour.

Literature sees prosocial behaviour as helpful for both those giving and those receiving. SDT further asserts that the volition in a prosocial behaviour provides greater need satisfaction and thereby greater wellbeing (Weinstein & Ryan, 2010). Tendency for prosocial behaviour appears innate (Brownell, 2013; Sommerville, Schmidt, Yun, & Burns, 2013), however, prosocial motivation is seen to vary during developmental life stages. Adolescents' prosocial behaviour and prosocial moral reasoning increases into young adulthood, and ultimately levels off at around the age of 26-27 years (Eisenberg et al., 2005).

Motivations for prosocial behaviours may vary from genuine care for others and acting from an individual's empathy or concern (Dijker, 2014), to motives of personal gain such as to receive accolades or rewards (Eisenberg & Mussen, 1989). Altruism, or "warm glow", motivations, are presumed to have intrinsic origin, however some authors suggest that there is no such thing as truly altruistic behaviour and that altruism has benefit for the giver and thus is extrinsically motivated. Alternately other authors suggest motivations of purpose and meaning are solely intrinsically motivated (Grant, 2008), whilst yet others assert that altruistic motives can be both, arising (intrinsically) from a desire to help others, or (extrinsically) arising from a sense of obligation (Tassell & Flett, 2011). The literature provides no clarity, with further authors suggesting that benefits of social approval and a desire for reciprocity may balance between intrinsic and extrinsic motives. Benefits of prosocial behaviour include rewards for self, the recipient and the community. People carrying out prosocial actions gain a more positive

perception of other people and increase their sense of belonging and willingness to assist in the community (Lubomirsky, 2007). In addition to this, involvement in community has been shown to improve the quality of life for its citizens and is indicative of a healthy functioning society (Thomson, Smith-Tolken, Naidoo, & Bringle, 2010).

Figure 4, drawn from a study on motivations of prosocial behaviour within the work context (Grant, 2007), provides a suitable illustration of the flow of this prosocial behaviour process, motivations and resulting outcomes.

Figure 4. The flow of prosocial behaviour.
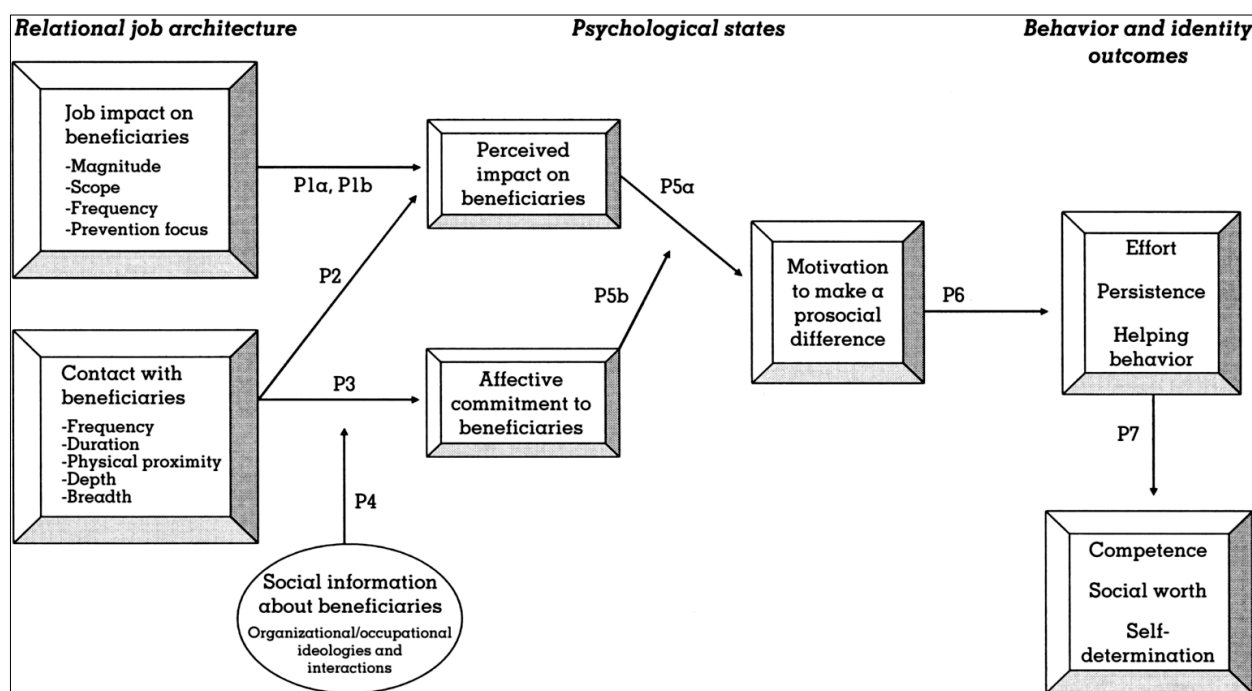
Figure 4 . The flow of prosocial behaviour. Reprinted from "Relational job design and the motivation to make a prosocial difference," by A. M. Grant, 2007, Academy of Management Review, 32(2), p. 396. Copyright 2007 by the Academy of Management. Reprinted with permission.

2.7.2. Understanding volunteerism.

Prosocial behaviour most often finds its expression through the acts of volunteerism (Omoto & Snyder, 2002). For the purposes of this study examining peer education work, a form of volunteerism, it is helpful to have a fuller understanding of the theoretical framework that underpins volunteer behaviour.

Volunteerism may be described as "ongoing, planned and discretionary prosocial behaviour that benefits non-intimate others and offers little or no tangible reward" (Finkelstein, 2009, p.653). It is distinguished from other acts of prosocial behaviour as it is a

deliberate and not spontaneous action (Finkelstein, 2007). Volunteer organisations vary purpose in consideration of a culture's political, religious or social stance and sway as an individualistic or collectivist society (Grönlund et al., 2011), but chief amongst them is the desire to attend to social problems by implementing measures to improve or meet the needs of a particular community (Omoto & Snyder, 2002).

2.7.3. The concept of Paying-it-forward (PIF).

Paying-it-forward is seen as performing an act of prosocial behaviour without expecting reciprocity. (McKenna-Buchanan & Munz, 2014). In current contexts prosocial behaviours exemplified by the "pay-it-forward" movement appear in media and casual discourses. Alternately named "upstream reciprocity" (McCullough, Kimeldorf, & Cohen, 2008), it is conceptualised in gratitude studies as a form of altruism, similar to random acts of kindness (Chan & Tong, 2011). The theory submits that people who are the beneficiaries of volunteer actions feel grateful and are motivated to reciprocate by extending generosity to other recipients, ultimately creating a cascade of prosocial behaviours (Chiang & Takahashi, 2011). Stipulated in a PIF scenario is that there is no expectation of a reciprocal action by the recipient. Instead, the original giver requests that the receiver or beneficiary "pay forward" the action by performing a prosocial behaviour in turn for another needy cause or person (Gray, Ward, & Norton, 2014). The awareness of PIF in popular culture enables it to be easily marketed to youth as a community engagement " assignment", the true purpose of which is to create civic engagement and participation (McKenna-Buchanan & Munz, 2014). Initial research findings on initiated random acts of kindness suggest that "paying it forward" is of benefit to giver and receiver (Pressman, Kraft, & Cross, 2014). It is further exemplified in the positive-activity model, which posits that positive activities increase not only positive emotions and need satisfaction, but contribute toward well-being (Lyubomirsky & Layous, 2013). Although still relatively unexamined, PIF is of interest to social network theorists and PIF theoretical models examine how cooperative behaviour in social networks spreads, as people become influenced by those practicing upstream reciprocity behaviours (Chang, Lin, & Chen, 2012; Fowler & Christakis, 2010). Pay-it-forward is an ethos practiced by TSiBA, whose staff encourage their students to benefit their communities in some way as a reciprocal action for their awarded tertiary studies scholarship.

2.7.4. Volunteerism in Higher Education.

Prosocial behaviour, in particular volunteer action, is actively encouraged within university and higher education settings where higher education institutions are moving to assert a strong volunteer ethos in students and workforce, arising from ideals of civic engagement, social

responsibility and skills development. Volunteering is seen as contributing not only to the personal development and welfare of the volunteering individual, but also as contributing to societal issues including those of accommodating inclusion, building society cohesiveness, increasing community development and also creating lifespan prosocial participatory behaviours (Bringle, Studer, Wilson, Clayton, & Steinberg, 2011; Eley, 2001). Student volunteerism is also recognised for the significance it can add to the individual's future employability, as it adds skills and experience to curriculum vitae (Holdsworth, 2010).

2.7.5. Motivations of youth volunteers.

Extrinsic motivations predominate in global youth volunteerism, with motives such as volunteering for course credit, wanting to be with or make friends, fulfilling parents' requests, and to improve curriculum vitae qualifications or HE admission credentials. Theorists point out that educational environments requiring youth to perform service tasks as compulsory requirement, is not conducive to intrinsic engagement, and may result in some merely paying lip service to the task (Pearce & Larson, 2006). However, it is conceded that many school based volunteers move from states of extrinsic motivation to personally endorsing the volunteer activity, as they begin to enjoy or see value in what they are doing.

2.7.6. Understanding motivation in non-western cultures.

Not enough is known about the reasons for "helping" particularly amongst indigenous people of the African continent, and consequently motivational theories tend to use a Westernised lens: an individualistic frame that give the lion's share of attention to the autonomous individual, and pays scant attention to the social collective underpinning fabric which is central to many societies.

Understanding the motivational practices of people in developing African countries is challenging, as many of the studies in literature reflect a western developed-nation ethos. Cross cultural theorists emphasise the lack of cultural themes and collectivist stances that populate literature. The role of culture is underplayed in many existing studies and do not always reflect the underlying value dimensions of the populations (Hofstede, 2001; Kuo, 2013; Wu, 2006).

Afrocentric motivational theory and studies that exist point to a dominance of intrinsic motivation factors (Mkandawire & Muula, 2005). Studies of motivation on the African continent are highly relevant, for this study in particular, as motivation is implicit in two essential services of developing countries – health care and education. Lack of motivation has been clearly identified as a critical factor impacting the quality of service delivery of health care workers and teachers in Africa. In a 12 country study of teacher motivation and incentives in Sub-Saharan

Africa and South Asia, Bennell and Akyeampong's synthesised findings report poor motivation and lack of job satisfaction as impacting negatively on "tens of millions of children" (2007, p.vi).

In African countries some volunteer motivation studies concur with those of developed countries that a prime motivation for volunteering is for community gain (Khoo & Engelhorn, 2011). However, there remain many unknown elements. In a complex study on helping behaviours and community philanthropy conducted across 4 African countries researchers expound the difficulties of categorising helpers in a continent fraught with continual socio-economic, religious and political upheavals (Wilkinson-Maposa, Fowler, Oliver-Evans, & Mulenga, 2010). A suggested 'community foundation model" (p.75) shows help on a horizontal axis between giver and receiver instead of the traditional vertical axis wherein the giver is of a higher social class, wealthier or better educated than the receiver.

Differing motivations of African volunteers are also seen in a health worker volunteer study by Fienieg, Niekerns, Tonkens, Plocht, and Stronks (2011), who carried out similar studies in Finland and South Africa. They found Northern European volunteers to have altruistic motivations, but in contrast South African volunteer motivations focused on desire for monetary reward.. This finding is not unlike that of Dunjwa, discussed earlier, who found "work" motivated peer educator volunteers wanted a tangible reward (Dunjwa, 2011). However, motivation studies show that extrinsic benefits can serve to decrease a volunteer's intrinsic motivation; to the extent that even when extrinsic benefits are withdrawn, the volunteer's self-talk still degrades the intrinsic motivation (Reeson & Tisdell, 2008).

2.8. Conclusion

This chapter explored the concept of peer education and looked closely at the functions of peer educators in the communities they serve, highlighting the absence of knowledge regarding peer educators experience in PEPs. Subjective well-being as a potential benefit of peer educator volunteerism was explored as a construct of wellness within the paradigm of positive psychology. Self-determination theory was described, centring it as a core to understand the relationship of motivation and well-being. Attention turned to a theoretical discussion of prosocial behaviour as this theory overarches peer education and volunteer behaviour. Volunteer motivations were discussed, showing gaps in knowledge of volunteer motives and behaviours from an African country perspective. The next chapter provides a contextual description of the focus elements of the study. TSiBA, the organisation that the study participants represent is presented briefly, locating the research participants as TSiBA students and peer educators. There is also a brief outline of the T-PEP programme's development and offering.

Chapter Three
Contextualising the Study

3.1. Introduction

This chapter introduces the context of the case study in which the peer education programme was conducted. The peer education programme is presented along with a synopsis of TSiBA, the higher education institution from which the student participants in this study were drawn. The chapter further presents a profile of peer educators in TSIBA's PEP and outlines their functions and duties.

3.2. Peer Education Programmes in Higher Education in South Africa

Higher Education Institutions (HEIs) in South Africa make extensive use of peer education programmes (Dalrymple & Durden, 2007), as these programmes play an important role in the institutions' response to HIV/Aids (HEAIDS, 2010). For the majority of these institutions the focus is on campus peers, although some have an outreach arm as well. In this research case study, the focus of TSiBA's peer education initiative is external, serving learners of a few schools selected from the Western Cape schools' database.

3.3. TSiBA Education

The research participants in this study were tertiary level students at the TSiBA Education's Pinelands campus. TSiBA Education is a distinctive higher education institution with 2 campuses in the Western Cape, specialising in a business, leadership and entrepreneurial focus. TSiBA Education is registered as a Not-for-Profit Organisation, and its running costs and student scholarships are funded by a variety of financial donors world-wide. In comparison to the other HEI's in the Western Cape, it is a small college with less than 500 students enrolled at any one time. TSiBA registered its first 80 students in 2005. The college offers students from backgrounds hampered by challenging school systems and low income constraints the opportunity to access tertiary education through a scholarship system. TSiBA's uniqueness is apprehended in its purpose statement, which aims to create graduates who:

• *Will be able to think global but act local.*

• *Will be inspired to dedicate themselves to living and working in environments that promote and create opportunities for collaborative, sustainable livelihoods in Africa.*

• *Will utilise their knowledge, skill and compassion in ways that help to develop new ways of decreasing the gap between rich and poor for many and not just for*

themselves.

• Will have the ability to serve many stakeholders, because of their history and their vision.

• Will be able to understand and use the language of the current business paradigm for the benefit of a different world. ("TSiBA Education - Our Purpose," n.d., para. 3).

Students are actively recruited through awareness initiatives through local schools and communities, and student and staff word of mouth "spreading" to gather potential recruits. Successful paper applicants are invited to attend a personal interview. Qualifying application criteria include matriculation with good English and Mathematical understanding and an interest in business. Students older than 25 years without a matric certificate can be considered via the Recognition of Prior Learning (RPL) option. Students invited for the interview experience a nuanced interview process that assesses qualities such as community interest and involvement, positive attitude, leadership potential and entrepreneurial mind-set ("TSiBA Education - Application Form," n.d.). Usually no more than 120 new students are selected for the yearly intake. Finances are arranged through a scholarship programme which is offered on a sliding income scale, taking into consideration nett family income and number of members in the household.

3.3.1. TSiBA as a model for higher education.

TSiBA provides to the South African educational environment a unique and creative model for tertiary education. Inspired by CEDA College in Gauteng, the founding members –Leigh Meinert, Adri Marais, Gia Whitehead and Graeme Lashbrook – saw an opportunity to make tertiary education available to youth who were passionate about community development and empowerment and desired to further their education but could not afford to do so. TSiBA is registered with the Council for Higher Education (CHE) as a private provider of higher education. Although there are a few of TSiBA staff employed as full time lecturing staff, a number of lecturers and the majority of tutors are volunteers from local industry, extending the TSiBA culture of "paying it forward". TSiBA's success stories include being able to offer more than 1500 fulltime scholarships, a number of students completing international internships and producing 7 graduates selected for Mandela Rhodes Scholarships ("TSiBA Education - Successes To Date," n.d.). Several alumni have also gone on to postgraduate studies at other universities.

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3.3.2. Study options at TSiBA.

TSiBA's full time study offerings at the Pinelands campus consist of a one-year Higher Certificate in Business Administration, and an accredited Bachelor in Business Administration degree which runs over three years. The Higher Certificate in Business Administration (HCBA) is a one-year stand-alone qualification that also serves as a transition course between high school and tertiary level studies. Students completing the course may exit into the job market, or use it as a bridging course to register for the degree programme.

In part the HCBA serves to address inequalities in school backgrounds that may make it difficult for students to succeed in a degree programme. TSiBA's degree offering is the Bachelor of Business Administration (BBA) in Entrepreneurial Leadership. This degree offers courses particular to enabling students to be employed in the business sector. The curriculum consists of 23 modules and is underlain by soft skills such as ethics, problem solving and creativity. The HCBA and BBA program are enhanced by an array of support materials, structures, and services namely mentorship, internships, experiential learning and counselling. Tuition is offered on a fulltime basis requiring students to be on campus, from 8.30am to 4.30pm, Monday to Friday.

The wide network that the TSiBA organisation has established gives rise to a number of activities in which students can volunteer and become involved in "paying-it-forward" to the community. One such activity is the Peer Education Programme.

3.3.3. Student societies and clubs.

Students are encouraged to take ownership on campus and enact a "Pay-it-Forward" stance in their personal development ("TSiBA Education - Campus and Services," n.d.). The student offerings at TSiBA include student organisations and societies as part of an on-campus support system. The tenet of all these extracurricular elements is to foster leadership potential and community involvement in the student individual. A culture of volunteerism is enacted at TSiBA, and TSIBA seeks to inculcate this in its students, by mandating that volunteering in a service organisation, belonging to a society or service participation on campus is compulsory for course credit. Students on the HCBA course are required to become members of a student organisation or to carry out various housekeeping and administration services on campus in order to attain leadership hours for the "Portfolio of Learning" module. Societies that TSiBA offers include the Black Management Forum, an Alumni society, Netball, Students in Free Enterprise and a Peer Education Programme ("TSiBA Education - Campus and Services," n.d.).

3.4. The TSiBA Peer Education Programme (T-PEP)

The peer education programme at TSiBA is structured to address needs of adolescents, through an HIV/Aids prevention and awareness campaign that it presents to scholars at selected high schools in the Western Cape. The TSiBA PEP model originated from an initial pairing with the HIV/Aids student outreach communication platform (HAICU) at the University of Cape Town (UCT) in 2005. HAICU was originally contracted by TSiBA to present three lectures to TSiBA's 1st year students as part of their leadership and self-development curriculum, which they did for two years. TSiBA students were stimulated by the innovative HIV/Aids approach and in line with the ethos of "paying-it-forward" expressed desire to take the programme message to the community (D. Hendricks, personal communication, 28 November 2008). The programme overseer, Dorothea Hendricks, who was also the student counsellor, saw the programme as a way of addressing the "brokenness" that defined the backgrounds of many of the TSiBA students. According to Mrs Hendricks, the first impact of the programme was meant to be on the peer educators themselves as change agents, a vision that saw the T-PEP as a way of creating "accountable leaders" (Dorothea Hendricks, 15 September 2015). The programme content broadened since its inception, with Mrs Hendricks convening workshops to adequately address the peer educator training and knowledge needs. A structured ethos was keenly followed, using formative evaluation and monitoring and evaluation to consider ways to continually further the PEP vision. As T-PEP evolved and grew over the next few years, a coordinator role was created to help with the increased logistics and administration. In line with its strong training ethos, the programme invited experts to broaden topic knowledge. An example of this would be a workshop presented by Professor Corfield from Stellenbosch University to facilitate the peer educators' understanding of the HIV/Aids medical model. The programme has received interest from a number of parties including Bread of Life in Langa, Professor John Martin, from Fuller University in the USA, and has attracted funding from the MERCK pharmaceutical corporation. Challenges with working with learners from public schools are often experienced within the programme. At times teacher strikes have resulted in low attendance on PEP implementation days. On other occasions commitment issues from school principals or changes of staff have meant that permission for learners to attend the TSiBA programme had to be sought again. Notwithstanding these challenges, outside reports commissioned by TSiBA show growth and continued interest on the part of the peer educators (A. Grid, personal communication, 2010). Elements conducive to well-being have been evident in the programme for quite some time, as shown in this communication by the PEP manager to an investor stakeholder:

"The Peer Educators really display their full ownership of our programme. They are involved, take full responsibility, keep engaging and have themselves phenomenally grown the programme while remaining as reflective of the processes and growth involved" (D. Hendricks, Personal communication, 2008). The T-PEP currently works alongside the Western Cape Education Department as a service provider of peer education, and has the appropriate permissions to run implementations with learners in local schools.

3.4.1. The peer educators.

The peer education programme coordinator estimates that annually some twenty to twenty-five peer educators are recruited and trained (L. Koyana, personal communication). A 2010 Monitoring and Evaluation report to stakeholders reflects an involvement of 60 peer educators in the programme, as peer educators of previous years continue to volunteer their services (A. Paulson, personal communication, October 2010).

It is apparent that the peer educators have a definite identity on campus and an influence with their peers and also with the learners. Peer educators strive to differentiate themselves from other organizations. To this end they have had t-shirts printed which they "wear with pride" (L. Koyana, personal Communication, 20 September 2012).

3.4.1.1. Recruitment of peer educators.

A recruitment drive for new peer educators takes place at the beginning of the year, when HCBA students attend an orientation camp. Societies and organisations present their society and its objectives, and encourage students to join. Current peer educators present the PEP to new students.

3.4.1.2. Training of peer educators.

In the current programme, peer educator training takes place during an initial two-day camp and then bi-monthly training sessions are held at campus on Saturdays during the academic term. These sessions follow a similar format to the camp, and provide further opportunity to gain knowledge, and connect with each other. Lunch is provided for the peer educators and there are lively games played as well as serious topic discussions. The training session is usually outsourced to a topic expert. The peer educators receive education and training in aspects of sexuality including HIV/AIDS understanding and prevention, gender bias, stigmatisation, STIs and rape awareness. Other topics of discussion include healthy lifestyle and peer pressure. Further to these trainings, there is a brief meeting usually on the closest Friday prior to a learner intervention, where the peer educators choose a topic for the implementation session, and research or discuss the topic to boost their knowledge. The implementation phase of the programme requires a two-day preparation for peer educators: On the Friday before

implementation they prepare educational content, and then on the Saturday prepare for the implementation before the learners arrive.

3.4.1.3. *Working with heavy topics.*

The content of the programme means that the peer educators will sometimes encounter students with serious problems or traumatic experiences. The school counsellor encourages the peer educators to attend a campus based counselling course or to approach her for any debriefing or counselling needed.

3.4.1.4. *Dropping out from the programme*.

Peer educators do occasionally drop out from the programme. This is usually because of a struggle with academic pressure (L. Koyona, personal communication, 20 September 2012). The PEP has also had TSiBA alumni students continue to work in the programme on occasion, because of what they gain from participating.

3.4.2. **The T-PEP programme structure**.

The programme structure is kept similar from year to year, however the content may vary.

3.4.2.1. *Programme audience.*

Local high schools, pre-identified as severely economically and/or socially disadvantaged (L. Koyana, personal communication, August 2011) comprise the T-PEP audience, with content designed to reach learners between the ages of 13 and 20. Communication with the selected schools is initiated by the T-PEP co-ordinator, with occasional input from the school counsellor, in marketing the programme. Learners from these schools then sign up to take part in the programme. Regular attendance by the learners is encouraged so that relationships can be built and maintained with the peer educators. At the end of the year there is a graduation ceremony in which learners are presented with participation certificates at TSiBA. In the current programme 3 local high schools are serviced by the T-PEP. Originally the figure for learner participation was set at one hundred and twenty learners, but the coordinator indicated that they find that ninety learners is a more manageable size for measuring impact. The proportion of learners to educators is roughly 1 peer educator to 5 learners.

3.4.2.2. *Implementation phase.*

The programme consists of 7 implementation days, occurring on Saturdays during the school term. Implementation days are once every 2nd week of the school month, running from May to October. The school learners who are signed up for the programme are transported to TSiBA on buses hired by TSiBA for the day. The programme begins with ice breakers, to put the learners at ease, and breakfast is served to learners at this time. This is followed by a topical information session culminating in a small group question and an answer session. The learners

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then prepare in groups for an activity presentation based on the information provided earlier in the morning. The programme is designed to be lively and includes quizzes, games and role plays. Lunch is served, and after lunch the learners complete the group activity before being bussed back to their schools. The T-PEP has transitioned recently from a fixed HIV/Aids focused programme to one that includes topics of wellness that can ultimately be linked back to HIV, such as peer pressure, healthy eating and exercise, gender and testing (VCTs), HIV champions and stigmatisation. This transition has been directed by verbal discussion with the learners and the TSiBA peer educators who felt that a saturation point had occurred regarding HIV/Aids and that the original message raising HIV awareness was no longer reaching the audience effectively (L. Koyana, personal communication, August 2011).

3.4.2.3. *Communication between learners and peer educators*.

The peer educators are encouraged to form active relationships with the learners. This is enhanced by regular attendance of peer educators and learners during the implementation phase. There is also engagement beyond the implementation contact, and there is intention to open a Facebook Page to support this initiative.

3.4.3. Benefits for peer educators.

TSiBA peer educators receive no payment for their role. At the end of the programme year, at learner graduation, each peer educator receives a participation certificate, issued on behalf of TSiBA and the Western Cape Education Department (WCED). In some years there has also been an event or celebration as a "thank you" to mark the end of the year. To offset travel expenses, there is a R50 transport re-imbursement which the peer educators can claim each time they attend a Saturday programme. The intrinsic benefits of the programme for the peer educators are unclear. The coordinator states that perhaps some "just want to come". He asserts that some peer educators are part of the programme because "they love it", others are there for the R50 transport allowance, and others may have personal reasons, such as a family member who is HIV positive. He points out that peer educators, in line with other TSiBA students, want to work with the community. Peer education provides an opportunity whereby they are no longer just assuming the goal, but rather "seeing the reality of being able to help" (L. Koyana, personal communication, 20 September 2012).

3.5. Chapter Summary

This chapter described the background elements of the student participants in the case study used in this research. TSiBA Education was described as institutional context of the peer educators. The TSiBA peer education programme was explored, and the structure and purpose of

the T-PEP was described and the role of the TSiBA peer educator was set out. The next chapter turns attention to the methodological processes that were used in this research.

Chapter Four
Methodology

4.1. Introduction

This chapter serves to establish the research process followed in this study. The guiding philosophy is summarised, and the rationale regarding methodology decisions and research tools is presented. The research design is discussed, and a description of the research setting and data sources is given. This is followed by a detailed discussion of research activities, including construction and implementation of research tools and the data analysis procedures adopted in the study. The chapter concludes with a description of the ethical process followed during the course of the study as well as personal reflection and location of myself as the researcher.

4.2. The Methodological Paradigm

In qualitative research the foremost task of a researcher is to establish the methodological paradigm so as to best interpret the "worldview" of the participants in the study and present their reality meaningfully (Given, 2008). The methodological paradigm considers the over-arching view of the researcher, encompassing the philosophical orientation, as in the ontology and epistemology (de Vaus, 2001), that is, the assumptions or beliefs that undergird the approach; the methodology (the research process); and the research methods (the tools) applied within a study (Singh, 2015).

4.2.1. Why I chose this case study and topic.

As a perpetual psychology student, I have had a keen interest in community health and well-being. Since 2007 I have been involved with TSiBA, as a mentor, a part-time lecturer, and in being placed there for my Registered Counsellor practicum. As far back as 2010 incidental observations of the TSiBA peer educators intrigued me. I was drawn by their contagious enthusiasm, happiness and apparent passion for the field of youth and community work. I wondered about these positive impressions; as TSiBA students many of these peer educators came from disadvantaged backgrounds. Moreover, the content of the peer education programme was intense, and the environment in which it was presented was quite dreary. As volunteers they received no payment, recognition or other visible reward. Many of them balanced peer education work with stresses of family, part time work and studying. Their attitude and behaviours seemed in contrast to their circumstances and I was curious as to why this was. Readings in the field of HIV/Aids in South Africa brought me to David Dickinson (2009), a researcher who had recorded similar enthusiasm, energy and motivation in workplace peer educators. I began to wonder if these observations were more than just coincidental and if perhaps they could be accounted for in

theory. From these musings, a research question began to take shape. Core to what I wanted to discover with this research was *Why are peer educators excited and enthusiastic about being peer educators* and, *what do they enjoy? How do they gain from the experience?* An objective began to emerge for a study to explore and conduct research within the TSiBA peer educator environment and to give authentication to anecdotal observed evidence by describing it in terms of psychological theory.

A study like this is in keeping with my personal ethos and values as it adopts a positive psychology stance in its conceptualisation. It looks at an aspect of human behaviour that is positive in nature, and seeks to extricate the working elements for potential replication or further study ultimately pursuing an objective of optimising mental health.

4.2.2. The worldview of this research.

A worldview is concerned with *ontology*, the ways in which reality is understood, and epistemology, how knowledge and understanding is created (Morgan & Smircich, 1980; Terre Blanche, Durrheim, & Painter, 1999). In this particular study, which sought to understand the subjective experiences of peer educator participants (Fick, 2009), and the social construction of their reality, an interpretivist/constructivist approach was adopted allowing me to examine the reality of the subjective experienced world of the peer educator. This epistemology, in a naturalistic form shaped the inquiry, in that it took place in the environment of the participants, and that I, as researcher, exercised extreme caution not to manipulate behaviours exhibited (Terre Blanche et al., 2006).

4.3. Methodology

The methodology section reports on the processes and steps taken during a research assignment (Berg, 2001). In this section I describe the research design chosen, the setting, the participants of the study and then the research workflow.

4.3.1. Research design.

Research design looks at the overall approach taken towards the topic and the strategy used in putting the components together to ensure an effective and coherent addressing of the research question (Denzin & Lincoln, 2013). The research question is fundamental in affecting the development of the research design (de Vaus, 2001). This study sought to explore the motivations and well-being of participants.

4.3.2. Choice of the research design.

It became evident early on in my research that the type of answers I wanted to gather for the research question -*why were peer educators motivated and how was their well-being*

accounted for?- would best be served by using a qualitative approach. This would allow flexibility and broadness in gathering as much information as possible from the participants (Bowen, 2005). As a novice researcher I was keen to explore the analytical methods and the methodologies apparent within the discipline of psychological research. Further, the logical part of me as a researcher was drawn to being able in some way to explain the concepts in relation to an existing theoretical model. I made an in-depth literature search, using keywords to explore and hunt for theories which might already explain the phenomenon which I had witnessed and could not fully articulate. Keywords which predominated the search included *well-being*, *volunteerism, education, peer education, happiness*, and *life satisfaction*. I found a large body of seemingly pertinent research within the field of positive psychology and eudaimonic thought. From to this I postulated that Self-Determination theory with its description of Basic Psychological Needs presented constructs that might account for the TSiBA peer educators' well-being and give insight into their motivations. As this was an exploratory study I was aware that SDT and positive psychology might not account for all the data findings, and hence I chose to use a qualitative method as this method is not prescriptive, and allows for other themes to emerge from data.

4.3.3. Using a case study.

Before fully developing my research question, I had already selected the T-PEP as the data source for my study, which meant I would make use of a *case study*. Case study research allows a researcher to gain as complete an understanding as possible of the intricacies within a chosen case (Cohen & Crabtree, 2006), by examining participants within their distinctive settings (Berg, 2001). Yin (2014) suggests that the higher the importance of "how" and "why" in a research question, (key queries in this study), the more applicable it will be to choose a case study method in your research. Case study offers a versatile plan that alternately can be described as "a comprehensive research strategy" (Jones & Lyons, 2004, p.71). This suited my ideal of the study as I envisaged that I would need a broad approach to the research as this was unexplored territory and I was not sure where the answers would lie. Like other research methods case study design has strength and limitations. Amongst its strongest feature is that it allows investigation that focuses on understanding of social occurrences, particularly when examining contemporary events (Yin, 2014). The limitations stress that problems may occur when working within an intense focus and, cautionary for this study, the notion that, when choosing a unique or unusual case, interpretation of the findings will be limited to the particular case. In contention of this Flyvbjerg (2011) points out that expert knowledge and experience are at the centre of the case study, and further argument states case studies present potential for both discovering something

unique and for recognising a universal truth (Simons, 2009). I hoped that by investigating an established and pertinent peer educator programme the findings of the T-PEP study could be of relevance for other peer educators working in similar circumstances.

4.3.3.1. The case study at TSiBA.

The case study chosen was of a single identified community, what is known as a "bounded" community, whereby the community has been selected and has boundaries that differentiate it from others (Armstrong, 2010). This demarcation enables depth study, rich in detail (Denzin & Lincoln, 2011). In this instance, the peer education programme at TSiBA, presented an original community with an established and thick history. A variety of data sources were gathered and the case study was analysed within a descriptive and interpretive research design.

4.3.3.2. Data sources gathered in this case study research.

Pertinent to case studies, and relevant in this research, is that multiple methods of data collection can be used (Yin, 2014). I was able to access multiple data sources within this case study:

- *Primary data source*. The primary data source for the study was derived from semi-structured individual interviews with 24 active TSiBA PEP facilitators.

- *Ancillary Data*. A number of data elements formed ancillary data, and were useful in aiding to formulate the research questions, and in gaining a holistic impression of the TSiBA peer education programme. Data included reports, administrative records, photographs and personal writings of the peer educators. I also conducted two ancillary interviews with T-PEP management.

- *Field observations*. I made use of opportunities for observational study of T-PEP processes and interactions and recorded them in the form of photographs and diary notes. These observations included attending and participating in training meetings; making field observations at the initial training camp; and eclectic observations over a three-month period of time while sharing an office with a T-PEP coordinator.

4.3.4. Research participants.

The research participants in this study were peer educators in the T-PEP and also students at TSiBA at the time of the study. The participants were African (n=21) and Coloured [2](n=3)

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[2] Mention is made here of ethnographic characteristics to allow for a highlighting of cultural findings evidenced in the study and presented in the next chapter.

students drawn from low resource communities of the Western and Eastern Cape (n=22) and from other countries in Sub Saharan Africa (n=2). The research participants were all tertiary students in either a one-year Higher Certificate programme in Business Administration (HCBA) (n= 8), or in a subsequent three-year degree programme, Bachelor of Business Administration (BBA) (n= 16). The participants represented a proportional gender mix of students, (n= 11 male; n=13 female). Table 2 sets out the demographic profile of the participants.

Table 2.

Demographic distribution of participants

Year	Male	Female	African	Coloured	Foreign
HCBA	4	4	7	1	1
Y2	1	3	4		1
Y3	5	3	7	1	
Y4		3	2	1	
Y5	1		1		

Note. Y2-Y5 represents the year of study at TSiBA and not the BBA level as students may have repeated a study year and the BBA level would not correctly indicate their length of study at TSiBA.

4.3.4.1. Sample.

As this research was a case study design, the selection of the sample population was purposive, as within qualitative research this type of sampling may not only be useful at providing thick data of the phenomenon but also expose an wealth of other perspectives, such as deviant cases and outliers (Barbour, 2001). It is also important to consider elements such as the sample size and the way in which the sample will be selected (Onwugbuzie & Collins, 2007). I recruited via several avenues: 1) Posters on campus to attract attention of the T-PEP students. 2) A detailed message uploaded to the TSiBA PEER EDZ group on Facebook. These methods only attracted the interest of a minimal number of students. After I had compiled a full contactable list I embarked on an additional strategy: 3) personally addressed email messages to each of the peer educators on the list telling them about the study. Further to this, when I started interviews a snowball effect enacted and word of the study spread within the T-PEP members. I was able to obtain a sample of 24 volunteers for the study. There was a lack of clarity as to the exact number of peer educators in the T-PEP. Anecdotal student reports on campus indicated the number of peer educators to be "around a hundred" but I was eventually given a list with 25 names. Almost all the peer educators participating and attending the peer education programme at TSiBA at the

time of the study ultimately volunteered to be research subjects, thus increasing the probability of including outliers and deviants.

4.3.4.2. Limitations and delimitations of the sample.

I set few delimitations in terms of the sample. As this was exploratory research I chose not to be too prescriptive in selection criteria of the peer educator participants, stipulating only that the volunteers were active TSiBA students and peer educators at the time of the study. However, the sample can be considered constrained as I was limited to drawing data from only those who volunteered for the study. One third of the volunteers were from the 1st year HCBA class, and had only a few months T-PEP experience at the time of the study. I, nonetheless, included them in the sample as I felt that newer peer educators might be able to provide substantial answers to the questions relating to motivation for joining the T-PEP. The sample eventually represented all the academic levels at TSiBA. I did not attach much importance to the collection of demographic factors for the study and I did not build a separate demographic section into the data interviews. In retrospect this omission was limiting as demographics might have allowed opportunity to correlate findings. I was, however, able to draw demographic information from ancillary data and from some demographic questions included at the beginning of each recorded interview.

4.3.5. Research considerations.

Methodology in a qualitative study is a systemic process, requiring the researcher to be aware of factors which may influence the scientific nature of the study.

4.3.5.1. Quality.

Quality is not easy to assess scientifically in qualitative research because of the variety of methods, methodologies and often omitted processes (Berg, 2001). Throughout the production of this thesis I checked the study constructs against a suggested standards for qualitative research review (O'Brien, Harris, Beckman, Reed, & Cook, 2014). This review recommends that quality checking should consider: 1) How important is the research question? 2) What rigor is used in the research methods? 3) Is their salience and appropriateness in the finding inferences? 4) Do the reported findings reflect clarity, conciseness and completeness? In a further effort to ensure rigor, I followed a systematic procedure in planning and implementing the research, and providing full narrative description of the processes undertaken as I was aware that this would make replication of the study more possible (Berg, 2001).

4.3.5.2. Credibility and dependability.

Establishing degrees of trustworthiness is particularly important in case study research as there is opportunity for multiple variations of "truth" (Erlingsson & Brysiewicz, 2013). Trustworthiness is sought to emphasise the credibility of the findings. Arguably, this also allows

for more generalisability of the research account (Golafshani, 2003). In this research credibility was sought through multiple sources and methods used in data collection and analysis that allow for triangulation of data. In addition quality checks with staff and the participants allow examination of constructs, enable a clear audit trail and ensure dependability of data (Golafshani, 2003).

4.3.5.3. *Triangulation*.

Triangulation, according to Denzin and Lincoln, "is the display of multiple refracted realities simultaneously" (2013, p.5) and works to nullify deficiencies that may not emerge when a solo strategy is used (Berg, 2001). To best reflect a comprehensive view within this case study, I combined several strategies and tools (Guest, MacQueen, & Namey, 2012). Triangulation can refer to a combination of tools, two or more theoretical perspectives, data analysis processes and the use of more than one investigator in a research study (Thurmond, 2001). It is this broader description which I adopted in this study, in particular with regard to the data content and analysis of this research. Importantly, triangulation aids to justify the research outcomes in that data findings can be interpreted more pithily and with less threat to trustworthiness (Berg, 2001).

4.4. Methods

Methods used in the research consisted of an initial pilot study with 4 participants followed by 24 semi-structured individual interviews with the peer educators. In addition, ancillary data were analysed and field observations were made. The following section sets out the research workflow, the permissions obtained and then the methods of data collection process and analysis.

4.4.1. Research workflow.

Figure 5 illustrates the workflow I utilised in conducting the research.
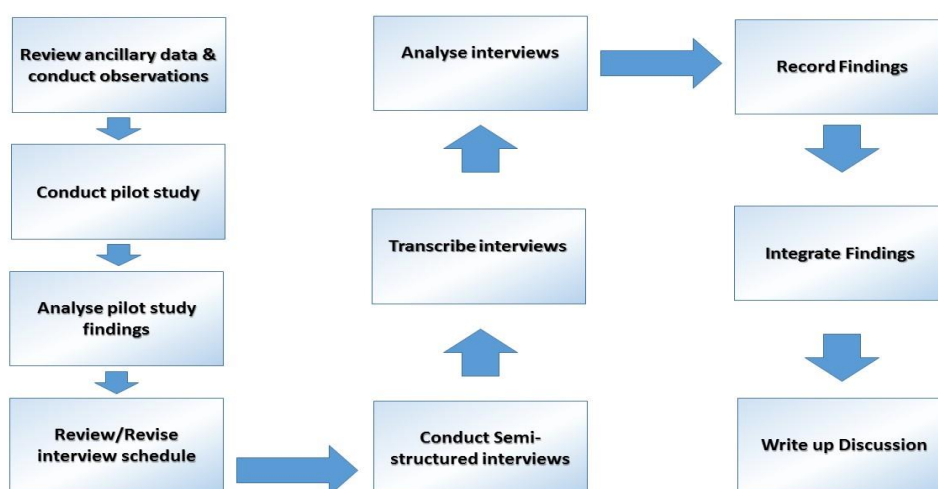
Figure 5. The research workflow.

4.4.2. Ethical considerations.

Prior to formal permission and ethical clearance from the TSIBA institution, I discussed my study proposal and research plan with the TSiBA student counsellor to consider the viability of the study and the ethical considerations.

Subsequent approval and permission for the research was received verbally and in writing from necessary role players at TSiBA, namely the Managing Director, The Peer Education Coordinator, and the Academic Director. Formal ethical permission was then sought from Stellenbosch University's Research Ethical Committee for the study. I liaised with the TSiBA role players during the course of the study to keep them abreast of the study's progress.

Participant ethical processes included briefing and obtaining signed consent forms before conducting interviews. I also made clear to the participants the ethics and confidentiality of the study, that all personal information would be kept confidential and assured them that they could leave the study at any time of the process without penalty.

The study commenced only once it was approved by the Psychology Department, and I received the necessary clearance from the Ethics Committee of Stellenbosch University (HS741/2011).

4.4.3. Pilot study.

Pilot studies are recognised in qualitative research as a vital factor in a well-designed study and can serve as a feasibility study and to check for rigor in the research (Teijlingen & Hundley, 2001). A pilot project involving 4 TSiBA peer educators was conducted at the beginning of the research, once ethical approval for the research had been granted. The primary purpose of the pilot was to test the adequacy of the interview questions in addressing the research aims. In addition, it served to identify any logistical problems in using the proposed method. The pilot study was designed to mimic the actual intended study and was conducted under the same conditions envisaged for the research study. The pilot was conducted without negative incidents, and it proved unnecessary to modify the questions for the interview, other to include a further question at the end of the interview. An analysis of the pilot data was carried out with the aid of Atlas.ti software which allowed me to begin to set up a template for the data findings. Themes extracted and coded in relation to the theoretical framework were bountiful. In light of this, and because of the richness of data found in the pilot study qualitative interviews, there is some use of data verbatim extracts represented in the findings chapters.

4.4.4. Ancillary data.

Ancillary data was retrieved over the full period of the study. Documents proved useful for providing a contextual understanding of the T-PEP. Some of the data extracted has been used for the literature review and context chapter, and other added insight into to my understanding of the participant narratives. Furthermore, several data extracts were incorporated into the findings, or added elements to the discussion chapter.

4.4.5. Ancillary observations.

I attended and participated in two peer educator training sessions immersing myself in an effort to better understand the peer educator's world. Participant observation requires the researcher to fulfil two roles, participator in the process and researcher making notes and asking questions (Guest, Namey, & Mitchel, 2013) . This was done through embracing the ethos of the educational aspect of the day, sharing lunch, playing games and building rapport by listening and chatting with peer educators. Other field observations were made at the camp which marks the initial training for peer educators for the year. I observed the process, made notes and took photographs. Further, I had the opportunity to observe the processes and logistics of the TSiBA peer educator coordinator for a short time as we shared an office at TSiBA for a number of months during the period of research. Photographs taken during field observations highlighted data findings, and were referred to as evidence. The ancillary observations enabled me to better interpret the interview data, and were useful as background knowledge when categorising the findings.

4.4.6. Data interviews.

Semi-structured individual interviews were used to obtain the bulk of the qualitative data. Semi-structured interviews are used for data collection to provide a guiding frame for eliciting data relevant to the research aims. Caution is that too prescriptive an interview may erode naturally occurring data (Guest et al., 2013).

4.4.6.1. The semi-structured interview instrument.

A semi-structured interview was administered to each of the 24 study participants. The interview schedule was self-created, and questions in the schedule were designed in an attempt to best elicit answers to the research questions. Questions were set out in a particular format:

 Questions to make the student feel comfortable and to gather background information:

Welcome, greetings and ethics formalities. /How long have you been studying at TSiBA? / How long (for how many years) have you been involved in the PEP at TSiBA? / Have you been a Peer educator anywhere else before TSiBA?

To explore peer educator experience:

Tell me about your experiences as a Peer Ed this year.

To ascertain motivations:

Why did you want to join the Peer Educator team here at TSiBA? What were you hoping to obtain, provide, attain?

To explore constructs of competence, autonomy and relatedness:

Have you/are you /do you….? (reflective response question based on question 6's reply)
(If needing prompt…. What projects have you been involved in, what have you learnt, what have you gained or how have you paid it forward… have you made friends…?)
What have you enjoyed the most about the peer education programme? How have you grown or developed?
Was there any particular thing you haven't enjoyed or that you've struggled with?

To explore attributes affecting motivation as well as possibly elicit more themes relating to the peer education experience:

Would you want to be a peer educator again next year? Why/Why not?
Has been a peer educator met your expectations? Why/why not?

A question designed to gain insight as how the peer educators viewed their responsibilities and any frustrations with the role:

What additional assistance should the peer educators receive to be more effective in their role/cope better with their responsibility?

A final question, added at the end of a pilot study interview proved to be an excellent source of data, allowing students to dialogue themes and matters relevant to peer education that had not yet been revealed during the interview process:

Thank you for ……. Is there anything else that you'd like to share with me regarding the PEP that perhaps I haven't asked you?

There were, of course, other questions that arose during the interview specific to the participant's dialogue.

4.4.6.3. The interview process.

Interviews were scheduled in October, accommodating the academic demands of the TSiBA student participants. The majority of the interviews were conducted in a small private

room on the top floor of campus which was occasionally used by volunteer counsellors. Before beginning the interview, I thanked the participant for volunteering to be part of the study, presented the purpose of the study, "*to learn more about the experiences of the TSiBA peer educators*" and had the participant sign the consent form. I confirmed that I could record the interview and proceeded with the semi-structured interview questions. At the conclusion I indicated that I had switched off the recorder and thanked the participant once again. Some minor problems were encountered during the interview process. The occasional loud noise of students outside the room was captured by the recorder and made some conversation difficult to transcribe later. During one interview there was a power outage, and as the room had no windows, the rest of the interview proceeded in the dark. This was disconcerting for me, but did not seem to impact the interview. I had to interview one participant in an empty lecture room when the counselling room was appropriated by a counsellor at a scheduled interview time. This alternate venue did not feel very private, even with the door closed. However, the participant appeared at ease. Interviews varied in length, averaging at about 45 minutes. Each participant was subsequently given a gratuity of R50 cash and a thank you letter once all the interviews were complete.

4.4.6.4. Qualitative interview analysis.

Interviews were recorded on a voice recorder, and stored as digital MP3 files on a memory card. The digital files were copied to a computer located at my home on a daily basis. Transcription of data was made soon after each interview to ensure that the data remained as vivid and accurate as possible, and to add recalled facial or behaviour gestures that could not be captured by the voice recorder at the time of the interview e.g., [smiles] or [looks sad].

4.4.6.5. Gaining familiarity with the data.

 I replayed the interviews a number of times to gain familiarity with the content. Further, I transcribed the bulk of the interviews myself. This enabled me to gain a broad understanding of the experiences expressed by the participants in the study, to process thoughts of themes that emerged and reflect on verbatim extracts which might best illustrate these themes.

4.4.7. The analysis process.

The text of the interviews was extensive and I chose to use an eclectic set of analysis tools to best extract pertinent themes. I also elected to use Atlas.ti software (Atlas.ti 7, version 7.5.9) to hold the primary data documents and to aid in analysing the data. This allowed me to look at the data from several angles and gain a comprehensive overview of how to best manage the data before I engaged in critical analysis. The data set was analysed using the applied thematic analysis approach of Clarke and Braun (2013) to draft any potential themes. I sought to, firstly,

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identify semantic themes within the data, coding from the surface meanings of the data; secondly in search of latent themes, to try and tease out underlying themes in the data. The first exploration used a deductive approach, and coded for SDT constructs, specifically for terminology synonymous with BPN and intrinsic and extrinsic motivations. As the data text was extensive tools such as query and word search (with synonyms) simplified the process of identifying BPN theme data. The data was, then, explored again, using an interpretive phenomenological analysis (IPA) approach making meaning of words and phrases pertinent to the experiences of participants as peer educators within TSiBA peer education programme. IPA invites the researcher to consider the data from the subjective world of the participant, and attempt to convey this view through the researcher's own interpretive lens (Given, 2008). A third probe approached the interview data using a grounded theory stance, taking note of arising themes and documenting these as findings which did not fit any of the aforementioned categories. For further edification, I made occasional use of discourse analysis, whereby the researcher looks to the way the participant constructs language, i.e., the type of language used, as a clue to the meaning it holds within their social context and reality (Henning, 2004).

4.4.7.1. *Data coding and software.*

A total of 229 original codes were attributed to the data. These were refined and categories were used for grouping these into identifiable themes: Themes relating to SDT and BPN, themes relating to positive psychology constructs, themes pertinent to TSIBA and the PEP programme. An "Other" grouping allowed for emerging themes.

Analysis was not without challenge, and at times I abandoned codes and themes in order to reconstruct them as emerging themes became clearer. I found that using a prefix system for coding was immensely useful, as it made it easier to make meaning of the codes. Once all of the data segments had been coded to exhaustion, I read the data again, attempting to do so without bias, letting the data "speak to me" and noting down thoughts and impressions which were then created or added or edited into the themes.

A process of stringent data reduction was employed to arrive at the final overarching themes. I used a system of spider diagrams, within Atlas.ti's network view to draw out my understanding of these themes and associations and referred to them often in the process of writing up the findings and discussion chapters. The findings in chapters 5 and 6 present verbatim extracts set out in keeping with the extracted themes and primary codes that emerged.

4.4.7.2. *The use of interpretative phenomenological analysis (IPA).*

In this thesis IPA was further used as a stylistic tool in presenting the findings extracted from the data. Interpretive phenomenological analysis is a qualitative research technique used to

help researchers better understand the phenomenological world of the participant (Pietkiewicz & Smith, 2014). It is an attempt to see "what it is like to stand in the shoes of their subject" (p.8) and through a process of interpretive action translate the subject's personal world into a comprehensible meaning. To this end, my understanding of the participant's world, drawn from the interview process, participant observation, artefacts and my own subjective meaning base provides a contextual explanatory voice for the verbatim extracts presented in the findings chapters.

4.4.7.3. *Using verbatim extracts.*

The use of verbatim extracts is a well-practiced method of presenting findings in qualitative research. Verbatim extracts enhance the credibility of a study by giving voice to the participants and allowing a deeper understanding of the content. Furthermore, quotations serve to illustrate "show, not tell". Additionally, perhaps most pertinent for a thesis student, verbatim extracts provide life and colour to the work, thus improving readability (Corden & Sainsbury, 2006). Verbatim extracts are used at length in the findings chapters. Some "light tidying-up" (Corden & Sainsbury, 2006, p.18) has been made, extracting words such as "um", "er" and repetitions which detract from the readability of the quotation.

4.4.7.4. *Member checking.*

Post primary interviews, transcription and initial analysis member checking, was done through an informal discussion with one of the 24 primary participants to help clarify some nuances of language and vague references to T-PEP functioning that emerged in the analysis. Member checking is a quality assurance tool between researcher and participant that ensures rigor by checking that "researchers get it right" (Given, 2008, p.501).

4.4.8. **Transcribing and the transcription software.**

For me, transcription was a crucial element of the process of the study. Slang, stuttering, varied dialect and vocal utterances as speech emphasis were prevalent in the narratives of the participants. This was possibly as English was not their first language, and that as youth they used a less formal speech style. I was concerned that important nuances would be overlooked by a transcriber unfamiliar with the dialect. To this end, I transcribed all the pilot studies myself as well as two thirds of the subsequent data interviews. An undergraduate BA languages student from UNISA, assisted me with the final transcriptions. This student had previously volunteered at TSiBA and was familiar with dialects and speech style used by the students. As she was independent of TSiBA at the time of the study, I felt there was no cause for concern regarding confidentiality or bias. Standard protocols of confidentiality were discussed and agreed to by her.

The transcriptions were from MP3 digital recordings of the data. Initially, I found transcribing to be an exhausting experience requiring constant repetition and continual playback to ensure meticulous data capture. I further found that generic tools on a computer, a media player for playback and Microsoft Word for text capture led to a slow, tedious and unproductive process. Investigation showed transcribing software programmes were well beyond the budget of the average student and required some technical input to fully utilise. Casual survey revealed that this was the predominant reason for many of my fellow students outsourcing their raw data files to professionals. However, students voiced concern that as professionals had no vested interest or sufficient knowledge of context and dialect, they often failed to comprehensively and accurately capture the data audio. These thoughts are echoed in the literature, which adds that time constraints often dictate choices (Corden & Sainsbury, 2006).

From the internet I located an online programme, specifically created for the easy and accurate capture of qualitative data. The programme, F4[3], was affordable, customisable and easy to use. Further, it provided tools suitable for qualitative researchers such as time stamps, editing options and the ability to allocate pseudonyms for each speaker. The program offered a broad range of options for being able to slow down or speed up each audio file which helped significantly to accurately capture the exact speech of the participants

4.4.8.1. Method of transcription.

The method I used was to first play the entire recording whilst transcribing at the same time. I used a system of dashes (….) to mark gaps in the text where wording was indistinct, or the speech speed was too fast for my typing. I then played the entire recording again, listening carefully and filling in gaps as they occurred. I repeated this process, until the entire recording was fully transcribed. I found the method of listening and transcribing the whole recording worked well, as I was able to be more aware of the context in which the utterance was made, and at the same time it stimulated me to make notes regarding coding ideas or concepts that I wanted to review in the literature.

The transcription conventions suggested in academic advisory texts appeared quite complex, and I settled for using a simple convention formulated by David Buckingham (Buckingham, 1993), which can be seen in the interview transcripts. Completed transcripts were saved in .rtf file format which enabled me to open them in Microsoft Word (Microsoft Office 365, version 15.0.4763.1003) and undertake minor editing. These MS Word documents were then inserted as primary documents into Atlas.ti for data analysis.

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[3] At the time of writing this final draft, a second program. F5 designed by the F4 creators is available which allows basic coding, memo-ing and quotation highlighting.

4.4.9. Quality assurance and confidentiality of data.

All data supplied by the participants were accepted with integrity and considered with due seriousness. Data collected was treated confidentially at all times. Hard copy data were catalogued and stored securely at my home. Electronic notes and records were stored by myself in password protected computer files and on storage media. Audio and visual recordings were removed from the campus following data capture sessions. They were analysed by me in the privacy of my home office. All data files will be destroyed at the completion of the study.

4.5. Reflexivity

Reflexivity refers to the researcher's reflection on the process of research.

4.5.1. Reflexivity as researcher.

As intimated at the beginning of this chapter, the choice of this research focus was based on my personal knowledge of TSiBA, my appreciation of the students and my desire to understand more about them. As a mature white woman, my experiences are far removed from the culture, race and language of the TSiBA students, yet I find myself able to easily converse, engage and be accepted by them. My relationship with the students is one of authenticity and trust. Over the past seven years I have been part of TSiBA community as a volunteer lecturer, mentor and counsellor. Through the application of these roles, I feel I am in a unique position, in that students are comfortable confiding in me, and that I have a deeper understanding of their expressions and context. I am aware that this depth of relationship proved helpful in my interviews with them, in allowing them to speak freely, and in subsequent data analysis enabling me to understand and highlight nuances that might not be evident to a more impersonal researcher.

My caution in this study was to be aware of the objective frame that assures rigor in research, and to be aware of subjective influences that I might inadvertently succumb to whilst conducting the research. I recognize that my own commitment to paying-it-forward may well represent a bias in my own engagement with this study. Further, in my roles as a mother of three young adult children, a lecturer, a student, a member of the TSiBA community and as a registered counsellor, I present as a host of potential bias. Being cognisant of this I vigilantly strove to maintain a level of objectivity during the study. Further, the interview schedule precluded leading questions which would perpetuate bias; and my counselling experience enabled me to probe any indications of projection or transference during the interviews or during meaning making of the data. I made use of debriefing with the student psychologist and discussion with my supervisor to further help with this.

4.5.2. Reflexivity as research student.

This research has been undertaken in pursuit of a Masters degree, and has presented me with many novel experiences. In addition to the data processes detailed in this document, I am sure I have spent an equitable amount of time learning how to tame and master electronic research aids. Transcribing, accessing literature through electronic databases, using web based reference managers and the use of CAQDAS software are all first time attempts in this research. This process has provided me with a robust and far broader skill set than what I initially set out to obtain. For this I am grateful. I am also humbly grateful for the privilege of being allowed into the lives of these amazing students and of listening to their experiences. The research has been a rich and rewarding experience for me.

4.5.3. Reflexivity self.

I have been involved in community initiatives for most of my adult life. I am acutely aware of the need for social justice and of the many forms of suffering, poverty and inequality that still prevail in this country. My life passion is to empower people so that they can empower themselves and others around them. To this end all projects that I involve myself in are ultimately focused toward "the greater good" of the individual or community. Reviewing well-being and positive psychology literature has been affirming for me as I have found many, many theories and constructs which I already embrace as part of my philosophy and outlook on life. I have extensive personal experience of tenacity, resilience, purpose and mastery in overcoming difficulties in my own life, which I feel were echoed in the purposeful "fit" of this research choice.

4.6. Conclusion

This chapter detailed the research methodological processes that were followed in pursuit of this research study. The philosophy and assumptions guiding this research were presented, followed by the methodology used to guide the process. The research methods were detailed and included collection, implementation and analysis process. The chapter closed with a personal reflection of the research process.

The findings of the research will be presented in the following two chapters. In Chapter 5 the peer educators' motivations for volunteering will be presented while in Chapter 6 themes that pertain to the basic psychological needs and to their well-being will be articulated.

Chapter Five

Motivations of Peer Educators (Why I am a Peer Educator)

I've enjoyed every journey (laughs) in the pep, be it filled with laughter, crying. The learning, fun. Ja. I think I have enjoyed it. There is nothing I didn't enjoy cos it's a learning journey. (P08)

5.1. Introduction

This chapter presents the findings in relation to a primary aim of this study, that of exploring and documenting the motivations of the peer educators in the TSiBA Peer Education Programme (T-PEP). The motivations for joining the programme were provided predominantly in relation to the interview question: *Why did you want to join the PEP?* Further motivations for joining or for continuing to belong to the PEP emerged from the data later in the analysis of the participants' discourses. Particular questions from the interview schedule aided as prompts in this regard: *What have you enjoyed the most about PEP? Is there anything you haven't enjoyed or that you have struggled with? Would you want to be a PE again next year? Why/Why Not?* As researcher I wanted concepts of intention to arise as naturally as possible so I was careful to avoid the word "motivation"[4] as much as possible. Although motivational intent was clear in the discourses, very few participants actually used the word themselves.

5.2. Distribution of Reasons for PEP Awareness

Participants provided a variety of explanations as to how they originally became aware of the T-PEP. A few of the students were previously exposed to PEP as learners or facilitators, but most were inspired by marketing at the orientation day on campus. A few had been enticed by word of mouth advertising from other peer educators, and others candidly reported their acknowledgement of the programme was in response to a TSiBA directive of some sort.

All themes relating to motivation were coded, and then data reduction techniques were used to extract the central themes emerging from the data regarding motivations. The themes are summarised in Table 3.

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[4] To avoid using the word motivation in any lexical category.

Table 3.

Motivation Themes

Theme	Interpretation/inclusion	Sub-themes
Intrinsic motivations		
An affair of the heart	Strong positive feelings about peer education, commitment and altruistic motives, community empowerment	The greater good A heart for community Protector of the youth Accomplishment
Sensory stimulation	Excitement, enjoyment, playing games, being active	Fun and games Energy and excitement
Curiosity	Wanting to know more about topics, curiosity about others, desire to learn	About other people About all kinds of issues
Relationships	Relational opportunities, authenticity, non-judgemental acceptance	Real people Being honest Diversity Acceptance Being my authentic self It's not taboo here
Paying-it-forward	Giving back to the community, reciprocity, gratitude	
Extrinsic motivations	Opportunities for personal growth, external pressure	Leadership hours A means to an end
Factors impacting motivation	Elements which influenced a desire to stay with or leave the T-PEP as a peer educator	Feedback We like to be appreciated Frustrations
Variable Motivations	Increasing and decreasing motivations	Motivation Vignette

Note. The central themes and subthemes from analysed data.

5.3. Intrinsic Motivation Themes

Intrinsic motivations were coded as those which, when expressed, saw peer education work as purposeful and meaningful (Chalofsky & Krishna, 2009), or valuable and interesting in itself (Ryan & Deci, 2000a).

5.3.1. An affair of the heart.

The most dominant theme of motivation that repeated throughout the majority of motivations of participants was best described by intense emotional value the experience had for the participants. This theme, with its underlying codes, was the most populated item in this research. Strong positive adjectives dominated the discourse, as did strong verbal emphasis: *"So the first time I heard 'peer education', so I **jumped**,....then ...."you're going to become a facilitator to the young kids", then I **ran**". (P15)*

So, it actually showed me my path. Because that's where I actually belong, that's where I love to do, I love making a change. (P19)

When pressed, participants found it difficult to describe exactly what it was that motivated them to be a PE. That it was an affair of the heart is evident: *"You just do it because you love the peer edz and it's in you". (P05)*

Participants assume, or perhaps are aware, that this passion is something shared by other peer educators as well, and referred to it in a collective term:

We don't see peer education as work because it's not work. It's passion for us. It's what we do and what we like to do and we don't do it for the money we do it because we love to do it. (P12)

Participants described their motivation for working as peer educators in emphatic and emotive language, detailing how it added value to their lives and how they felt about the work that they were doing:

That fulfilment of knowing that you have made a difference in someone's life so I think that is maybe the most rewarding and enriching thing of being part of the peer edz. (P07)

If you had been doing anything else you wouldn't get the same feeling, you know? You feel like you've been doing something worthwhile with your time. (P01)

I get fulfilled like inside that I am doing something good out there to somebody else. So it's just, I don't know. Its joy in my heart that I'm being able to do good. (P26)

The motivations for joining the T-PEP were strongly driven by deep intrinsic reasons are reflected by this participant, who was asked if peer educators should receive more rewards and acknowledgement:

I think… it would be good but the thing is again, peer educators isn't all about the accolades. We (are) not there for monetary gain, or not there for brilliant shiny plaques on the wall. It's more than good enough as peer educators to get that certificate at the end of a session, at the end of the year, to say that you were a peer educator. It's a reward enough to hear that the impact that you have had on somebody else's life. It just goes down to that. (P25)

This participant too sees beyond external trimmings to reflect on a desire to work as a peer educator for the greater good:

For me it was not about the food that we get, about the students that we get, or the peer edz that were there it was just about what we were there for. Which is just sharing experiences learning more about each other learning more about how to look out for each other and bettering our lives. (P24)

5.3.1.1. The greater good.

The majority of peer educators spoke deeply and passionately about how "wanting to make a difference" motivated them. Themes of social justice, empathy, altruism and meaning and vision echoed in their accounts.

Participants described the lure of wanting to be part of a programme that was about making a difference, and how that kept them motivated despite setbacks: "*I'm gonna be a peer educator next year again. Because, the things that didn't work this year, I want to be a part of the changing. Peer education, TSiBA peer educator: that's gonna change something"*. (P05)

Passion for how the PEP had impacted their lives was also evident, with some of the participants viewing it as a "calling", and giving voice to their intense regard for peer education work:

Even if I'm not at TSiBA I'd like to take it up wherever I go I'd like to still to get involved. Even in my community. …if there is a programme that is there that I

can be involved in. Even I can even start a programme. That's how passionate I am about it, peer education. (P12)

The participant demonstrates this deep commitment through his monologue which indicates his continued determination to be a peer educator:

*When I was in the primary so we started the peer edz, it was introduced by love life, and then they left us in 2006, that was standard 6. It started, we continue, and then a teacher was in charge of that. He resigned from school and that was in 2007 when I was in standard 7, and then we run the peer edz. With two of my friends. And then, in 2008 we separate from each other, some they went to Joburg and some Durban, so I was left alone there. And then I tried to implement it on, in high school. But I failed. **SO,** I ended up joining the church peer edz. (P17)*

5.3.1.2. A heart for community.

There was a strong desire to share peer education with the community: "*but for me I want it to be announced everywhere. Ja". (P18)*

The importance of helping others and working for the community was a key theme, possibly encouraged by TSiBA's ethos of volunteerism. For many participants the PEP is seen as a tool to bring about community change and sparks their desire to get involved.

Some motivations were simple and straightforward:

*I likes children. So I found mostly there are children who are involved. They are the one who are facilitated. Yes, so, (*indistinct*) helping children, made me want to be there. (P18)*

I believe that it is work for the community. (P17)

*Just to take care of other people because (*pause*) I have seen how much people care about me. (P02)*

For others being a peer educator was of deep personal significance:
I'm an orphan because of HIV/AIDS so I want to go out there and talk about it and help others not go through what I went through and work towards a HIV/AIDS free generation. (P04)

Being a peer educator is visualised as a way of healing the community, and that brings this participant to the PEP programme:

So it brings the hopes that you know they can change even someone's life in the townships if there is someone they know that is a gangster, how that they can change their life. So peer edz which is so big, the youth together, and that's by sharing the knowledge we have with them, and also they will pass it through. That can change the community. (P17)

Participant 21 saw intrinsic value in how peer education work could benefit communities:

In my community, people don't think there are such programs such as peer education that can actually help them with questions that they have. With things that they can equip them in order to help them grow as an individual. So I feel that it's a privilege for them to be able to come and we are able to actually give them what we know. (P21)

The impact that peer education can have in lives appears to be a powerful incentive for those who are fuelled by concepts of social justice for the community. P08 is motivated by a vision of a better future: "*Just listening to them, and saying this is the way forward, why don't we hold hands, and walk towards that future we all want to see*". (P08)

Another participant sees peer education as a tool that allows youth to communicate with each other and a way to gain insight into youth thinking:

Working with the youth and also seeing that peer edz is a tool to bring the youth together and peer edz. That is a platform whereby the youth feel free to say whatever they feel and it's a way to know that what the youth do they think at that moment. (P17)

The fact that PEP is an organisation that offers meaningful value for community differentiated it from other organisations for these participants:

It caught my interest cos it was kind of different from all the organisations that were mentioned…So for me it came as I'm going to have an impact on other people and it's going to change me as well. So that's what caught my eye. (P14)

5.3.1.3. Protector of the youth.

In the narratives there was a strong presence of a desire to work as a peer educator as a protector of youth, to make things better or make things right for the younger community. In most instances this desire was fuelled by traumatic incident or background that they, the peer educator, had now overcome:

> *As a rape victim I would like to inspire the young women who are facing abuse. Even those who are not, I'd like to help young kids who are suffering or struggling to be themselves. ...So my motto for being a peer ed. Is "heal those who are bruised". (Ancillary Data1)*

A poignant motivation of some students arose from the desire to protect youth from bad choices made while growing up. It seems that this was motivated by personal experience, recall of how little information they themselves had been provided with growing up, and how this had impacted on choices they had made and regrets that lingered: "*Because I didn't want them to go through some of the experiences I went through. But I wanted them to learn from my experience". (P14)*

5.3.1.4. Accomplishment.

Participants shared many examples and anecdotes of personal growth and achievement in their own lives which they attributed to being a peer educator and part of the programme. These accomplishments motivated them to continue with the T-PEP:

> *At the end I had a chance to celebrate with all the learners and all the other pes and for myself as well I felt very proud of myself that at least I was able to complete what I started. (P02)*

5.3.2. Sensory stimulation.

Sensory stimulation refers to the motivations voiced for the pleasure or good feelings produced by working as a peer educator.

5.3.2.1. Fun and games.

That the programme presented opportunity for fun and enjoyment was highlighted by the participants. An attraction of PEP involvement is that it provides a way to "let your hair down".

There is emphasis on "*ice breakers*" (games), drama creation and music. The idea of having fun while doing something educational was appealing to participants:

> *So the first thing the*y *said, you don't sit in the classroom and they all talk about HIV and everything. They said "you learn while you play". So that was a really interesting thing for me. (P05)*

> *The inter activeness, the ice breakers, you know for me it felt like being a kid again, playing and, so that was really interesting. (P10)*

This happiness, fun, and enjoyment were evident in observations of the peer education training camp, and in participant observation at an on-campus training day later in the year. There was a continual presence of energy, laughter and movement. There were games that were played. It was obvious that the peer educators were enjoying themselves. It was clear through observations that opportunity to engage through fun and games was a strong motivator for peer educators to take part in the programme.

Participant 23 recounts the enjoyment he has as a peer educator:

> *I enjoyed the most when we have implementations. And, at that time we go to play outside because, on peer educator, there is a time to go to play. To do something, I do when I was young at school, I didn't play anything…I enjoy because I feel comfortable and I feel very very safe when I join with them and I play as a young person...if you work with kids, you don't have stress, because every time you laugh, every time you make jokes, every time. So I feel free, very, I feel very young when I, I am with kids. And I feel very, very happy. (P23)*

5.3.2.2. Energy and excitement.

The energy and the vitality drew participants as well. Even in the training sessions, there was a subtle hum of energy and excitement.

> *So the team is* [giggles] *pretty much like myself, you know they are quite excited about peer education, and just get excited. And I think the people who've been there longer than myself are even more excited than I am. (P01)*

Enjoyment, says Participant 09, is a retention motivator for the peer educators: *"I really enjoy a lot. Cos that is the reason why I want to continue being a peer ed". (*P09)

Working with youth as a peer educator is also a stimulating motivator. This participant relays how the thought of implementation day (Saturday) wakes her early:

Cos that day when I'm wake...my children today! So you will find that I will wake up 6 o clock and then I have to take the 7 o clock train, and by 8.30 I'd be here. So it was that exciting moment that will actually bring me here. (P15)

5.3.3. Curiosity.

A desire to learn and explore was motivation for many peer educators. Some were particularly interested in programme content, were just curious about how content was understood by other people.

5.3.3.1. About other people.

Some, like this participant, wanted to know *how* other people thought:

Well like, there are different cultures, and people have different morals in terms of how would they, how they do things and, that is what I wanted to do like in terms of HIV, you know other people take it seriously. Others don't take it seriously. Then I wanted to know like how they take it in their own minds. Ja. (P28)

5.3.3.2. About all kinds of issues.

Some participants were generally interested in learning about the topics, specifically from a society that provided information and activity on HIV and AIDS, probably because of the reality of this disease in their communities and also because of the lack of accurate and comprehensive information that is available in the community.

The first time I heard about it and I got to get more info and get to know what it is all about and I got interested because it talks about an interesting topic, HIV and AIDS. And it teaches people how to treat people that are infected and affected and it also educate people. (P12)

This participant had not thought about joining the PEP, but while on campus one implementation Saturday, investigated the noise coming from the T-PEP group and was attracted

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by the topic discussed as it was of great interest to him and he wanted to learn more about it: *"So like issues that they have solved, that is what attracted me like you know, like that day, from that day I started coming to peer edz". (P22)*

That PEP offered knowledge that could change opinions and sway the way people think was instrumental for this participant joining the pep:

> *I always like enjoyed discussing about current issues maybe other people's opinions on like a certain topic … someone comes to you and tells you their own opinion, sometimes you change the way you think. So that's maybe that, made me to join peer edz. (P22)*

5.3.4. Real people.

For others it is the relational aspect which draws them. The peer educators were known on campus to be gregarious, warm and caring, and opportunities for social engagement were central in reasons for many of the participants joining or continuing with the PEP. For others the aspect of belonging was the attracting factor. This is explored in detail in the relatedness themes:

> *I'm a very talkative person. I love talking, I love learning, I love new experiences I love - I love sharing, I love listening to other people's opinions. That's what I do when I am sitting with my friends. (P19)*

> *What I liked was that I got a chance to get hold of different people with different opinions, you know? I got to interact with people that I never thought that in my life I can ever meet. Like, meeting people who will tell you a true story of how they grew up. (P02)*

Being a peer educator allowed P25 to look beyond being a business student and looking at abstract models and focus on real people:

> *Peer educators is a direct link to the actual people you will be engaging with and its person to person, that's what I enjoy, that's where I can actually see a lot of value, its transferred to both parties. (P25)*

5.3.4.1. *Being honest.*

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The relational aspect of the work was a strong motivator for this participant who hadn't been exposed to this type of intimate conversation before:

The first thing that we had to do; we had to share our first experiences, as we grow up… it was quite interesting and I love it. I love the fact that people who are being honest, people who are sharing, and that's what fascinated me the most. (P19)

5.3.4.2. Diversity acceptance.

A number of participants voiced their motivation to choose PEP because of the diversity and acceptance it offered. The T-PEP is recognisable to the TSiBA students in its inclusivity of gender, race and age, and this is a strong drawing card, as this participant tells:

Like I was so interested in joining them because, the first thing that I've noticed is the diversion because in some of the society group you find that the majority of people in that specific group are, if I may say, Black African, like me. But what I've noticed in the Peer edz, there were Coloureds and there were Black African but even though the majority was black. But approximately I would say 65 Black African, and the others were like Coloureds. (P06)

Being presented with an opportunity to interact without adult involvement and interference is a strong motivator for participants:

I just liked the fact that it was a chance for us students young people, to engage with other young people to address issues that are affecting us as young people because sometimes when an adult is like telling you things you don't really take it in seriously but when someone your age, or in a similar level does that then you take much consideration about that. (P07)

The opportunity to learn and talk about topics of personal value was motivational for this participant who, before joining, asked other peer educators what they did:

Because they tell me, interesting things, they say you can talk about the past, you can talk about your feelings and how about you go to forget the past. So, I was interested in that and I got to join them. (P23)

5.3.4.3. Being my authentic self.

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A somewhat unarticulated theme referred to a sense of acceptance that the participants could be who they really were in the T-PEP and be unconditionally accepted. Peer educators shared of ways they could present their authentic selves, and the positive emotions this evoked. The T-PEP provided a platform for full acceptance and diversity. This platform encouraged peer educators to stay, as this participant explains when asked:

(Otherwise) I wouldn't have stayed so long. Because that really for me that was very interactive and it really allowed a person to be yourself. So I could be crazy [laughs]. *And just do what I do best and that was to just interact with people. So for me that was great so I could be the person that I am I could be relaxed and do what I like. (P10)*

Non-judgmental inclusion further leads to participants feeling safe: "*It's basically a safe environment. You can express your views and your feelings without the notion of being judged, you see". (P27)*

5.3.4.4. It's not taboo here.

The willingness of peer educators to openly discuss any topic and in any detail was alluded to repeatedly through the participant narratives. Many expressed how this was an attractive feature for them because it contrasted vividly with the restriction of topic and conversation in their homes and communities.

The openness of the PEP is acknowledged thoughtfully by these participants, who reflect on the value for themselves and their contextual community when asked if anything can be discussed at PEP:

Any subject. Something that at, at my house, since we have traditional, um, angles, you know by 'you can't say this, you can't do that', but those things are actually affecting us negatively because we when we get out, you know, we do that, but you don't talk about them at home. So we don't do them right. So here at school you know, we; you learn how to actually, be responsible in certain circumstances. And, ja that's what I loved. And things that I didn't know, now I know, and I know how to handle them and ja. That's it. (P19)

It is very close to my heart especially because in my own culture HIV is not something that is talked about a lot. So because it is close to my heart I saw an opportunity and so I went for it. (P12)

For me, it was about discussing issues that we people normally don't get the opportunity to talk to our parents about. For instance, teenage pregnancy, HIV and AIDs, peer pressure. Such things that we normally go through but we don't have people to speak to. (P21)

5.4. Paying-it-Forward

A motivator, perhaps encouraged by the TSiBA ethos of "pay-it-forward" emerged in response to the question of whether T-PEP addressed TSiBA's ethos of "paying-it-forward". This participant explains how the knowledge that someone had "*paid it forward for me by paying our financials*" was an enticement to join the T-PEP as a means of reciprocity, extending benefit into the community:

It's a way for me to give back to the community by means of like teaching back because I know that in some of the information they not exposed in so it's a way of like giving forward to me. Giving back. (P09)

Participant 25 clarifies that even though there is sacrifice on their part, there is also personal gain: "*Because we are giving up or time, on a Saturday in our training for not just the learners that we gonna be facilitating but also for ourselves*". (P25)

Others, while still echoing this pay it forward theme, were more altruistic about their behaviour: *"For me it is, just to know that okay I am making a difference in those students' life. For me that's my way of paying it forward"*. (P26)

Cos what we are doing is for the better good. So for me it IS a way of paying it forward. (P24)

We are doing it as... not expecting anything in return. (P16)

We doing it for the well-being of ourselves and other people, and that in its essence is for me pay it forward. (P25)

This participant felt a moral obligation to be involved in T-PEP as a way of paying back what was received as a TSiBA student: "*Have to give back to the community what I am receiving from other people*". (P12)

However, this participant was sceptical of paying it forward as there were no results that were easily seen:

> *For me I think that my chain was not that extended. My feeling is those students that were particularly who were particularly in my group. Did they really do something about what I told them? Were they able to pass it to somebody else? It's debatable. It's debatable. (P14)*

5.5. Extrinsic Motivation

Although a large number of participants showed clear intrinsic motivations for belonging to the PEP, there were also identifiable extrinsic motivations in the participants' narratives.

5.5.1. Leadership hours.

An extrinsic motivation would mean that the student is not motivated because of enjoyment or interest in the activity itself, but rather by an external end or ego-gratifying reason (Ryan & Deci, 2000a). A TSiBA related extrinsic motivator came in the form of leadership service hours that each student is required to complete as part of the curriculum. These hours are credits for a particular compulsory course, Portfolio of Learning (POL). This participant explains how this works:

> *When we, when I was in my first* year*, in HCBA, we were told that there are clubs and societies that are currently running at school. And that we need to complete about 40 hours of leadership hours. So we were given the opportunity to choose from the ones that we will normally relate to. So when I heard that they have peer education I was very much happy because I knew how it worked and the work that one had to put into it. So I chose to join it and other clubs but peer education was my first choice. (P21)*

It is interesting to note that P21, a subsequent BBA student, continued in the T-PEP in following years, even though organisational involvement was no longer compulsory in the BBA programme.

5.5.2. A means to an end.

This participant sees being a peer educator as an opportunity to improve communication skills and make friends.

> *So, in peer educators, I knew that I would get develop my communication, then when I develop my communication I would talk to many people in the peer edz that, are also the facilitators and the participants. There I would get to know them and I would also become friends with them. (P28)*

Organisation of T-PEP was an attraction for Participant 27. This participant had initially signed up for two other societies, but found them disappointing in their lack of activity: *"Because I think their leadership and that was very busy, academically. SO they never really made time for that"*. He found the T-PEP to be more organised:

> *Like peer edz was every week, we had one meeting. And then the following week we had trainings, like every second or third week we would have training, so I liked that about them, they were a bit more organised than the other ones. And then I just stayed with the peer edz. (P27)*

5.6. Factors Impacting Motivation

An important part of the analysis on motivation also required drawing out themes which, according to SDT, can influence motivation. In this study expressions indicating an impact on motivation related primarily to a lack of feedback, conflicts with people, frustrations with the programme itself and frustrations experienced in the role of peer educator. That there were many frustrations was clear, but just as clear was the number of recommendations for ways to improve. Peer educators seldom voiced a frustration without following up with a suggestion on how to remedy the problem:

> *If we could have an evaluation or something that we could know that okay we have made this things that we have had success in, and this is what we are missing.* (P22)

5.6.1. Feedback.

SDT theory points out that feedback is an important component for maintaining intrinsic motivation. Positive feedback has been shown to enhance intrinsic motivations, whereas, motivation is lessened by negative feedback. Evidence of feedback was skewed and patchy to identify in the study. Participants spoke of the students' response to them sharing information

and carrying out implementations, as positive: *"But what I like is the students coming in showing that they eager and hungry to know about what we are going to offer them in the next week".* *(P08)*

However, there was little indication of feedback regarding the nature or effectiveness of programme content which was demoralising:

> *I think that's the main objective of peer edz, to see if the information that you have given to them, are they giving it, to their communities…So I would love if, we can have a report or something that you know, that tells us that, that all the effort we are putting in, is it worth it? (P22)*

Peer educators use informal methods to judge the programme's efficacy. This participant sees the programme message being communicated through the value it adds to the learners:

> *Because you will find that the high school learners will come here on the weekend and then go back to their school and spread the word and also tell their friends so now their friends end up being curious wanting to know or to see what is really happening on that peer education programme. (P06)*

But there is no report back on the efficacy of peer educators, only some interest in monitoring the programme: "*We just basically do in-house evaluations*". *(P25)*

 In depth examination of the PEP documentation showed no evidence of feedback being given to the peer educators. There were a few personal letters where peer educators had sent feedback to the coordinator, but no indication of reciprocal correspondence.

5.6.2. *We like to be appreciated.*

In personal observations I had seen the coordinators and the student counsellor praise the peer educators on occasions, and this was valued by the participants:

> *She'd* (the student counsellor)*, appreciate everyone. Everyone felt appreciated. I think that's another very important thing. Even the one who doesn't talk and doesn't know the material. Everyone felt appreciated… she made sure that everyone felt like they'd accomplished something somehow. (P03)*

The regular attendance of the learners also made participants feel appreciated:

Their attendance is great you know. I've seen the same people like for every week coming, you know. So that tells you that they enjoying that you know, what we are doing right. (P22)

However, there were no tangible records of peer educator progress or performance. I was aware that the educators received a "participation" certificate at the end of the programme year, but this hardly featured in the narratives of the participants.

5.6.3. Work frustrations.

In addition to themes for motivating participants to join and belong to the T-PEP, there were also a number of frustrations which affected their willingness to join, their retention and enjoyment in the programme or even caused them to leave the programme. The majority of frustrations were captured by the questions "*What haven't you enjoyed…?" "How could the pep be improved?"*, and, *"is there anything else….?"* Some frustrations were also mentioned in passing during the interview process.

5.6.3.1. *Balancing demands.*

A well voiced frustration expressed frustration at being unable to give attention to T-PEP because of academic demands.

A significant proportion of participants were frustrated that academic pressure and outside work impacted on the time they were able to give to the T-PEP: *"But this year it was hectic for me. I had no enough time so to balance both my own studies, peer education, work, so it was hard for me". (P18)*

Last year that's when I was involved, because this year I am working so I'm finding it very difficult. (P20)

There was frustration at the amount of work that was required from peer educators, in addition to a heavy academic workload:

I understand that we want that relationship to grow with the kids. And we have a lot of work to do. But it's a bit much because you only have four Saturdays in a month and the whole week you are here at school doing so much. (P01)

But at the same time people have got their lives and other responsibilities. So you can't expect … my life must be about TSiBA. (P03)

Irritation was shown with the number of peer educator dropouts and the low numbers of peer educators that were available to share the workload:

When I started there was a whole lot of BBA2s and 3s. But I think when they graduated they went on and there wasn't any new. Like the ones I'd say like my foundation year people didn't carry on I think because of the workload. (P10)

This participant suggests that although some cope, many peer educators drop out when they experience the reality of the nature of the work and the responsibility that is required:

People were not really aware of, and myself too, of the amount of work to go and be a peer educator…. Didn't expect it to be so much work… carrying the entire group…. Expected to be done. So much you had to carry to be a peer educator inside the programme and outside the programme. That was one thing I didn't expect. But it was all worth it. (P04)

Some participants were torn by the pull of academic pressure and the desire to belong to the T-PEP:

But I know how important what they doing is… as I said it's not my choices that made me not be here some of the time, but it's due to the school work and due to being at work and all of that. (P24)

And some were torn about choosing to leave T-PEP: *"Maybe it's an excuse, maybe it's not an excuse, I don't know. But in my heart I will always be with the peer edz. I've learnt so much and it's still helping me". (P24)*

And P20 was wishful about ways that the two could be balanced:

If there can be, I don't know exactly what… But a programme whereby it will accommodate even those who are working who still want to be part of peer education. Ja and I don't know. (P20)

5.6.3.2. Recruitment.

Participants point out that the recruitment process is not working: *"SO, I would say the recruiting, has to be more effective in order to acquire more people to help"*. (P21)
This is echoed by P25, who is also concerned about the awareness of the T-PEP on campus:

> *...I can say it worries me at times that there isn't a consistent vibe about the peer educators, there isn't a consistent awareness of the peer educators as much as there is of SIFE* (Students in Free Enterprise) *and BMF* (Black Management Forum) *or any of the other societies on campus. And that makes me worried because then we'll find that there is more learners than there is facilitators. (P25)*

5.6.3.3. Fake peer educators.

Participants, especially older peer educators, were vocal about people who did not take the role seriously, and had self-serving motives for being involved in the programme. They suggested that peer educators joined at the beginning of the year because of the camp: *"everybody wants to be involved whenever there is something that has to do with traveling and food"*. (P21)

The feeling was that "fake peer educators" were not committed to the programme and so would not act responsibly in working with programme content or in attending implementations:

> *I don't think they choose to go there (to T-PEP) because of what they want to do because of what they want to see happening outside there, because of the change they want to see. But some I think they just go because they kind of forced to go, to join a society. And then they feel, okay. I'll just join the peer edz group. (P24)*

As fake peer educators revealed their true colours and dropped out of the programme it impacted the implementation efficacy:

> *During the year, time goes by, you only see a few of them that are still remaining. So, for me that is, it it's devastating because we are the one who have to hold up the gap, because we are few and we have to cover for others that are, not actually present. (P21)*

There was a desire to know who the real peer educators were: *"If there was some sort of control measures that would be in place just to show, like so that they can have an understanding, a record of who the REAL peer educators are"*. (P07)

This participant offers some suggestions for assessing the motivations of new members:

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I would say it has to be changed in the way that we interact with them (new TSiBA students) when we are introducing peer edz…People don't know why you join peer edz. Do you have love for what you doing? Are you a person who wants to gain knowledge about this and, and things like that that needs to be looked into and in order to help us cope with our responsibility. (P21)

5.6.4. Frustrations within the programme.

Frustrations with the programme affected the motivations in different ways. And participants expressed demoralisation, unhappiness, decreased interest, and some a desire to give up the work.

Some frustrations were "people" frustrations, such as experienced in the interaction with other peer educators who failed to turn up for implementations:

But it does not mean that you either do not show up at all, you can phone ahead and say this is what happened I'm not coming in, or I have to leave early excuse yourself it's those small little logistic type things. (P25)

Some participants expressed frustration with lack of inclusion and wanted to leave the programme:

It would seem like (the coordinator) had a few selected people that maybe he let in on what's going on before everyone knew what's happening. Or he would listen to what they would have to say...I think that one of those things they just like made me rather not be a peer educator. Cos otherwise I'd would really love being a peer ed. (P12)

I didn't feel like I was part of the peer edz at that moment. [silence]. A*ctually I notice that it was like I didn't exist, I was just a number so whatever I was doing I didn't think it was having any impact on the whole peer edz as a programme because the way, more like taking over cos they were there before (other peer educators). So that's what did discourage me. (P14)*

5.6.4.1. Lack of management.

Although the programme is overseen by TSiBA staff members, there is no student management structure in place. As mentioned in the contextualizing chapter, this has been noted by the co-ordinator who is grooming students to assist in co-ordinating functions. However, the

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students expressed annoyance, extended to the variable employment of the co-ordinator, with some peer educators having worked with 3 different co-ordinators during their time in the T-PEP:

Because every time we have a new manager coming in things change slightly. They are not always the way we used to. So it's for us...it gives how can I put it? It puts us in a difficult situation. (P12)

Participant 18 suggests that although it is difficult to clarify how the T-PEP is managed, if this problem is corrected other programme frustrations will be alleviated:

We have a failure in our leadership as I said. We are not organized at the moment I can't tell you that this is our leader, I can't tell you that this is our sec. it is not easy to say. We are poorly organised, so we need the improving on that. They are mostly that I think the rest will come if that one is well addressed than those minor ones they will also be okay. (P18)

Other peer educators were frustrated that the current co-ordinator, involved in many TSiBA activities, did not seem to be as committed to the T-PEP as they were:

So if you could have someone who is only focusing on peer edz, maybe that person can be able to see the long term goals of peer edz, what we all about. Rather like putting all the work on one person because the person who is now in charge, he's very busy. (P09)

Participant 08 feels that the co-ordinator's lack of involvement has impacted on the T-PEP performance: "*In terms of that management. I think they have to change management* [laughs]. *Cos I don't think we have been that proactive as we should be this year". (P08)*

This participant found the management disorganised and demotivating:

Dates were chopped and changed without prior notice…all the way to school and then we find that look the programme is cancelled for the week…. Those kind of logistical issues were quite demotivating. (P04)

There is resentment that the new coordinator has added non important duties to the peer educator workload: "*When we were working with D, our focus was on our work and facilitating…. That's (*now*) a problem for me". (P03)*

And there is a mourning of the loss of the peer education essence which has been changed with the newer role of the peer educator:

So then they wouldn't focus on the important things… not people…. The crux why they are there. They are there to facilitate, not to organize catering, not to organize a camp, you know?   So I think a lot of it has been lost. That **spirit***. (P03)*

There is a loud voice of frustration with the lack of a management structure for the T-PEP, as participants feel it impacts on the programme: "*I think if there was a committee there would be a bit of direction. Cos even at times like, things just started, like last minute rushing's and then people wondering how they supposed to be done". (P12)*

In contrast however, this participant was happy with the current structure in place:

I think good because like we get the resources on how like to execute the programme and we also like with the refreshments for the day for the children and for us as peer educators. (P20)

5.6.4.2. Programme content.

Participants also voiced dissatisfaction in the static nature of the programme content and distribution:

I think what I've also noticed about the pep is that we do it year by year…Like last year's young people will be this year again in the group. So it's almost like there's no certificate giving that you've progressed from level 1 to level 2. So that for me is a bit of a .... problem. (P10)

I feel like if we get grade 12 students we don't have to tell them what they learnt last year. We can go a level up, you know. (P08)

And this participant felt strongly that peer educator voices should be heard more in the programme structure and content:

I think peer educators should be part of the planning of the programme. If you plan the programme, you cannot say "'I didn't know". And you have the chance of saying your views, and prevent some negatives at that moment. We would like to be part of that planning. (P05)

5.6.4.3. *Monitoring and evaluation.*

Almost half of the participants were concerned about the lack of accountability of the T-PEP, voicing frustrations of lack of monitoring and evaluation: "*The one thing that can actually shows that most of the pep like the amount of work that we doing, where is it?" (P08)*

There is a desire to meet other PEPs and a way of comparing their offerings and monitoring programme progress and perhaps get some assurance about the work they are doing:

> *So I think we need more, some sort of things, and being able to actually see like, meet other peer educators, like peer education programmes. And see where they are, how are they doing it, what are they doing out there to make them better. And see how we can grow from there…. So I think if you go out more and meet other peer edz and ask them what they are doing differently, that will help a lot in terms of growing and expanding our ways of bringing the information. And also like it might just lighten our responsibilities as peer edz you know? (P08)*

5.6.5. Reward frustrations.

There were few frustrations expressed about rewards in the peer educators programme. No participants voiced desire for payment, however there were some frustrations voiced about lack of recognition:

> *The first we joined, we were told that we were going to get certificates, each and every year, like to put on your c.v. (*Curriculum Vitae*) and everything. And we haven't got nothing. (P05)*

5.6.5.1. *The saga of the R50.*

Another frustration voiced by the majority of participants referred to the R50 reimbursement for transport when they attend the programme on Saturdays. This money is given in contrast to other societies who provide transport for their members. The money reimbursement is a hotly debated topic amongst the peer educators and also spoken about on campus (personal observation). Debate surrounds the motivations of peer educators who are drawn to the programme just for the money, and are not committed to the programme. This participant explains the debate:

> *There is incentives that is been given of R50. But it seems like so many people rely on this 50 and some people join the peer education because of the R50 they don't look at the impact of the programme they look at the R50, because they know every Saturday*

maybe I can implement then I get the R50. I suggest that this R50 could not be
encouraged to be donated, because it seems we don't know exactly who is a PE or
who is not. Because of that R50. (P11)

A participant is quite candid about the personal influence of the R50:

Ok, so I was part of this…. that I would be like home…. next week I'll be like
back, you know, let me just go and get that 50 rand and come back, …. But not
being here fully, but not participating fully. (P02)

Participants are frustrated at how the money influences the peer educators' commitment
and participation:

We have this 50 allowance thing... other societies don't have that and yet they are
committed. Their members are committed, and we, we get this allowance, but we
are not really committed. (P07)

I struggled working with people that I could see that "I'm bored on Saturdays,
maybe I should go to TSiBA"….Or maybe they were saying, "Ah, I need this
R50". (P02)

This participant is scathing in pointing out that a money incentive doesn't actually serve a
purpose:

Because, I am doing it for the love of it, I am not doing it for the money. Because
if it was for the money, I mean R50 travelling allowance is not really money. I
just travel home and the money is up. You get what I'm saying? (P27)

5.7. Motivation Vignette

A narrative of one of the participants told of varying levels of motivation in her experience
with the T-PEP. P10 was in the process of dropping out of the programme at the time of the
interview. She later did drop out of the programme, citing "work pressure" as the reason for no
longer being a part of the T-PEP. She relates that her original reason for joining was one of
extrinsic motivation:

And thinking back to your foundation year, what made you decide to join the
pep?' (Interviewer)

I think mostly also it was because of leadership hours. And we had to be involved

in leadership. So I decided that peer education was more attractive for me. (P10)

Although it is evident that she internalized and embraced the value of peer education as she found the type of work personally attractive:

So then I started but when I started doing it I actually liked it more because I was

used to working with young people. So I used to be a youth leader so that for me

was attractive working with young people. (P10)

However, along the way some areas of discontent surfaced relating to programme management and the inconsistent payment of the transport allowance:

So it's becoming I would say for them it's becoming repetitive.... so they're

learning the things over and over again. So it's rather to structure the

programme better and to have that system in place…and I would say also

because of the R50. Because it later became a problem a huge problem. Because

people started to not being getting paid and so they just thought no, this is not

working to me. ..... So they ended up just not going there anymore. (P10)

5.8. Reflection on the Motivation Theme

A number of intrinsic motivations predominated in this study. It was also quite clear when extrinsic motivations appeared, and it was encouraging to see application of theory as students described what I saw as varying levels of autonomous and controlled regulation. I would've liked to explored more of the reasons for decreased motivations, i.e., dropouts and lessened participation of the peer educators in order to document them, but I was discouraged from contacting previous peer educators as there were other ethical considerations implicit in this step. The study did contain two participants who subsequently left the programme, one who was very discontent, and one who returned to the programme after having previously left it. These participants allowed me to delve more deeply with motivation questions during the interview.

5.9. Conclusion

In this chapter the motivation findings of the study were presented. These findings were illustrated as far as possible in terms of the types of motivation indicated by Self Determination Theory. Discussion of these motivations in terms of their relationship with BPN and SDT will be presented in chapter 7. The next chapter presents findings relating to the peer educators' basic psychological needs of autonomy, competence and relatedness.

Chapter Six

Themes of Autonomy, Competence and Relatedness

6.1. Introduction

This chapter continues the presentation of SDT findings begun in chapter 5. However, in this chapter the findings pertaining to the basic psychological needs constructs of autonomy, competence and relatedness of the peer educators are presented. These themes were extracted from the data using primarily a deductive approach. Several sub-codes pertain to each theme. Many of these extracts also spoke to positive psychology and well-being. This will be discussed in detail with the interpretation of findings in chapter 7. Table 4 sets out the key themes presented in this chapter.

Table 4.
Themes of Basic Psychological Needs

BPN	Theme	Sub-Theme
Autonomy	The importance of autonomy	Struggles with autonomy
	It's my decision	Making tough decisions
		There's a consequence
		Supporting my autonomy
		Taking initiative (being a self-starter
	Collective autonomy	
	Autonomy frustrations	
Competence	Competence to do the work	Stepping up to the plate
		Out of my comfort zone
		Knowing what you don't know
		Transferable competence
		Training
		Research skills
		Building teaching tools
		Using Resources
		Telling the wrong story
		Heavy topics
		Because I know that story
		Learning to listen
	Personal competence	Building my skills
		A sense of accomplishment
		Communication confidence
		Conflict management
		Responsible learning
	Collective competence	
Relatedness	Welcome to the family	
	A sense of Belonging	
	Peer Friends	
	A diversity of friends	
	Friendships with learners	Friendship basics
		Giving and receiving
		From mentee to mentor
		Being a role model
Competence and relatedness	Taming the taboo	
	Better relationships	

Note. The Table depicts the central themes and sub-themes of Autonomy, Competence and Relatedness. Themes were created from codes and findings.

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6.2. Autonomy

Autonomy was conceptualised in terms of the SDT definition of autonomy which envisages it regulating behaviour choice fully and volitionally (Deci & Ryan, 2000). The data were analysed into coding segments which spoke to this definition. After a process of hierarchical summarizing and refining of categories, a number of specific themes emerged from the coding. These are shown in table 5.

6.2.1. The importance of autonomy.

Participant dialogues indicated that they were aware of the importance of autonomy, or being autonomous, although it was difficult to gauge whether this was part of their internal regulation or a concept which they had adopted through their studies as business students at TSiBA. They were able to clearly explain why they thought autonomy was important but the word itself or its synonym *independence* seldom featured in conversation. However, the words decision and choice, which may be construed as expressions of autonomy featured strongly in narratives. Participants were vocal about their recognition of the power of choice, and for many of them it was a motivation to join the T-PEP:

> *I want to bring a change and from what I've seen happening to our peers, to students, to you know. Making wrong decisions and like, I've been there too and, I've seen the cons and the pros of it; and I decided to actually do something about that. And that is why I joined this society. (P19)*

6.2.2. Struggles with autonomy expression.

Participants alluded to the restriction of autonomous behaviour imposed on youth in their culture. Autonomous behaviours it seems are to be used surreptitiously and autonomy hidden to appease parents. Decision making appears to be discouraged. Narratives told of a lack of insight and support by parents: "And *also there are decisions that we make as a children and then parents fail to understand why we are making those decisions". (P17)*

As further explanation for this, participant 17 relates, in a frustrated manner, how his "*stingy*" father has not brought a TV or radio, so he visits neighbours at night for entertainment. His father inquiries about his late returning, but cuts off his attempts at explaining the decisions taken for his behaviour. P17 infers that his father views this attempt at explaining as disrespectful: "*so he doesn't want me to explain why did I do that, so some of the parent they don't allow their children like to". (P17)*

6.2.3. It's my decision.

The motivations for joining the PEP illustrate overwhelming indication of freedom of choice and volition. Content analysis revealed a strong presence of synonyms for this expression in "I" statements: *"I need"*, *"I choose"; "I decide", "my choice" my decision"* and *"my preference".* Verbatim examples of these in relation to motivations show in Table 4.

Table 5

Expressions of Autonomy

Participant	Verbatim quote
P17	*I know the peer edz one, who they are, and how they work and then I decided to join at TSiBA*
P20	*the decision came to me where I wanted to be (a) peer educator*
P11	*I chose it as I found it very important*
P18	*Because I like. It is my preference*
P15	*And then. I just deciding oh, I need to go for this.*
P16	*I decided that this is it. The right something for me.*
P19	*Once I got here I decided to do something different than being playing sport only*
P05	*….and we become facilitators, so that's how I like it. I want to continue.*

Note. Participants' expressions of autonomy gathered from the data.

6.2.4. Making tough decisions.

Central in this theme was the participants' relating of how topic knowledge had impacted on them making personal decisions that required taking initiative. Chief among these was the decision to "get tested". Getting tested refers to the process of HIV testing by qualified health workers. This testing is offered, on campus, to TSiBA students as a regular event. Given the stigma related considerations, it takes initiative to elect to "get tested". P11 shares how being a T-PEP member has encouraged him to take the initiative to be tested regularly:

> *Whenever there is a test programme I always join just because I feel like I should be like the role model of going into the line and test myself to show other people that okay, we are peer edz and we should join the testing programme. But before I used to fear going into the testing. So the PEP has helped me to grow in that way of taking that decision initiative to go for testing. (P11)*

6.2.5. There's a consequence.

Participants were keen to explain that they recognised that youth often (usually) made wrong choices, and as peer educators wanted to show them alternatives: "*we actually giving them information so that they can make better informed choices about where they are, where they want to go and what they want to do with their lives*". (P27)

There was an indication that a thinking process had taking place regarding the consequences of choice:

> *You wouldn't think cos peer pressure and HIV AIDS just put there, some people wouldn't see a correlation between them two, but actually from one, you can actually be able to get to another one easily as that. (P24)*

There is implication too, in many narratives, that as factual learning takes place the participants become conspicuously aware of their power of autonomy: their freedom to choose and make decisions regarding behaviour and outcomes: That ultimately they were responsible for the outcomes of those decisions. That the participants had not connected these two concepts or articulated their association before was evident in a number of cases, as narratives were often punctuated by long pauses and expressive emphasis. Participant 16 reflects of ways that T-PEP had grown or developed him:

> *I can make wiser and make tough decisions because of PEP...*
> *Regarding now in my personal life…like I know now that I shouldn't go around messing around and doing these sort of things...I should think twice before I do, I am aware of, that every decision that I would take now, there would be implication to that, being good or bad there will be consequences that travel together every decision I make. (P16)*

This newfound speech freedom and awareness of causality translated into a desire to share this knowledge with others, particularly the learners from the community they worked with and to point out to learners the consequences of choice:

> *"I would like tell them about what I know. Like I said the decision is theirs but I always put it out there. This is what happens, these are the consequences of taking these decisions. Ja. (P19)*

However, participants are aware too of consequences of the peer educator role:

People will expect you to be different, and do things differently to them. But, by just saying you a peer educator. But if you just say I'm a peer educator and you still doing the same things like you know nothing, then it's pointless putting out there that I'm a peer educator. So they come to me and tell me things that they do not even share to their friends, and expect me to give them advices or offer on how to tackle those sort of issues or problems. (P06)

That participants are aware that freedom of choice is sometimes at odds with making a decision is evident in P14's account of her journey with being involved with T-PEP. She reveals a further level of awareness as she becomes conscious that choices are often of limited time and have implications for decisions that can be made. This participant had joined, then dropped out of the PEP in an earlier year at TSiBA because of feelings of neglect and isolation. However, her intrinsic desire was to still work with the PEP, and as she got closer to completing her degree she was more aware that exercising her freedom to choose option was narrowing. She explains:

So well, three years later, which is like now, then I told myself " no, I'm going to do it. I think I should take control of this because this is what I wanted to do from the beginning."...I always wanted to do this but I never had...based on the fact that now is my final year and hence I joined again this year. (P14)

Participant 12, however, found that freedom of choice is not always to your liking, especially when you have to acknowledge that right in others, and especially when the choices of others clash with yours. In situations of menial work, recognizing that others are exercising a freedom to choose by not working will sometimes resonate as feelings of unfairness, as explained by this participant. However, they may choose to not engage in conflict. P12 elaborates on a situation after an implantation, where other peer educators elected not to help clean up. Although there had been a quite a few peer educators present on the day, some would *"actually avoid coming to help and then there would just probably leave a few people to do everything".* P12 had ambivalent feelings, as she recognised that if presented with the opportunity she might also avoid the work. But she felt morally obligated to help clean up, because that is what *"part of being what a peer educator is all about".* She appeared quite annoyed about the incident, although it seems the annoyance was partly with the avoidant peer educators and partly with herself for not confronting the problem behaviour.

I guess I had mixed feelings cos then it also feels like you are allowing yourself
to be used when you could maybe stand up and say no you shouldn't be doing this
we all need to be helping in this. (P12)

6.2.6. Supporting my autonomy.

It was evident to the researcher that the T-PEP coordinator fully supports autonomous expression by the peer educators. Although he assumes logistical control of the programme such as choosing schools for implementation, at the time of the study he was mentoring a few peer educators in the administration of the programme with the vision of them fully running the programme themselves the following year. The student counsellor reaffirms this position by saying that personal development of the peer educators is a visible and relevant factor in the T-PEP.

A general consensus amongst participants is that the T-PEP allows them freedom to choose ways of disseminating information to the students: "*we allowed to do with what we think it's best… we are given that space, we are given that freedom".* They, in turn, have learned much from the experience: "*that also allows us to take much learning too". (P24)*

Freedom to choose in the T-PEP is a contrast to the regulated structure of being a TSiBA student. As freedom to choose appears to be a unique experience for many participants, and the data relays an exploration in self-expression and lateral thinking by them. The expression of this experience is captured below wherein Participant 10 refers to the underlying stress of being a tertiary student where demands for performance in courses is strictly enforced, and contrasts it with the freedom to choose that is offered by being in the T-PEP: "So *that really relaxed a person it's not like you have to set a presentation that it needs to be done like this. No, you could interact with the people you could be funny".* (P10)

6.2.7. Taking initiative (being a self-starter).

In context with this theme, it is important to consider TSiBA's ethos to recruit students who exhibit leadership traits. It was difficult to differentiate during the interview, or subsequent analysis where being a self-starter in initiating a project originated. It was unclear if initiative was through a participant's increased sense of autonomy, or in fact was an expression of an already inherent quality within the person. Participant 19, however, demonstrated a skilful blending of acquired T-PEP knowledge and a strong leadership trait display in an incident where he acted on his own volition in an attempt to use what he knew for the greater good of the community. He

explains how the incident started with him encouraging acquaintances to become involved in the T-PEP. He was subsequently invited to their school to "*just come and say a word*", and having prepared content to share, discovered that when he reached the audience *"90 percent of the people that were there they are the gangster that are involved in Gugulethu". He* made the immediate decision *to* change his topic for presentation to one which he felt was more applicable for the audience: "*write it down how your decision determine your destiny".* He explained his thought process behind this decision:

> *I was trying to convince them the way they think so would think if they are doing this gangsterism they can be the gangster and they can die at the end of the day but if they become the peer educator and being at school all the time and at the school a team they can be the teachers*. (P19)

Participant 23 was spurred on by a desire to provide learners with accurate information. P23 knew little about a sexual act and, desirous of correct factual information took the initiative to approach community clinic sisters for information:

> *I decide for myself and I, I wasn't telling my partners about that. Because I just go to research for myself…. for* **myself**.

P23 explains that the answers given by others in group discussion were not satisfying:

> *"They discuss it. And I hear no, I just say, no. This ones are not the sisters. SO I must go for, to the sister. I think that sister maybe have experience more than them. That is why I just decide to go to the clinic*. (P23)

It is noteworthy that she further explains experiencing some nervousness as this is the first time she has been to the clinic.

6.2.8. Collective autonomy.

There is no formal leadership team within the T-PEP which does have complications of its own (as referred to in the previous motivations chapter). Teamwork and group work is the accepted style of the T-PEP with decisions being made by the collective: *"We do actually work together....is a decision everyone feels happy with".* (P15)

As will be seen in the competence section in this chapter, a collective identity is a recurring theme in the T-PEP. Even within the theme of autonomy, a theme that traditionally is associated with individuality, this collective identity asserts, suggesting that collective decision making is one of equality where no one individual has more authority over another,

and where all choices and actions are jointly considered: *"You look at those topics, you see which is, which one is ...which one does he know then best, then you take your part, the other one takes his part, that's how it works.* (P18)

6.2.9. Autonomy frustrations.

Another theme which is associated with autonomy is the awareness of it being hampered, restricted or absent. This almost always referred to participants relating discontent with programme management, programme structure or programme content:

> *I think the fact that it's like we are limited to what we can do as peer edz that's what I actually notice that we are not (in control) ...But I think that we should be given that freedom. It's the right word of actually being able to come out with certain things that we want to do as peer educators. Given that freedom that if we want to do something, or maybe if we want to have a camp, then we should be given that opportunity of a camp and then we can raise our own funds. (P24)*

6.3. Competence.

> *I like the learning environment man. (P24)*

For the purposes of these findings competence was seen as engaging in challenging activities with the intent of achieving an effective outcome (Slemp & Vella-Brodrick, 2013). Participants seldom used the word "competence", although the word "confidence" was used often as a synonym or descriptive phrase. Evidence of competence was overwhelming throughout the narratives, with the majority of the participants alluding to a wide variety of competences that had been gained through the role of peer educator. Competence did not always refer to just the skill in relaying the programme message. Participants spoke of challenges they had overcome, skills hard won and knowledge as giving them "freedom". Three underlying contexts were identified:

Competence to do the work – This was expressed as confidence, knowledge and skill to carry out the tasks effectively of bringing the peer education message across.

Personal competence - being able to effectively perform as a peer educator, leader, citizen and family member in varied situations, such as behaving in relationships or responding to the needs of others.

A theme of **competence frustration** awareness was also visible in almost all of the participants' data. Non-competence was evident from an awareness of their lack of skill which hampered effective programme delivery.

A summary of themes of competence may be seen in Table 4.

6.3.1. Competence to do the work.

Work competence was seen as referring to knowledge about the topics for the implementation, ability to effectively facilitate the implementation, and ability to carry out relevant research.

What was apparent from the conversations is that competence is not something that is natural: it has to be worked at constantly, drawing from personal experiences and learning new information:

So it's always that continuous learning and it isn't just learning for them it's learning for us as well because a lot of what we as peer educators bring to our sessions comes from our own personal experiences… and then it also brings up situations that the learners have been in. (P25)

6.3.1.1. *Stepping up to the plate.*

Participants related how *facilitating as a peer educator* in the TSiBA programme, was a different experience to that, of *being facilitated as a learner*. Participants spoke of awareness that new competencies were required and that there were higher benchmarks for performance, however they were excited about the different role in peer education*: "At school you are, you go to peer educators and they teach you things. And here we take children from school and we become facilitators, so that's how I like it".* (P05)

One of the first stretching contexts raised by a number of participants concerned shyness, however T-PEP is credited with helping overcome this: "S*ince I am started like the peer edz here at TSiBA, you know I've developed a lot, I'm an open person" (P22)*. Being a peer educator requires acquiring the skills of being a facilitator often for large groups of people. This participant shares how this was initially difficult for him as he is not naturally extroverted:

Like, okay when I came to TSiBA I was really a, shy person really down to kind of person. So working with the students it kind of also stretched me out of my comfort zone so, I felt stepping into being a role of a facilitator. (P26).

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6.3.1.2. Out of my comfort zone.

It was clear that the T-PEP facilitators understood the importance and value of the peer education message. This was inherently conveyed in the interview data, the participant observations by this researcher and the written statements submitted by the T-PEP previous coordinator. Participants seem intimately aware of the needs of the youth they engage with and, probably from their own personal experience, the necessity of conveying certain information. It was evident that at times conveying certain types of information stretches them into handling uncomfortable communication. However, they see this stretching as necessary so that they can achieve their purpose: "*Some of topics, and you feel that this one, no, not in front of kids. But, we must use front of kids, this one*". (P23).

> *Ooh. What I didn't enjoy.... So much is I won't lie. Talking about sex to young ones is not a subject I really enjoy discussing. But it's something that has to be done so I had to at times really force myself to really talk about it because it's a beginning. That's where HIV and AIDS begins. So for that topic to be interesting that's where we need to start. (P12)*

As this male peer educator humorously puts it, sometimes new knowledge is knowing about things you never wanted to know about:

> *Birth control - even for girls, I know stuff that girls only knew, and then guys didn't even care about. I know that stuff so, even when girls can talk about that, I can also understand where they coming from. (P24)*

A predominance of peer education work focuses on topics of sexually specific or explicit nature. Although competence is required in these topics, some participants struggled with the content:

> *I was struggling on a topic, I think it was the blowjob. I wasn't know, what is a blow job. And I was struggling, and I was shy, because there are many words I didn't, I didn't pronounce on my own. I feel so scared of that words. So that topic it's was make me feel small… (P23)*

This participant in a similar situation was very honest with his peers about his lack of skill in discussing the topic, but finds that he can still add value to the body of knowledge:

About sex. I didn't really have much input or to say, cos I grew up not saying much about it you know. So at that time I just said, guys it is up to you, I will just do the ice breaker today because I don't have anything to say…. cos I never talk about that when I grow up, then I don't have any inputs., so they said okay so they started to chat as a small group. And then they come up with questions with one another so that's when they started to ask me questions and then I end up being involved and I just share what I know and then learn from them what they know about that. (P17)

Another participant was not yet sexually active, and felt this impacted negatively on competence in engaging in conversation about the topic:

Here was a lot of young people that really, they were sexually active already and I couldn't like speak about these things yet. That for me felt funny… (P10).

There were specific challenges for foreign students, including a feeling of exclusion because of language and cultural difficulties, participant 12 relates this feeling as it occurred during implementations and group activity:

And then I'll just suddenly lose a voice. And obviously you can't even join in a conversation if people are speaking in their language/okay/…I didn't really feel like I was being competent enough as a peer educator because I couldn't understand most of the time like the conversation they would be in....I can't understand. (P12)

However, this foreign participant used his ingenuity to look at ways in which he could still be effective in the programme even though he was new to the schooling system and not proficient with the language, finding competence in a skill he could offer:

For me, I have a camera. I am the one who always take the videos, pictures, when I see that something is interesting even if they are not aware of what is happening I just take a pic then I surprise them at the end so they are records all the functions whatever happens …I am the one who take them down then I give them to the one in charge, our coordinator. (P18)

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As students gained in competency there were displays of creativity:

Material that we use are not created (ready-made)*, but these are daily activities that we've found along the way in the communities when you come across a situation in the community you try to link it to the topic. (P11)*

6.3.1.3. *Knowing what you don't know.*

Participants affirmed their belief that they needed to have knowledge about topics so as to perform effectively, but a reality was that at times they would not have the answers for the students at implementation. For some participants this was something they had struggled to overcome:

Because as much as I love peer education I always feel like I have all the answers, the kids are BRILLIANT (emphasis). They ask me things that you don't even know what they mean. And that's the hard part cos you don't always have the question, you don't always have the answer. So you must accept that, even though I am a facilitator I don't always know everything. (P05)

Others recognised that, whilst being prepared, not having the answers did not mean they were incompetent, but rather it presented an opportunity for them to increase their competence: "*But we are being honest to them. If they ask something we do not know. We tell them that we don't know yet but we go and research it and then come back to you".* (P06)

A student they would come up with questions we never thought of and that's when like we show them need to show flexibility and also to challenge ourselves now, because those questions they needed answers at that time. (P20)

Participants also voiced their surprise when younger learners brought up sexual topics that they themselves as yet knew nothing about: *"Because some of questions they ask, you just say wow, this, she is young but she knows more than me".* (P23)

Finding out that your personal experience might have been different if only you'd had other knowledge evoked emotive discussion. Participant 23 explains what learning factual information about a previously not understood topic felt like:

Stigmas. We do that topic on this year, and I was very, very, very surprised. Because many people say if you have TB, you don't sit near to you because you

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*are, if you cough, you (*are contagious*). But now because of experience of peer*
edz, I know that if you ate your… I can sit with you and I can use your spoon, and
as we stay at home. And I can use everything you use, I can use because you are
treating your TB. So I can, be without TB, if I stay with you. (P23)

Participant 23 attributes the T-PEP with being the provider of the knowledge. Knowing this factual information evokes strong emotions when reflecting on what was not known before:

I feel very, very emotional because, sometimes you do something you didn't know
it's wrong, you do it as a mistake. But, I feel very, very emotional because many
things I did, I didn't say it's wrong. But now when I come to peer edz I see, this
one was wrong...There are many things I learn now. (P23)

Many participants were unhappy when they were not able to provide learners with information at the implementation: *"For me I feel very bad that I don't have the right answer that morning"*. Participant 20 perceives that that knowledge might be crucial to the learner in the current circumstances of their life *"when they here on Saturdays some of them they are tempted in ways that we are teaching them on how to deal with, those kind of like issues". (P20).*

Participant 20 further worries that not being able to provide the answer when needed may have dire consequences for the youth's future:

And you will find that if she or he leaves the building without that, without that
proper knowledge that I was supposed to give that person, might be somehow
affected by what we were trying to make him or her, run but not to run, but deal
with it in a positive way. So it feels very bad. (P20)

The participants were earnest in making sure that learners were provided with answers to question remaining unanswered at the implementation:

I would allow us to discuss as a group I also consult one of my members if he
does or she does have an answer … so it allows us like if you don't know the
answer than someone would answer for you. (P09)

However, if the question remained unanswered a collective approach is taken in trying to source the answer:

*After the session we meet as the facilitators and then we discuss this question. And if there is none of us we still (*do not*) know this question and we do the research and we make sure that the next implementation. We will be start answering on those questions. (P17)*

6.3.1.4. Transferable confidence.

As participants challenged themselves in new situations such as speaking in front of crowds, they grew more confident and confident as they repeated the activity. Participants shared how this confidence had further enhanced their academic performance as TSiBA students.

Participant 05 found that even though he was nervous of public speaking, he needed to appear confident and effective in front of students so he forced himself to perform the role. Ultimately he found this was beneficial to him as a student, as he could now use this acquired skill in areas where polished presentation was required:

As I am a business student I do a lot of presentations. So now I am with kids they see me as this experienced person than them. So I've become more confident at speaking in front of them. So that has really helped me grow in my subjects, at school also. (P05)

So the skills we are seeing here, we are going to use for a life time. (P02)

6.3.1.5. Training.

Competence in being effective at peer educator work was strongly endorsed by the participants. And training is seen as a vital tool in this regard: *"But now here, what I like about this one, is we go for trainings and then after that we spread the word". (P06)*

Participants explain that as leaders there is a duty to know what you are talking about*:*

Because, it's being a pastor. You can't preach about God without knowing what is God, you know. SO you, because we are there as leaders, so we have to know what we are talking about, we can't just come there and say that, we are going to talk about this and we don't know even like what is the issue about. (P22)

Because you can't just go and implement without having a knowledge of what you gonna say. Because those learners can be challenging sometimes. (P06)

A lot of the effectiveness of the peer educators in conveying the programme message was attributed to the quality of training. It was not easy to judge the level of the peer educators work skill, as there were no records kept of trainings attended by each peer educator or indication of any assessment during training.

In addition, participants were vague about trainings they received. The longer attending peer educators spoke with enthusiasm of training they had received from experts, but also wished that such training was more regular and more often.

The newer peer educator reported a variety of training backgrounds from on the job learning to an eclectic description of occasional on campus training days or even no training at all: *"There is no training for peer edz. But we just come. We are just given a topic because they expect you to know something that is going around the community". (P11)*

There was a lot of competence frustration experienced by participants who felt inadequately prepared and not able to perform effectively:

But nowadays is like when we go for the implementation on Sat we didn't even make like preparation of what we gonna talk about and things like that. So we do that when we come here early in the morning which is I think is not of a quality to discover everything now and go and implement and teach like learners at the same time. (P09)

The impression given was that this directly impacted on their enjoyment of the PEP experience:

The only thing that I did not enjoy was that we get the topic one day before we teach these student. So to me it does not give us chance to research on the topic much so we just research superficially and then we teach without having much information. (P11)

Participant 22 felt he could not participate fully as he did not feel competent:

Like having that more information gives you, confidence, as an individual, like I'm going to present, I know what I'm talking about. But when you come there, without knowing what you are going to talk about, you are also going to pull you back you know. And that the more it pulls you back, you lack confidence. (P22)

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That the participants knew that they would benefit from more training for the effectiveness of the programme was apparent:

I always think about is to have a session whereby we can again be trained as a peer educator. To have a training for peer educator. So that we don't just come with our own experiences but we come with experiences of other expert. (P11)

Participant 11's narrative suggests he is not aware at all of the training sessions set up for the programme:

What I'm suggesting is we could have a training for peer edz. Even if it could be for one day to two days but at least there is a training for peer edz that can help much. (P11)

Participants are acutely aware of the need to present relevant content to the learners:

…. we need new materials, cos the topic that we are talking about it is developing every day and there has been new changes. So I think that the information that we have its needs to be updated. (P05)

6.3.1.6. Research skills.

There is general agreement that research is an important part of the work as a peer educator. Many took the initiative to self-research topics, with "*Internet*" being the favoured source. In some instances, they also consulted experts, or either the programme co-ordinator or the student counsellor. Sometimes research took the form of visits to topic partner sites:

… we go to places like youth club, like love life, we are wanting to know more about that specific thing so that we can bring it back to that specific learner who was requested the answer. (P06)

Often research followed a learner question that could not be answered during the implementation, and participants took it on themselves to ensure the learner received an answer:

So I told them, "no I don't know what you are asking. But I will follow up on the research". So I went to Mama D (the student counsellor*), cos she has more experience in the peer education and I asked her, and then I also did my own research. And then I get back to her. Cos I am still friends with some of the learner in a social networks. (P05)*

6.3.1.7. Building teaching skills.

What was particularly interesting was the dominance of Competent and regular use of teaching skills was apparent in many stories. This was accompanied by many examples of educator profile language: "*teach*", "*teacher*" "*students*", "*learners*, "*research*" "*prepare*", and "*lesson*". There were also reference terms suggestive of the world of work: "*work*" "*training*"; "*monitoring*", "*hands-on learning*".

There was an echo of another teaching voice through the accounts and it was not clear if the students had picked up a skill by observing lecturers in their classes as students at TSiBA, from expert guests in the T-PEP, or if it was an inherent understanding. Participants seemed unaware that they were demonstrating acquisition of marketable skills as they explained the process or reasoning behind many actions.

Participant 27 explains how with limited resources he tries to make sure that the students remember the information he shares: "*Like, when I give a class. I try and write while I'm speaking, so if they forget what I said they remember the picture.*" (P27)

He elaborates:

> *That way because some people are audio, they can sit and remember everything. And some people are visual, they forget what you saying but there is a picture involved that they remember. And some people are both. So in that way, it's almost like you catering for every type of person in your class you see. (P27)*

Participant 27 gives some clue as to the origin of the skill, explaining that his father, a minister, had shared with him the importance of creating a personally meaningful experience. This affects how he interacts within the implementation:

> *SO then, in the same way if, if that lesson that I've prepared, didn't touch me something, how can I expect somebody else to learn something out of that, if I didn't learn something out of it myself, you see. (P27)*

The participants displayed a shrewd understanding of their target audience as they detailed ways of structuring the programme delivery and material for best impact. Participant 24 stresses the importance of being able to authentically connect with the student: "*we should, clean up on, like perfect in techniques on how to get the message across to students*". (P24)

Participants recognise the need for a different "style" of language when working with learners:

> We speak properly and you'd understand me, but then you not the same as a seventeen-year-old or a sixteen-year-old. They might want to joke around and stuff, I must find a way of getting it through them, so that even when they at home, they can maybe remember. (P24)

6.3.1.8. Using Teaching tools.

There was enthusiasm for the use of activities and materials in the programme delivery. Ice breakers were a firm favourite and participants were enthusiastic about how their competency in this activity could be used elsewhere as well: "*Firstly, at church I'm the ice breaker queen [laughs]. I've got lots of icebreakers under my belt*" (P03). Participant 17 sees icebreakers as a way to connect with the learners and works at improving his skill:

> So each and everything that I am doing, I must make sure that I will gain something, or someone who is watching me can learn something out of it. So I just draft, and I will ask someone else, is this useful that I can do it with the children. (P17)

Although limited teaching tools brought out creative improvisations in many peer educators, the lack of resources was frustrating for many participants who felt that this hampered effective delivery of the PEP message:

> We don't have a lot of khoki's, we don't have white boards and white board markers. Because that really helps you in the group also. And then maybe we could have all the original stuff, the more resources we have, the more effective we can be in our job. (P27)

6.3.1.9. Telling the wrong story.

Participants are cautious about topic information they share. There is also a sense from the participants that lack of factual knowledge when presenting topics can have damaging consequences for the PEP and for the learner audience:

> Cos, cos it wouldn't look good if you telling someone something confidently, but then when a question arises, we don't know all the answers…then it takes away all that trust maybe from this kids. (P24)

The T-PEP lost a lot of credibility for this new peer educator when other peer educators presented inaccurate information to students. It is clear that P12 recognises the importance of providing factual information:

> *The first time I attended the implementation cos I'd gone through the pamphlets we were given but then when we were discussing and I was listening to what the peer educator were telling the kids and they have been there longer than I have been but then what they were saying was TOTALLY different from what was in the pamphlets and then I just looks like (*horrified expression*) yeah but shewww! Now I'm just thinking ..I mean what can you do because it's not like they are not being given the assistance, they are not been educated before they can educate someone (*laughs*). That's the thing, because people know that they need to know the stuff before they can start telling it to someone else. (P12)*

There was also an awareness of the need to present information and topics that were current and relevant for the learner audience:

> *We need new materials, cos the topic that we are talking about it is developing every day and there has been new changes. So I think that the information that we have it needs to be updated. (P05)*

This awareness was backed by the T-PEP coordinator who stated that the decision was taken to no longer focus the programme just on HIV and AIDS, because the learners told the peer educators that they "*are sick of hearing about it*" and that the peer educators had told him that they wanted the programme to be more interesting for the learners.

6.3.1.10. Heavy topics.

An emerging theme related to the sharing of content that was sometimes challenging to work with. The importance of being able to provide reliable factual information was emphasised by many participants, normally in context as to empowerment that knowledge gives young people had about topics such as sexuality: *"because if you learn something when you are young... it actually protects you from other things that you could have avoided"*. (P14)

Although some of the older peer educators had been trained by the student counsellor as peer counsellors to work on campus, newer peer educators seemed intimidated by the nature of content the learners shared. Participants related their experiences of having students share serious matters with them, and the challenges they experienced holding the content.

Ja, sometimes those students would share something heavy with you and you sometimes do not know what to do. So you need someone more mature than you, just to tell them about what the child has just said. I know there is some sort of confidentiality thing because a child trusted you but because you are also human you can't like really handle other things. So you would talk to someone, not mentioning names of course, you just say, "There is this girl, she mentioned this and this and this, what do you suggest I tell her". (P07)

Another participant saw the holding of intimate content as an important responsibility:
 It's…a big responsibility…because whatever is said within the four walls of the room wherever we are in within our group…whatever is said in that group of twenty-five people... stays within that twenty-five people …Unless of course an individual brings it up in a feedback session. (P25)

The participants were asked about their systems in place for dealing with their feelings when serious topics were raised by learners:
I've had to deal with it and refer myself to someone you know? In a higher position than me. Cos some issues you can't discuss with the peer educators so you go straight to someone whom you know they are going to refer you to someone better who knows other people who are resourceful and can help you. (P08)

Allied to this conversation, was the one regarding topics involving gender bias. This too was seen as a heavy topic: *"It's the bisexual and the ....cross gender thing. I think it's a very heavy topic. Like some students we find them hard to open up and talk about gays and lesbians in a big platform".* (P08)

 This participant felt that the topic needed more discussion to lessen prejudice:
And I think I'm saying that because maybe I would just want a discussion on it. Not that people impose their values on other people. Because I think that's mostly what mostly happens especially when you start speaking on sexuality. (P12)

6.3.1.11. Because I know that story.

Personal experience of participants played a big role in that they found their own experiences allowed them to identify with the experiences of the students and to empathically understand the learners experience better. It also tapped into feelings of efficacy as they could better advise the students on how to deal with particular situations:

For instance, if, if one of the high schools come, maybe someone is got a rape, I have experience of how to deal with rape, and I can call that, that pain, I feel that pain. So I can, I can struggle with them and I can explain to them, you do this, don't do this, you do this, like that. (P23).

6.3.1.12. Learning to listen.

Listening was seen as an important skill. This is most likely because of the participants' awareness of the lack of support and active listening that took place in the community: "*Because sometimes people just, some peer educators just want people to listen to them. Sometimes they don't get that at home or in their community no one listens to them". (P08)*

Active listening was offered as a healing tool, although participant 08 explains it can be difficult to remain emotionally objective, especially when listening to experiences of a colleague:

*You find out that some of the peer educator have been through this stuff. So one needs to be fit to listen to one. And actually LISTEN (*emphasis*) to one and not be empathetic in such kind of way, that you like, show emotions. You just have to be there physically to listen and also tell the person. "Okay we have to move on. What's done is done, now how can we move on from here". (P08)*

For a number of participants this fracture awakened counselling sensitivies. Some of the participants were further trained by the TSiBA student counsellor to be peer counsellors on campus and found that this made them more effective as peer educators in recognising their own limitations and being able to know when to refer on to an expert:

Before it becomes too emotional I already know the steps and the information. So you give up the information of psychologists, police stations which the person can speak to depending on the need that the person tells you…. But if it is something BEYOND just listening… that, then they will give them contacts or refer them to someone else who is in a higher position (P08).

6.3.2. Personal competence.

A key theme throughout competency was how knowledge gained at T-PEP had rebounding effects on the lives of the participants. For some this was the highlight of the programme. An awakening of consciousness predominated conversations, as did accounts of communication skills gained. In addition, there were many references to skills gained for use as a TSiBA student and also as an enabler in relationships with family and community.

6.3.2.1. *Building my skills.*

The participants' spoke of the lack of knowledge and conversation within their family of origin in comparison to opportunities for such open discussion at the T-PEP:

> *I felt that most of the issues that I was unable to sit down with my mom and discuss, I had the opportunity to go there and learn from other people. To learn that I'm not the only one who's going through things. (P21)*

Working as a peer educator presented opportunities for growth and self-discovery: *"SO I felt that that's an opportunity for me to learn more, and to explore myself and how I am as an individual, based on working with others"*. (P21)

In addition, the gaining of knowledge helped change perspectives, in understanding disease:

> *As a peer educator at TSiBA, I learned, as I say I learn about HIV, because before I was uh the wrong impression about HIV. So now, I gain that HIV is not the end of the road. You can survive with HIV. (P23)*

Participant 10 reflects on how information has given her knowledge, knowledge has given the power to behave differently: *"like the way I react and the way I treat people"*. P10 elaborates on her understanding of stigma regarding HIV and desire to reduce misperceptions:

> *I know that people they feel funny when people TREAT you funny. So for that me is not on. So for me I'm always trying to bridge that gap or make it narrow. So the people will become more aware. (P10)*

P 10 further talks about misperceptions that have changed with knowledge gained through the T-PEP:

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I think we too illiterate when it comes to HIV I think people in my community as well. And they have this myths about sitting on a toilet seat, and brushing. And all of those things and I would say I was also thinking that, but now I think differently because I know how it actually, how things are. (P10)

6.3.2.2. A sense of accomplishment.

That participants found being a peer educator a positive and rewarding experience was clear from feedback to the interview question: *What was your best experience in PEP?*

There was this one guy in the class, the first week, he was totally disinterested. When he came into the class, you could see his whole attitude, he was slouching on the chair, and he was playing with his fingers and his phone throughout the whole session. But somewhere along the line he started paying attention, I don't know what I said or what we did to get his attention, but we did. And the next time he came he brought a whole lot of friends with, and he told them no it's cool here and everything. And that was really a big moment for me. (P27)

When I spoke at the conference…that was nice.   It was a challenge and it was nice. I felt like I accomplished something for my team. Because I felt like people listened. It was good questions so it felt like an accomplishment. (P03)

6.3.2.3. Communication confidence.

Participants shared of many instances where communication is seen as a challenging task. A number of participants found that through their perceived expertise in programme delivery, topic knowledge or experience in interaction with others their confidence in communicating with others increased: "*And I've grown, in that I couldn't speak in front of people before then but now I can like speak to them. It's really nice". (P07).*

I can speak with people, no-matter if he is not a peer educator, but if these people they want maybe she wants to help something, and you can want the help, so I can sit down. And I can maybe even, at my community I can speak with kids, I can explain what is happening in life. (P23)

This communication confidence reportedly allowed them to effectively engage in situations of conflict and discourse with peers, management and outside peer education experts. This theme is connected strongly with relatedness, as will be shown later in the chapter.

6.3.2.4. Conflict management.

Competency in managing conflict was shared by the participants. Conflict is seen as inevitable in the T-PEP but swift handling of the discord is encouraged. This conflict tactic is one which is actively taught at TSiBA, both in the student self-development class and within the T-PEP. The participants explained ways in which they used conflict strategies as peer educators:

If somebody doesn't feel comfortable in the peer educators, come up in the group, and tell the group what didn't work for them, as a peer educator. If there is a specific individual who you engage with that you don't like, the situation… it's mostly promoted to go to them directly. And handle it with them. (P25)

This participant displays sensitivity and awareness as he talks about how the collective group works to correct mistakes fellow peer educators make and present a cohesive whole to the learner audience:

So that the person can see where he's losing track… we take the person separate him, go outside and try to discuss that in future, this is how you have to like deal with like issues like this and this and this. After explaining that person…we agree that okay, this is what you need to do. (P20)

There is a profound wisdom evident in his final sentence as he illustrates the conflict resolution style that the T-PEP peer educators adopt: "*Not to in front of children start fighting and say…. No, now you teaching them not to, reject other people but you are doing the same thing*". *(P20).*

Peer educators also gain confidence to confront each other individually. Participant 21 shares how it felt "*life changing*" when he gained courage to tell a fellow peer educator that he was: *"rubbing me the wrong way":*

when you able to say that no, this wrong and I'm not feeling great when I am around you because this is how I feel, this is how you are acting, and then you actually tell them how you feel. (P21)

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He further elaborates how his perspective changed once he had tackled the conflict: "*You don't see the person in the way you used to, and you get to know that person much better and, you get to know their reasons behind why they acting the way they are". (P21)*

This participant relates gaining of responsible citizen skills from training as a peer educator: " *We also use the learnings to our daily life. For example we learn about TB* [tuberculosis] *and everything. So now every time I get into a train I have a responsibility as a peer educator to open a window". (P05)*

6.3.2.5. *Responsible learning.*

Participants elaborated on how learning content for the various topics of the programme gave opportunity for them to reflect and learn as well: "*Mostly I like the peer pressure because I looked at the environment here how the peer pressure impacted on our daily lives and I linked it to myself how the peer pressure impacted on my life". (P11)*

So here at school you learn how to actually, be responsible in certain circumstances. And, ja that's what I loved. And things that I didn't know, now I know, and I know how to handle them. (P19)

Sharing information with the learners provided learning opportunities for peer educators too. Even though, as Participant 17 points out, they are not the ones who are expected to learn in the programme:

And also, as we are the facilitators so the children are expecting to learn from us. But, they didn't expect that they do have something they can offer for us as a facilitator, so I've learned that's an exchange of information, they learn from us and we learn from them. On the topic that we facilitate. (P17)

6.3.3. Collective competence.

Competence for the work of a peer educator – especially during the programme implementation - is often spoken about in the plural sense. As part of a collective entity students see their lack of skill or competence as being absorbed or made lesser by the competence of the entire peer educator body. This theme, within competence, is difficult to categorise, and is simply coded "group security". Group security encompasses learning together, researching together and sharing together.

Learning also extended to this collective encounter. Participants voiced their enjoyment of working in a group as it provided opportunity for learning and self-development:

But when I don't understand something. I allow the as a group to discuss and to hear different views on what others think. Because I will not know everything by myself. Maybe they know something that I don't know so I'm not only there to teach but I'm also there to learn from them as well. (P09)

The implication is that knowledge of the group is a collective hive of knowledge that can be drawn on when an individual doesn't have the answer and gives better information to the students: "*…gives them more, a fat answer*". (P15)

We get together as groups and then we discuss whatever topic we are talking about and then we come up with our own ways of conducting the sessions to the students. (P07*)*

If I didn't have the answer for it than surely the other group members were there to assist. (P10)

It feels good because you know that you've got support those people are not like putting you on the spot and something like that. (P16)

So we also help one another where we see someone maybe didn't get that, so okay, sharpen up on this and this and this so that tomorrow when the kids come we just blow them away. (P24)

6.4. Relatedness

Relatedness is identified as being in significant, satisfying and supportive relationships with others. In seeking to identify this construct my understanding and interpretation of the data saw *Relatedness* as referring to:

Social interactions with peer educators and with students. It also takes cognisance of social and programme hierarchies and categories such as *PEP mentor* and *role model.*

Family Relationships with familial relatives such as mother, father, brothers and sisters

Community relationships with TSiBA students and staff; the broader geographical or cultural community to which the participant belongs. Relatedness themes may be seen in Table 7.

6.4.1. Welcome to the family.

As well as being a well-connected group, many participants see the T-PEP as a family. "Part of the TSiBA family" is a mantra which is familiar to all the TSiBA students as it is used on campus by students and staff alike. It is brought about because many of the TSiBA students, (and a significant number of the T-PEP participants) come from backgrounds where family is incomplete or absent altogether. The participants appear to adopt this mantra within the T-PEP. They refer to themselves as "family" and emphasise the sense of belonging that implies. In observation there is a sense of being part of an intimate unit, of witnessing a bonded and shared connection:

> *Cos you feel part of a family when you are part of peer edz. It's not like any of the other societies that we have here…But I feel that in the peer edz it's just that you have some sort of belonging you have these people that you just sit with, talk with, with anything. And they don't judge you they don't go behind your back and tell anyone ooh this one is that and that and that. It's like a family outside of home when you are part of the peer edz group. (P24)*

There is a voiced awareness of the participant "family" helping each other work towards a common goal, and a greater purpose: "*Cos as peer educators we think of ourselves, as friends, like family cos what we are doing is for the greater good, for the community. We trying to help other people*". *(P24)*

This participant explains that this common goal is what motivated him to join the T-PEP:
> *Because I saw a family. I saw lots of young students like having the same goal of actually educating more students out there from different areas in our communities. To strive us to having better communities and seeing in a more broader scale than just where we come from. (P08)*

Previous peer educators who have exited the TSiBA programme are spoken of highly by the participants, who appear to see them as much loved older relatives, still part of the family: "*If there is anything that people that as the graduates can contribute in any way. WE try and see*

where that can be fitted in" (P25). Participants are sure that previous peer educators still maintain a deep level of commitment:

"*She* (student counsellor) *can contact them* (peer educator alumni) *and they can be here anytime. Anything that has to do with peer education they make time if they can"*. (P24)

6.4.2. A sense of belonging.

The family theme is underpinned by the presentation of a small but powerful theme, *belonging.* The theme speaks of the participants' desire to have a loving and caring relationship, a desire which they feel is met in being a T-PEP peer educator:

So it gives you a sense of belonging. And for some of us as peer educators maybe we don't have that at home. There is no one who loves you at home. There is no one you can talk to at home. And you can build a relationship with someone within the peer edz (P24).

A sense of belonging came with being a member of the T-PEP. Participant 23 explains how T-PEP provided the first real sense of support and belonging in her life, and the difference this has made for her personally:

Yes! I am very, very happy because I am, before I was struggling, a lot of things. And no-one helped me, even at my community, no-one help me. Before I was just sit at my house and I close the door, I crying every day. But now I don't have that time, I do many things. And I speak, everything I want to speak, I share. Before I wasn't like that. (P23)

6.4.3. Peer friends.

Friendship is very important in the lives of the participants. Many of the participants have extrovert personalities and thrive on friendships and social connection. In narratives, peer educators were seldom referred to each other as anything different than "my friend: *I'm surrounded by my friends you know. That's when I even met new friends, it's in that society" (P19).* Friendships between the peer educators are highly valued. There is a strong feeling that the fellow peer educators will offer support and avail themselves as sounding boards and confidantes: *"People you can trust, share ideas with people you can talk to. To count on with experience".* (P16)

There is a welcome sense of identification between peer educators. This participant explains how he felt when he first met the peer educators:

Basically it was people from campus. Students from TSiBA and all my peers, my age, and kind of information that we were talking about the kind that was facing people. (P16)

The T-PEP provided a chance for some to reflect on who peers actually were:

At the beginning, the peers, the word peer referred to people my age, that would be a youth from age 16 to 35. And after doing the PEP at TSiBA I discovered that peers are not only those people that you can necessary engage age differences, but people you can relate to who you can trust and talk to. (P16)

PEP also provides a way for peer educators to get to know each other better, and often very close friendships are formed. I personally saw evidence of this during observations made over a period of months. Signs of expressive affection, such as hugs, are exchanged freely on a regular basis and there are intimate cliques of friends on campus. In addition to this, T-PEP extends friendship overtures to all newcomers. Visitors to T-PEP training are met with a large welcoming smile and loud greeting. The warmth of peer educators is contagious and this researcher could understand how students might feel that they are with trustworthy and caring people when they encounter the peer educators. Participant 24 explains that these caring gestures are important to let other people know that they are acknowledged and that they are cared for.

So even when you see each other in the corridors as peer educators it's going to be hard for you to just pass by knowing that person might not even have smiled today because of this situation at home. At least you can just give that person a hug or greet that person to make that person feel a bit important also, as a peer ed. Cos it's not always good at home from other people. You can even button up. They will never know. (P24)

The PEP camp, a training weekend held at the beginning of the year is hailed as the time of friendship forming. Thought provoking lectures, confidential sharing and lots of fun group activities at camp create a time which links peer educators in a unique experience.

6.4.4. A diversity of friends.

Participant 11 likes the idea that the nuclear nature of the T-PEP allows opportunity to make friends across campus:

I've made so many friends because the people work together... So at the campus it's difficult to be in contact with every time but with the peer education we have been into contact as colleagues and then we have become also friends. (P11)

Participants relate they gained by having friends in different academic years through the T-PEP:

So I got to know different kind of people, characters and I would say diversity, there was a lot of diversity, so I got used to people. (P10).

So I knew most of the BBA even though I was a HCBA learner. So ja, I made a lot of friends. (P05)

For many of these peer educators it is novel to enjoy diverse friendships: "*I have the opportunity to meet new people, to bond with students that I've never thought I'd ever meet in my life"* (P21).

The TSiBA ethos exemplifies giving equal opportunity to students, and this appears to have broadened the peer educators' worldview making them aware of diversity options. Participant 25 asserts: *"We have people from all races, all religions, all genders, within our peer education group" (P25).*

There is an awareness too of gender equality: "*Because we didn't see it, this one is a man. I can't speak like that because it's a man. No, we are the same group, and we all do same work"* (P23).

There is some discussion about the gender bias that affects peer educators:

Because some, they are saying the facilitators in the peer eds, if you are a male you are not supposed to be a social worker...not supposed to be a psychologist...not supposed to be the peer eds, these are a woman's job. (P17)

*(*Male peer educators are*) an inspiration to some of the learners because it shows them that it isn't (only for females). It goes back to the gender assumptions. That only females is allowed to give advice. And to deal with soft issues". (P25)*

Another participant refers to how diversity originally seemed to be a barrier to working with learners, as he was of a different race and culture:

The more people that one would interact with would be like the black students, because they'd feel more comfortable, because maybe they speaking their own language. (P26)

However there now seems to be a level of acceptance as the T-PEP has become more appreciated:

But this year, I don't know maybe the group was more diverse or something, but more like different students from different races, like come up to me and just say thanks for the work that you are doing, so I kind of feel that, I've, there has been impact on their lives. (P26)

Friendships initiated through the T-PEP extend way beyond the T-PEP into the broader community as this participant explains:

If you've not friends in the PEP then there's friends in the school as well and then there's friends that you've made all over. The learners as well. Whenever I go to the township and I bump into them we always have that connection. Even with those who have been part of the PEP, in the past years. (P16)

6.4.5. Friendships with learners.

Friendships with learners ("*students*") are formed at implementations, and the learner gets to interact with a small group of peer educators regularly at subsequent implementations. This consistency allows not only bonds of trust and credibility to build but also provides opportunity for the peer educators to counsel in more depth or reply to questions that a student raised at earlier sessions.

They get to know you also, and then also you build that relationship man, and if they are comfortable with you, they not gonna be scared to speak in front of you - certain stuff and that. So you build that trust relationship with them you see. SO that is something that is good, because they know next week they come they

gonna see you, and they gonna look forward to seeing you, and you to them, see.
So that is also something good. (P27)

Participants stressed the importance of being able to relate to the learners. Participant 25 explains that the methods used in the T-PEP implementation allows for the peer educators to better connect with the learners:

> *Because it's almost that we are tapping into we tap into the learners on a social level, on a learning level. We use methods like the dramatic action. To address it on all, get it on an audio level, it's tangible. (P25)*

Participants spoke often of their relationship with the learners whom they facilitated. Although they consider themselves as equal in status with the learners, the reality sees the peer educators often taking the role of protector or mentor for their learner friends. It is difficult to fully describe the level of empathic protection and personal regard that is evident when the peer educators talk about the learners. It was obvious during the interviews that there exists a deep emotional connection:

> *And some of them the situation was more or less similar like mine, you know? But I couldn't cry because I have to console this person, and I would just tell them, you know? Tell them, tell them the things I did. Maybe share this with somebody older, share somebody that you think you can trust or somebody you think can help you. (P02)*

> *I just try as much as I can you know, to let them know that I'm here for you in whatever way I feel they can understand, you know I am there for you, speak if you want to…. I make that known to them and make them feel welcome and accepted cos some of the kids don't feel accepted. (P01)*

Friendships continue after the implementation days. Social media seems to play a big role in the communication between students and the peer educators:

> *We have contact with the learners from the time we can start with us and then once they graduate with us and sometimes we have quite a few of them we still keep contact with. Maybe SMS, Emails, Facebook, Twitter so there's a continuous growth. (P25)*

Some peer educators use social media to informally continue the peer education process:

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Whenever they have problems, we chat on Mxit, and I will find that maybe they leave me a question there "okay, so what do I do now". And it's not like I give them my opinion. I don't like say to them this is what you have to do. I tell them the pros and cons of doing whatever they want to do. And the decision is up to them at the end of the day. (P07)

Additionally, many learners live in the same communities as the peer educators. Participant 27 explains how he occasionally connects with learners that he has met at the T-PEP:

There are many times that I maybe walk down the road with my girlfriend or my mother or somebody, then I will greet them. And maybe they standing with their friends, and they will come out of their group of friends to come and greet me. (P27)

Participants also elaborate on how they try and create that sense of belonging within the learners who attend the programme as the peer educators are aware that this sense may not be present anywhere else in learners' very difficult lives:

And that's what we try and give to these kids as well. That sense of feeling. We try and build a bond with them whereby they can open up to us. Whether in a group, whether they will be sharing good stuff with us telling us." oh how happy we are to be here. how happy you make us feel…" Or whether some will be like "You know what when you talked about this, actually it reminded me of what's happening at home. When you talked about my father beating up my mother. When you talked about an uncle touching me or a person like that that's what's happening to my cousin, that's what's happening to my friend, and stuff like that. So it gives you a sense of belonging. (P24)

6.4.5.1. *Giving and receiving.*

A further sub theme within relatedness refers to the fluidity of content between the peer educators and students. This is visualised as an unconditionally accepting platform where experiences are exchanged equally:

We give the students an opportunity, a chance to be themselves. To you know, to open up, and we'd listen to them, and we'd share our stories as well; so that they feel free, you know. They could see that; okay we've been there and, we're still there and we still learning. (P19)

Participants are very aware of the shared value of the experience: *"basically a lot of the time you are giving away right? But at some point you are also receiving" (P27).* There is also a humility in many narratives as peer educators acknowledge the depth of experience the learners bring to the implementations and how they, as peer educators, can learn and grow through experiences of even young learners:

> *Through that interaction with the learners we are not only teaching them even though they are only sixteen. They have something to offer they know stuff that you don't know. They have experience, some experiences that I have personally not experience, some of them. And I have experiences that they have not so I feel like they still need to hear from my side and my experiences and I would like also to learn from them. (P16)*

That there is a commonality and shared context even though there is a hierarchy of roles is unassumingly pointed out:

> *Allowing them to share experiences with us, at the same time learning from all of that, and not seeing myself as - above them, since I'm a peer educator and they just a student, but be on the same level with them whereby we can share common things. (P24)*

> *We'd listen to them, and we'd share our stories as well, so that they feel free, you know. They could see that, okay we've been there and, we're still there and we still learning. Though we are leaders now, though we trying to make this change, we, we actually; we not good, we not perfect but we are just trying to make a change. (P19)*

6.4.5.2. *From mentee to mentor.*

Another relationship theme that speaks to this unique relationship between peer educator and learner, is that of the *PEP mentor*. Participant 15 relates how her passage from a learner facilitated by a peer educator, has progressed to where she now is a *mentor* to other learners:

> *It was my facilitators that motivated me. They were these friendly kind of people who enjoyed having us around who helped us and stuff. I still remember my facilitator. Who was called Charmaine in High School, she used to do everything for us. ….so she was very helpful, so I was "I want to be helpful as her", because I had so much love for her… so I was like uh-uh, I want to be loved the way I love*

her and have that effect on children. Which worked, cos the children that I facilitate here at TSiBA they call me, they send me messages, they invite me on Mxit, Facebook, everything, so I can see I have that effect on them. (P15)

It appears to also be a generational passage, that the older peer educators make time for mentoring and teaching the younger peer educators, Participant 07 gives some insight into the role and duties required because *"I think that I'm the oldest member of the peer education"*, and there are new HCBA students in the T-PEP *"So they did not know much of the programme. So I sort of had to teach them or mentor them and show them how it's done. And we had a really goo-o-od relationship"*.

P07 explains that the relationship continues and has grown to include the subsequent year's new peer educators: *"like the peer edz group we still kept it this year as well about with other additional members like the new, this year's HCBA's. So the working relationship is then good"* (P07).

With the support and care that the peer educators are willing to give to the learners, narratives regarding the role of the peer educator weaved between the *mentor* role, and another which I, as researcher, identified as a *role model* although not every participant saw their peer educator function as such during the interview: *"I like to be a protector. Not a role model. Just a role model on their minds, but on me I want to be a protector of them"* (P23).

Participant 25 tries to clarify this description by explaining the different parts of the role and the place the peer educator fills, in the support for the learner:

I think it's a mix of all of those the peer educators almost fill that gap between the parents and teachers and the learner, because there is also a lot of things that go unspoken… I find that a lot of questions in our sessions with the learners in the peer educator sessions, a lot of things that people take for granted because we know it already. (P25)

Participant 17 saw this gap between parents and youth as being filled by peer educators, and recommends that parents and youth should both be involved and learn from each other:

So I think that if we can just collaborate make sure that a children who is involved with peer edz, there are days that he must bring the parent along. Cos there are things that a parent knows but there are things that a child doesn't

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know about it…"some of the parent they don't know why it makes them [the children] to make their decision that they made. So it will also be a platform for children and also the parents to be engaged and also to understand each other. (P17)

Participant 25 points out that the peer educator plays an important role in sharing information that youth need to know and which some families may not be willing to discuss:

But we must also remember that we were also once that age and our families might not be as open as the next person's family, so we play that vital link in creating knowledge. An awareness of different social, how can I say ... issues. (P25)

6.4.5.3. *Being a role model.*

Participants were very conscious of this relatedness aspect of being a peer educator. Some spoke of the role with pride: "*You encourage them to be leaders*" (P21). Some were quite sobered by the responsibility they felt the role entailed, and the awareness of "show not tell":

So to me it becomes like a lesson all the time before I talk I first look at myself. Do I really do what I am saying so it is a good way, a good learning for me? I ask myself, to me how should I be an example, how can I just come out telling them you should not do this when I am doing it? (P18)

Now peer education has changed the way I do things. I now limit myself in some of the things because I don't know who is there who is watching me. (P06)

So when I joined I've started to see responsibilities on me because that's how, I like. I've got the confidence to go and test because when I'm a facilitator. I must lead by example. (P09)

When those teenagers came to TSiBA they look highly to us…Whatever we did they tried and do that. (P16)

6.5. Relatedness Frustrations

In a multitude of ways participants indicated that the relatedness need was met by working as a peer educator. The only frustrations that were voiced related to the isolation of the peer

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group, and the fact that the T-PEP only served the local schools. Frustration exists that the TSiBA PEP is only outward focused, and the T-PEP does not offer a programme on the TSiBA campus. P19 suggests that this should be changed: *"we don't do it like, you know, like educate our own students here you know"* (P19).

Participant 19 gives suggestions as to further changes that could be made:

…. There are students even in our communities, that, don't attend school so, they need to know this, they need to understand even though they not in high schools.
… So I think we go into communities, going to schools and actually voicing it, to our own student here on campus. (P19)

6.6. Competence and Relatedness

In many experiences told by the peer educators the themes of competence and relatedness were easy to see. However, as they formed a sort of symbiotic relationship, it was only possible to fully articulate the experience by seeing competence and relatedness as working in tandem. Particular tandem themes related to the lack of conversation about topics that emanated from some homes, and how relationships improved when this resolved.

6.6.1. Taming the taboo.

Participants stressed that talking about sexual or sensitive topics is very difficult for most peer educators whose culture does not encourage initiation of conversation by youth and where in many homes certain 'hot" topics, such as sex, are not discussed at all: *"Honestly speaking, I was so uncomfortable, I was, it felt like they swearing, you know, it felt like... This is not right, this is too much". (P19)*

However, the confidence in their competence about topics as well as their personal insights into the realities of youth life may prompt an educator to venture to raise taboo issues with his or her parents, with the motivation of doing so for "the greater good" Participant 19 reveals how she took the knowledge learnt at T-PEP and shared it with her parents:

…at home I confronted my parents and talked that - at school this is what we do, this is, how we educate others, people outside…I actually advised my parents, "if ever my younger sister, you have to tell them this, that and that. (P19)

She points out to her parents that failing to teach her could have had serious consequences: *"Something that I didn't learn because I would have made a mistake because you guys didn't*

explain it to me". Participant 19 is gratified to find her parents accepting of her views, although she concedes that the media may have had an influence in their willingness to engage:

> *And they actually understood and they understood that this is how we do things in our schools and they actually helpful these days, because they playing it in television as well. (P19)*

She found it empowering to be able to share knowledge that she had learnt as a peer educator:

> *I actually passed the knowledge to my own parents - something that I've learned at school, something I've learned in the peer educators, passing it to my community, to my parents and they actually gained something from me. (P19)*

P19 reports a deeper and more open relationship with her parents as well as noting that they view her as now competent and mature:

> *And they've seen something different from me, you know, they actually complemented me like "wow where do you get this from" and they could see that I've grown and I'm matured enough now and... I was extremely happy, my parents listening to me talking about things like this, and they, they didn't judge me about it; they, they just listening, they just enjoyed it ...Not that I'm perfect but they could see that I'm, doing something, I'm responsible enough and doing some other things. (P19)*

6.6.2. Better relationships.

Gaining competence, i.e. knowledge and understanding regarding topics such as HIV/AIDS and TB was a highlight of the programme for many participants. Participants found further that as their skill level increased and knowledge base deepened they gained a better understanding of the battles and prognosis of family members who had the disease. Equipped with knowledge, they were able to better support family members, or to educate them in taking steps for better health: "*And then after that, I learned that there were some family members who had the virus in the family. So I didn't have a problem with being around them as much as I did before" (P07).* Ultimately this meant that the relationship with the family member was strengthened.

This participant found that it enables him to build a stronger and more satisfying relationship with his mother who is HIV positive. He explains how newfound knowledge he gained through the T-PEP changed the way he interacted with his mother:

As it's my mother sometimes I feel like I can't if she needs help. I can't just have to look for a glove first in order to help, I need to just help her. But now when I came to peer edz I realised that it is important to wear gloves whenever you dealing with someone who is bleeding. Regardless if it's you mother or not your mother, you have to wear gloves and also you have to make that person part of the family, not to just say every word that you want to know you feel like you must be sensitive towards their feelings so that they don't feel excluded. (P20)

Participant 20 relates that he gained confidence through this knowledge acquisition, and that he can, in turn, pass this knowledge to his mother who can then share it with others:

It makes me feel good because I get to know information on how to be strong in front of my mother, how to be strong and how can I help her help other people, because she knows other people who are affected as well who are afraid to tell their families and stuff, so she from the information she gets from me she can be able to help those people who are affected so they can also… (P20)

6.7. Conclusion

This chapter presented the findings of the data themes relating to the BPN constructs of autonomy, competence and relatedness. Mention is also made of findings in relation to competence together with relatedness. Narrative extracts from participants which exemplify these themes are set out. Many of the themes overlapped with subsequent extracted themes of well-being, prosocial behaviour and positive psychology constructs. These will be discussed in the next chapter, which presents a discussion of the findings of this study and their implications in light of the literature. There is also a discussion of the limitations of the findings and recommendations for future work.

Chapter Seven

Discussion, Limitations, Recommendations and Conclusion

7.1. Introduction

Anecdotal accounts report of well-being and enthusiasm of peer educators in peer education programmes, yet there is little literature that details the motivations and benefits of such work for the educators themselves. The purpose of this research was to examine peer educator motivations and the satisfaction of related psychological needs and well-being in a specific peer education programme located at TSiBA. Data for the study were derived from semi-structured interviews with 24 peer educator participants. The central objective was to identify and ascribe peer educator motivations in terms of the Self Determination Theory of motivation. Additionally, the research sought to explore how peer educator work enabled basic psychological need satisfaction, namely the needs of autonomy, competence and relatedness.

Peer education is a complex and challenging arena and a critical body of literature exists examining the role of the peer educator in effective peer education processes (Swartz et al., 2014). The aim of this research project was specifically to focus only on 3 pertinent questions. *What motivates individuals to work as peer educators? What retains them in the work?* And, *how do they benefit from the work?*

The discussion in this chapter focuses on the integration of findings of the study pertinent to these research questions. The findings are discussed with relevance to the theoretical framework, that of SDT, in accordance with providing explanation for motivation and well-being. A secondary focus of this discussion draws out pertinent findings which also have significance in the related domains mentioned in this thesis, namely, positive psychology, well-being, peer education and prosocial motivation.

7.2. Integration of the Findings

The dominant finding of this study is that, while individual motivations may differ significantly due to internal and external considerations and circumstances, peer education work for the participants is primarily intrinsically motivated. Further, this work is conducive to the satisfaction of basic psychological needs of the peer educator. Ultimately, this intrinsic motivation has strong links to well-being in peer educators. Conversely, conditions in peer education programmes that thwart need satisfaction can lead to decreased motivation and basic psychological need frustration, resulting in feelings of ill-being.

SDT proved to be a suitable theoretical lens with which to achieve the core purpose of this study. Although its motivational constructs may not have addressed all the instances of needs and motivations expressed by this study's participants, it does provide a holistic theoretical view of the peer educator domain. Its integration of levels and nuances of motivational types allow a finer and more skilful understanding of the motivations of peer educators.

7.2.1. Peer educator motivations.

The primary question of this research sought to answer *what is the motivation of peer educators?* For the most part, motivations were not difficult to identify in the study. Participants described in detail their reason(s) for joining the T-PEP and explained their reason(s) for continuing to belong to the programme. A central finding showed that peer educators joined the T-PEP because of motives that satisfy needs on a deep personal level, and because peer education is purposeful and meaningful for them. Although peer educator motivations could mostly be attributed within the theoretical framework of the study, that of Self Determination Theory, motives of meaning and purpose could be better understood in terms of prosocial motivation literature (Grant, 2008), as SDT sees even humanitarian motivations, such as these, as still in pursuit of some outward benefit (Tassell & Flett, 2011). Not unexpectedly, there was no evidence of amotivation in the study as all 24 participants expressed a desire to take part in the programme (Oostlander et al., 2013).

7.2.1.1. *Intrinsic motivation.*

The study sought to interpret motivations as expressions of intrinsic motivation or varying controlled or autonomous expressions of extrinsic motivation, as ascribed by SDT (Ryan & Deci, 2000a). The majority of motivations found in this study clustered around the autonomous motivation side of the spectrum, with a predominance of intrinsic motivations. This gave positive indication of high levels of self-determination and self-regulation, which possibly accounted for the strong sense of commitment, enthusiasm and continued involvement in the programme (Ryan & Deci, 2000b). It is possible, too, that high levels of autonomous motivation account for the presence of enthusiasm and commitment noted by other studies (Dickinson, 2009; Mason-Jones et al., 2013).

Intrinsic motivation is seen in the quest for a life which is meaningful, has purpose, engagement, and commitment (Chalofsky & Krishna, 2009), and all of these esteemed attributes were referred to on some level by the participants in relation to peer education work. Although SDT does not focus on meaning and purpose as intrinsic motivation per se, it distinguishes pursuit of community involvement, as inherently rewarding (Sheldon et al., 2004). Recognition of the value of these core quality of life attributes and their intrinsic potential is discussed at

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length in prosocial motivation and positive psychology literature (Compton, 2005; Grant, 2008). Significant in the intrinsic motivations accounts of participants was an altruistic need to address the yawning challenges of youth in their community. This may be in response to their commonality with community youth, and implicit understanding of the trials they face (Bray et al., 2010; Reddy et al., 2010). This sense of purpose is not only supported in other studies where peer educators seek to "make a difference in the lives of peers" (Dunjwa, 2011, p.87), but additionally, a sense of accomplishment appears to be realised by the participants in the pursuit of peer education as actualisation of a "purposeful life" (Chalofsky & Krishna, 2009).

Key aspects of SDT motivation theory were also irrefutably recognisable in the intrinsic motivations of participants, in particular those of curiosity (to know); sensory stimulation (to experience sensory pleasure or excitement); and accomplishment (to achieve mastery or competence) (Vallerand et al., 1992).

Curiosity, a natural move toward investigation necessary for psycho-social development (Ryan & Deci, 2000b)*,* was articulated in terms of participants' accounts of quests for knowledge and innate interest in other people. It was a powerful motive that drew participants, and working as a peer educator was valued because of opportunity the work gave to satisfy curiosity. This curiosity expressed as a desire to *learn more* appeared to stem from a need to gain factual knowledge and engage with discussion of controversial and sexual health topics not easily discussed within families or in the communities. Perhaps this lack of articulation may be attributed to limited and single focused exposure to such topics at secondary school level, secrecy surrounding sexual practices (Reddy et al., 2010), and cultural discouragement of intimate discussion within some cultures. Curiosity appeared to be a cornerstone of development for the peer educators, as it spurred initiative for investigation, and satisfaction of curiosity was expressed in evidences of competence and confidence, thus supporting claims that knowledge acquisition is empowering to peer educators (Frantz, 2015).

Sensory stimulation was provided for in pleasurable activities, such as fun games and enjoyable peer interactions (Deci & Ryan, 2000), and also perhaps in the novelty and excitement of engaging in taboo discussions. Further, a number of participants spoke of anticipation, novelty and challenge when working with learners during implementation, all of which could add to stimulation.

Relationships to "*get some fulfilment from being around those people*" (P01), was a primary motivation and an important connecting theme throughout the study. This motivation is nebulous in the SDT literature (Weinstein & DeHaan, 2014), and may be a particularly collectivist motivation evident in the TSiBA context, possibly arising from the "Ubuntu"

philosophical understanding of a shared social bond of humanity (Nafukho, 2006). More importantly, however, relatedness support is seen to enable intrinsic motivation, this was evidenced in participants' wanting to return willingly to serve in PEP because of the strong sense of relationship it offered. Participants also expressed a deep need for *belonging* satisfaction as a motivation for joining the T-PEP.

Some expression of the relationship motivation can also be seen in the theme *Curiosity*, as there was also interest and desire to learn about diversity and to get to know different people. The importance of the desire for relationships is a significant finding as studies allude to the success of peer education being dependent on development of quality relationships with peers (Swartz et al., 2014). Relationship Motivation Theory, as a mini theory of SDT ("Self Determination Theory," 2015), suggests that motivational supports include trust, acceptance, unconditional regard and perspective taking (Weinstein & DeHaan, 2014). These are all prevalent in the discourses of participants as motivations for belonging to the T-PEP.

The motivation for "*accomplishment*" was referred to by some peer educators as expression of their desire to positively impact the lives of youth. In addition, it drew attention to the pride and sense of self-efficacy that participants realised through being a peer educator in the T-PEP. This supports findings by Frantz (2015), who noted that this sense of achievement and mastery contributed to positive emotions. There is a reciprocal effect indicated here in that increased self-efficacy and knowledge have been shown to increase intrinsic motivation. Additionally, increased self-efficacy in adolescents is also linked to increased healthy behaviour adaptations (Mahat & Scoloveno, 2010).

What was inspirational in the elucidations of intrinsic motivations was the intensity of passion and commitment involved. There was a positive sense of purpose, and motivations were described with positive affect.

7.2.1.2. *Motivations of paying-it-forward.*

I have deliberately placed the discussion of this motivation at the juncture of intrinsic and extrinsic as it appears to fall into two motivational camps : That of SDT, and that of prosocial motivation (Grant, 2008). SDT would recognise paying-it-forward as extrinsic motivation, as the peer educators are driven by an external force, although acknowledging causality influences the motivation (Ryan & Connell, 1989). This concurs with Tassell and Flett (2011) who cite humanitarian worker motivations as predominantly identified and of integrated regulation. However, in argument the desire to "give back to the community" arising from feelings of well-being is discussed in more detail in prosocial literature, which recognises the desire to help if you have been helped (Gray et al., 2014; Pressman et al., 2014), and this literature would recognise as

altruistic (and intrinsic) these paying-it-forward motivations (Klein et al., 1994). Motivation categorisations of paying-it-forward are debatable and present argument depending on the view of the researcher.

7.2.1.3. *Extrinsic motivations of peer educators.*

Extrinsic motivations refer to those which are in pursuit of "a means to an end" (Vallerand et al., 1992, p.1006). Although sparser in presence in the study, several findings of extrinsic motivations for joining the T-PEP were noted. In particular controlled regulation motivations (Ryan et al., 1997) were seen in the narratives of newer peer educators who candidly gave indication of external pressures when they stated they had joined the T-PEP to acquire "*leadership hours*", an academic requirement in their TSiBA programme. In contrast, there were fewer extrinsic motivations stated in the narratives of older recruits who had freely (and enthusiastically) chosen to join the peer education programme of their own volition. This is a noteworthy finding for peer education programmes, as little is known about the role of volition in peer educator recruitment. In the peer education literature there are very few reports of self-chosen volunteers amongst peer educators (Dunjwa, 2011; Medley et al., 2009), and there is speculation about the significance of volition in recruitment and with regard to retention of volunteers. Further, PEP investors have suggested that self-selected volunteers may not have the right motivations, as there are later retention issues when the realities of peer education work are exposed (Swartz et al., 2014). Volitional recruitment practice is not often used with school peer educators, where teachers usually make a selection based on agreeableness or character traits (Mason-Jones et al., 2011). This lack of self-selection appears to be a complex area.

Amongst expressed extrinsic motivations it was promising to see several instances of internalisation where more externally driven motivations had shifted into self-endorsed behaviours. This was most apparent where participants had initially joined T-PEP "*for leadership hours*" and then stayed on, indicating that they subsequently found peer education work rewarding at other levels, "*I joined it because of hours honestly speaking, but once I got here I could see that there was a message you know. It's a message that grabbed me*" *(P19)*. As working as a peer educator became more congruent with their authentic selves, peer educators were able to integrate the work into their personal value system (Battistelli, Galletta, Portoghese, & Vandenberghe, 2013). This is in contrast to findings that assert that the reality of peer education work leads to more educators losing enthusiasm once they start working (Swartz et al., 2014).

7.2.1.4. *Variable motivations.*

In keeping with reports in SDT and prosocial literature that assert that any given motivation or motivations can energise behaviour (Fienieg, Nierkens, Tonkens, Plochg, & Stronks, 2012), many participants indicated more than one motivation, increasing or decreasing in levels of self-determination as their reason for working as a peer educator. This is also in keeping with Abdi and Simbar's review (2013) indicating there are a variety of enticers which make peer education work attractive Importantly to note, these motivations too shifted up or down depending on the social climate itself. The motivation vignette, shown in point 5.7, provides a good example of this. It also highlights again that those whose original motives are extrinsic are perhaps more sensitive to changes in the environment. Breaking down the vignette reveals frustrations and unmet psychological needs which led to decreased motivation: 1) The participant had started with an extrinsic motivation, 2) The programme was congruent with her personal values so she stayed on, 3) the participant no longer felt competent or stimulated, and possibly felt a lack of relatedness from being the only one in her TSiBA year still in the programme, and 4) the idea of incentives out of her control created even more negative feelings.

In addition to this it was sometimes difficult to isolate motivations as solely intrinsic (for their own sake) as often they were intertwined with other motivations and presented simultaneously in the narrative. Separating identified regulation motivations (*it's important to…*) and intrinsic motivations (*it's interesting*) was particularly problematic as both featured high levels of autonomy and the core of the motivation was not always clear in the discourse of the participants. As literature suggests, there appeared to be a thin dividing line between intrinsic motivations and identified motivations (Deci & Ryan, 2000), and it was unclear as to whether identified motivations were support of intrinsic, as originator, leading to retention, or the other way around (Omoto & Snyder, 1995). However, there was indication of participant well-being in even these instances, which supports studies showing that self-determined internalisation can bring extrinsic motivations to be of value in well-being (Chirkov et al., 2003).

It was clear from the findings that even some participants who stated intrinsic motivations, also displayed decreased motivation. This may be linked to the perceived lack of commitment in other peer educators, lack of acknowledgement of the peer educators' work by TSiBA, and programme frustrations experienced, including the lack of adequate training and the lack of autonomy support. Ultimately this meant feelings of frustration, discontent which depleted feelings of well-being (Deci & Ryan, 2008). This finding supports that recorded by Cornish and Campbell (2009), who noted how disempowering factors and lack of a supportive environment led to the failure of a peer education project.

7.2.1.5. *Motivation frustrations.*

Participants in this study who subsequently left the programme appeared to have been originally extrinsically motivated, and subsequent autonomy need frustration *"we are limited to what we can do as peer edz" (P14)* and lack of extrinsic rewards further decreased their motivation. Extrinsic motivations are not seen as robust reasons for retention, in that they require the same nutrients of support as do intrinsic motivations (Ryan et al., 1997). Volunteer educators with extrinsic motivation may be less tolerant of programme challenges. Although the dropouts referred to in the participants' discussion of "*fake peer educators*", were presumed to have extrinsic reasons, I was unable to establish clarification of this. Further, I had no indication whether previous dropouts had possibly been intrinsically motivated. Allen and Bartle (2014), however, found that workers with intrinsic motivation, and the autonomy to choose to stay or go as volunteers, experienced higher job satisfaction and had less intent to quit.

Extrinsic rewards too were also a factor which undermined motivation, such as the disgruntlement expressed with the travel allowance. Formal extrinsic incentives can lessen intrinsic motivations (Güntert, 2015), as was seen in a recent study where an extrinsic incentive set for individual contributions to public good ultimately upset intrinsic motivations in the contributors (Reeson & Tisdell, 2008). Debate surrounds the use of extrinsic rewards in peer education work (Michel, 2005), and several studies suggest that extrinsic rewards are useful for retention and motivation of workers (Mason-Jones et al., 2011; Swartz et al., 2014). However, this study's findings support those of Birkholz's (2008), who proposed that only acknowledgement type rewards enhance intrinsic motivation. In addition, need frustrations and motivation challenges accounted for in the study were observed primarily in relation to extrinsic motivations or extrinsic rewards, indicating a similar lack of clarity of the effects on compensation for peer educators (Medley et al., 2009). Participants in this study clearly separated out frustrating extrinsic rewards (a transport allowance), from a valued acknowledgement reward (a certificate of participation, recognition by support staff), the latter of which contributed to their sense of worth. This supports Swartz et al. who found that peer educators only require "small incentives and rewards" (2014, p.81).

7.2.2. Themes pertaining to the satisfaction of basic psychological needs.

Investigation of the satisfaction of basic psychological needs helped to address the second question of the study, *What retains them (peer educators) in the work?* It was conceptualised that the reasons for peer educators remaining with the programme was because through their involvement, they were achieving satisfaction of the basic psychological needs of autonomy, relatedness, and competence, which SDT asserts are key for achieving life satisfaction and

optimal well-being (Ryan, 2009). What is clear from the findings is that participation in the programme provided a range of opportunities to satisfy their basic psychological needs. Moreover, having a supportive space to engage in satisfying their needs was novel for many participants. This is possibly due to the complexities of youth development (Bray et al., 2010; Reddy et al., 2010; Swartz, 2009) that have not allowed for adequate satisfaction of the needs of autonomy, competence and relatedness.

A symbiotic relationship of BPN was noted throughout the study, where the satisfaction of one need was, in part, dependent or enhanced by the satisfaction of another. Although literature points to this relationship occurring primarily between competence and autonomy (Stone et al., 2009), it was clear that the satisfaction of competence enhanced the satisfaction of the need for relatedness, and in turn satisfaction of the need for relatedness enabled confidence. In many examples in this study this symbiosis created a climate for optimal functioning amongst the participants of this study.

7.2.2.1. *Autonomy and autonomy support.*

In keeping with the premise of SDT literature, an autonomy supportive environment proved most conducive to the motivation of participants, to their enjoyment of the peer educator work, and to their well-being development (Deci & Ryan, 2012). As autonomous behaviour was encouraged in the programme, the participants appeared to grow in confidence and initiation skills, increasing in self-regulatory abilities (Ryan & Deci, 2006). Decision making skills were a focal topic. It appeared that participants, particularly after training on decision making and peer pressure, were able to contemplate decisions reflectively and critically. Findings provide support for positive decision making abilities reflected in peer educators of other studies (Mason-Jones et al., 2013; Swartz et al., 2014).

Autonomy was most often expressed in the sense of the collective and affirms a recent study of autonomous expression in China which points out that group security is not only a form of autonomous dependence, but can also enhance self-endorsement and individual autonomy (Chen et al., 2014). This collective support is further echoed in findings on organised programmes for youth that suggest that a collectivist culture presents opportunities for peer solidarity and that this may be of significance in assessing responsibility development in youth (Salusky et al., 2014).

7.2.2.2. *Expressions of competence.*

Exploring competence in the participants of the study encompassed a broad parameter, as the background of many participants evidenced a vital lack of competence in a number of areas such as education, communication and life skills (Reddy et al., 2010). Competence was seen to

motivate a range of proactive behaviours and learning abilities that Mason-Jones and associates (2011) drew from Flanagan, Williams and Mahler's 1996 study as critical for a PEPs success. Surprising competence findings saw participants gain teaching skills, manage conflict effectively and demonstrate use of transferable skills. Participants emphasised that gaining of competency was not without challenge (Patrick, 2014), and some related how unfamiliar and taboo topics such as sexual acts were difficult to discuss with the learners, further echoing some of the challenges that Frantz (2015) found at implementation stages of the programme.

Participants spoke of a sense of empowerment and comprehension once they were provided with factual health information. This is noteworthy given that imparting messages of health education is the primary goal of peer education work, and the gaps in sexual health knowledge of young people are seen as enabling of risky sexual behaviour (World Bank, 2015).

Gaining of teaching skills was significant in not only addressing the need for competency, but also addressing a need highlighted by Swartz et al. (2014), emphasising the need for teaching skills in effectively achieving peer education's educational aims. The participants of this study alluded to the need for knowing how to work with the learners in an educational context, although they shied away from the word "teacher". Competencies regarding the teaching and learning processes described by the peer educators are supportive of androgogy, or adult learning processes (Smith, 2002), and the acquisition of these skills, undoubtedly, positively impacts on the participants' role as students in higher education.

The lack of acknowledgement of skill and no tests of competency was frustrating for participants. They also pointed to a lack of resources as undermining competency in that they felt unable to be fully competent without educational resources to use during implementations. This frustration is shared in another peer education study in South Africa where HIV/AIDS peer educators expressed hampering of their abilities because of lack of promotional materials and health education aids such as condoms, graphic body parts, DVDs and stationery (Dunjwa, 2011).

The inconsistent training programme that serves the T-PEP was also a concern especially as lack of factual information appeared to cause a lack of credibility (Mason-Jones et al., 2011; Naidoo et al., 2013). Although participants were enthusiastic about their questionable research on "the internet" (Dahl & Smith, 2011), the lack of monitoring and evaluation of programme content is worrying especially given the required accuracy and factuality needed for effective dissemination (Michel, 2005).

What was focal within satisfaction of the need for competence, was overwhelming evidence of gained confidence, new communication styles and initiative taking processes, which

in consequence are supportive evidences of Campbell and MacPhail's (2002) call for critical consciousness in effective peer education programme.

7.2.2.3. *Relatedness matters.*

Satisfaction of the need for *Relatedness* was a theme of paramount importance for this study. There was an intense need to belong and be part of a "family" that participants felt being a peer educator member of the T-PEP embodied. This may be related to the fragmented family backgrounds that many participants came from (Bray et al., 2010). For many of the educators, working as a peer educator supported previous findings which saw such work offer participants a chance to create a connected and caring social support system. There was a supportive, enabling cohesive space that the T-PEP afforded that was empowering for the participants and that is possibly unique to the collective ethos fostered within the TSiBA environment. This sense of belonging seemed to serve as a secure base from which many participants exercised their skills in autonomy and competence, engaging in difficult dialogues with their own family members and holding themselves accountable for their personal behaviour. Possibly, since they were aware of how unique this sense of family and belonging was, participants appeared to extend this cohesive space to learners. Peer educators went out of their way to be aware of learner needs and to create supportive and caring friendships in which they could be significant "family". Findings of this study indicate that peer educators as well as learners gained in many ways from this face-to-face and caring interaction. This bodes well for the efficacy of the peer education programme (Campbell & MacPhail, 2002), and in addition it provides a cushion to counteract the effects of peer pressure (Petersen et al., 2010). There is also a presence of empathy on the part of many peer educators, and an awareness of the needs of others. The perspective-taking or empathic perspective (Dijker, 2014) appeared to be a new concept for some participants and may not only have assisted with building better rapport with their learners, but appears pivotal in a moral awakening (Swartz, 2009). The protective caring and parental care concepts that the participants elucidate when speaking of their relationships with the learners; and their desire to improve the learners' well-being, health and positive development support Dijker's (2014) review of criteria for an awakened moral response in individuals. A recent study of peer sexuality educators found perspective taking to further offer a useful way of identifying incongruences in others and providing opportunity for them to look for ways to bring about social change (Fields & Copp, 2015).

When addressing what would seem to be a welcome display of relatedness status, participants displayed reticence in assuming role model status. While I did not further pursue the motivation for this, I speculate that it was possibly because of the implications this would have

for their own behavioural health, and that it placed a distinction between them and their peers (Badura Brack et al., 2008). Peer education literature emphasises the preferred behavioural model that peer educators are expected to adopt, although studies to date show that this model does not represent actual peer educator behaviour (Mason-Jones et al., 2013).

7.2.3. Themes pertaining to broader conceptual fields.

In seeking to answer and understand the third focus of this research, *what benefit is there for them?* interpretations drew from basic psychological need theory as well as prosocial, well-being and positive psychology theory.

The sense of inclination and subjective well-being reported by the participants in this study suggested that the work as a peer educator provided opportunity for well-being and optimal functioning (Schueller, 2009). The findings indicate that participants are happy with the choice they have made to be a peer educator, and see meaningfulness and challenge in the activities of peer education work (Park, 2004). There was contentment expressed by participants in being able to play a role to further well-being in other individuals, a key aim of peer education (Mason-Jones et al., 2013). Further, it would appear that the social conditions and benefits of peer educator work provide opportunity for well-being and promote positive mental health (Cornish & Campbell, 2009; Petersen, 2010).

7.2.4. Paying-it-forward.

Particular to this study is the reciprocity within the social capital networks being extended through the adopted system of "paying-it-forward" (Baker & Bulkley, 2014). A paying-it-forward social network extends into the community as the participants express their TSiBA student status gratitude by taking peer education into the community as a way of giving back what they have received, and practicing upstream reciprocity (Nowak & Roch, 2007). This is succinctly stated by a participant, "*For me being here it's someone who paid it forward for me by paying our financials. So it's a way for me to give back to the community*" (P09). Although no example of upstream reciprocity was found in the peer education literature, peer educator behaviour is supportive of findings in gratitude literature, that those receiving acts of kindness will reciprocate the kindness to others (Nowak & Roch, 2007). As researcher I speculate that this motive to extend philanthropic reciprocity was a powerful theme implicit in the T-PEP. It would appear that the TSiBA commitment to paying-it-forward that is embedded in the curriculum, provides a meaningful opportunity for students to align their own needs to serve in a project that has clearly defined community development objectives. In this way, there is a strong potential for well-being development, through helping others (Weinstein & Ryan, 2010), through expression of intrinsic motivation, and through the conversion of extrinsic motivation into intrinsic

motivation as educators begin to experience the benefits of the programme for both themselves and the learners.

7.2.5. Implications for positive psychology and well-being.

Implications for positive psychology and well-being exist simultaneously within accounts of satisfaction of motivations and BPN. The central theme of well-being within positive psychology is addressed as participant extracts speak of peer education as a means to create a better life for learners in the community (Wong, 2011). Examination of the environment of the peer educator, the T-PEP, reveals it to be a positive programme, with an enjoyable work environment, active citizens, good communication and a caring family (Compton, 2005). A state of *flourishing* permeates the T-PEP, and this can be illustrated by an adaption of the PERMA concept (Seligman, 2011) with applied excerpts from the TSiBA participants.

Figure 6. PERMA, as experienced by peer educators

PERMA element	Element extracted from data	Simultaneously meeting
Positive emotions	"Happy", "it makes you feel special", "joy in my heart", "because of passion"	
Engagement	"I feel free", It's not work", "it's in you"	• It contributes to well-being
(positive) Relationships	"It gives you a sense of belonging", "you feel part of a family", "to bond with students"	• Many people pursue it for its own sake, not merely to get any of the other elements
Meaning	"I get fulfilled", "it's a privilege"	
Accomplishment	"rewarding and enriching", "(I) complete what I started"	• It is defined and measured independently of the other elements

Figure 6: PERMA as experienced by peer educators.

Interestingly, other positive psychology variables such as self-acceptance and realisation of potential were not clearly visible in the data, and investigation of reasons for their absence may prove suitable for further research (Gokcen et al., 2012; Ryan et al., 2008; Ryff & Keyes, 1995).

7.2.6. A supportive social climate.

What was central in all the findings was that the T-PEP by its presence created a conducive environment for the peer educators allowing them to explore, develop and express new and inherent skills. This supports a fundamental premise of SDT, that the social context, or environment will determine the level of growth and development of the individual (Deci & Ryan,

2012). The outcome of this favourable climate was seen in reported accounts of subjective well-being, improved relationships with family, greater understanding of the needs of others, increased communication efficacy, transferable learning skills and an awareness of self and of decision making consequences. Many of these themes were interwoven and dependent on one another. The findings of this study suggests that creating a programme that intentionally taps into intrinsic motivations and satisfaction of basic psychological needs in the environment of the peer educator allow for ripening of these skills and for personal empowerment to foster. This helps to increase individual autonomy, competence, and relatedness, thereby improving subjective well-being with indications of positive ripple effects for the psycho-social environment. Figure 7 below gives a holistic impression of these findings.

Figure 7. The supportive T-PEP social climate.
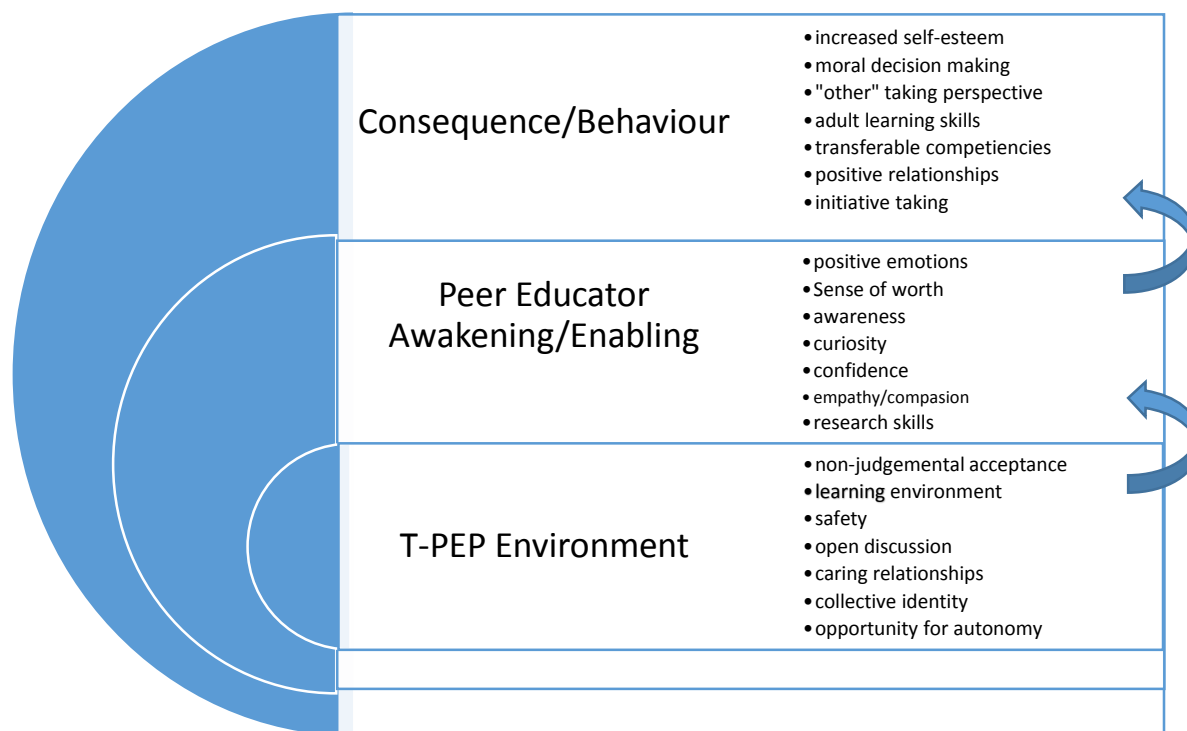

Figure 7: The supportive T-PEP social climate. Copyright author's own.

7.3. Limitations of the Study

Although this study was purposive in its intent to achieve its stated objectives, there is awareness of some pertinent limitations.

Firstly, the purposive nature of this study, the case study format and small sample size, precludes any generalisability of the findings. This was a purposive study with a non-random small sample of 24 participants selected from a particular peer education programme to gain insight into the subjective motivations of the participants as peer educators. Findings of the study may be only relevant to this cohort and not replicable in other peer educator populations.   In addition, the uniqueness of the cohort, being students at a private HEI selected for their leadership and entrepreneurial potential, may have significantly compromised the findings. However, the uniqueness of the case study served to produce original and meaningful data (Simons, 2009). Further, although this study perceived the case study participants as a unique and an original entity, whose interview data could not be easily replicated, findings showed several recurring patterns, pertinent ideas and other data which mirror concepts in peer education literature. As the T-PEP represents a generic peer education structural model, it is envisaged that the generic replication of this study is possible in other communities where PEPs are used. However, given the size of the peer educator population, it is likely that this depth of qualitative study would be a costly and time consuming investment. Additionally, the selection of qualitative inquiry, whilst providing rich and thick data, is limiting in that it cannot be easily replicated to larger audiences. Future studies may do well to consider using a mixed methods study as quantitative assessment of well-being may provide a more practical access, but quantitative measures alone are unlikely to produce the complex data of a qualitative study.

Furthermore, as the sample relied on a volunteer base, it is possible that there is a skewing of findings in that students who were unhappy with the T-PEP might not have volunteered for the study thus inflating the intrinsic motivation findings. Retrospectively, a limitation was in not providing a broad demographic survey with the study. In hindsight, as adolescence is a significant time of cognitive development it would have been constructive to consider motivations based on demographic differences such as age.

Consideration must also be given to the fact that this study was conducted within a PEP using older (young adult/emerging adult) peer educators to intervene with a younger adolescent (school learner) audience. Previous studies have sought to determine the efficacy of peer education work on age related adolescents (Mason-Jones et al., 2011; Munro et al., 2012). In this current study there are developmental differences between the two groups (Siegel, 2014; Simpson, 2001), which may have added bias to the findings.

7.4. Implications of the Study

Implications of this study are discussed in light of theory, practical application and recommended future research.

7.4.1. Implications for SDT, prosocial and well-being theory.

This study has hopefully added to literature of peer education, motivation theory and well-being. This study presented an interesting theoretical viewpoint in that it draws attention to the debated juncture of two strands of intrinsic motivational theory, that of motivations of meaning and purpose, with views of prosocial motivation theory (Grant, 2008) and that of intrinsic motivation as interpreted by Self-Determination Theory (Vallerand, Pelletier, & Koestner, 2008). It serves to add support to this discussion of motivation, and adds an insight of prosocial behaviour within a collectivist culture, and within low-income and socially marginalised communities (Wilkinson-Maposa et al., 2010) to the literature of prosocial behaviour and SDT.

Further, the study findings add support to many of the assertions of peer education literature. Through the attribution of basic psychological needs theory, a number of observations of peer educator behaviour have been given identity, which may serve to deepen a theoretical understanding of peer educator motivation and needs.

Well-being theory, as used in this study, has provided an account of the benefits that peer education work offers for peer educators. It has served to broaden the discussion of well-being, and has introduced theoretical concepts of positive psychology into peer education literature.

Most importantly, this study has presented a unique theoretical view of peer educator motivations, and hopefully has added a new lens to volunteer motivation and clarity to the discussion on recruitment, retention, reward and benefit for peer educators.

7.4.2. Implications of the study for practical application.

This study highlights a number of aspects which can be beneficially incorporated into peer education practice:

1) Peer educators can be drawn to PEPs for a variety of reasons and these should be carefully considered before engagement of a volunteer. The type of motivation will affect a peer educator's commitment and dedication and this has implications for productivity, performance and peer educator retention.

2) Recruitment strategies would do well to focus on a self-volunteer model, and incorporate an assessment measure which considers personal motives and intent, allowing PEP convenors to make informed choices.

3) Being able to express autonomy is beneficial for peer educators, and can result in improved decision making skills, initiative and confidence. However, this study

suggests that consideration should also be given to promoting group autonomy within a community collective in addition to individual autonomy, as collective autonomy can be conducive to group security, prosocial development and eudaimonic living (Ryan et al., 2008).

4) Providing autonomy supportive environments is key to enhancing autonomous motivation and commitment of educators, to improve their well-being and creativity and failing to do so will lead to psychological need frustration, decreased motivation and lower performance (McLachlan & Hagger, 2010). This study suggests the appointment of a specific staff/organisation member to oversee the running of the PEP and to actively engage in creating a social climate conducive for satisfaction of BPN.

5) Social relatedness is a key need of peer educators and should be thoroughly addressed, particularly for the cognitive and relational changes it can bring about for adolescent peer educators. In addition to the already acknowledged encouragement of relationships between educators and their audience, establishment of the peer educator membership as an intimate unit is of immense benefit in creating a cohesive community identity and a sense of well-being.

6) Competence is important and, when so addressed, acquiring of skills and enabling of adult learning processes will result in peer educator performance efficacy, knowledge competence, confidence and transferable skills.

7) Care should be taken as to the types of extrinsic rewards offered to peer educators. Extrinsic benefits can be regarded as deterrents to peer educators who are intrinsically motivated. Awards of acknowledgement, for example badges or certificates, should be primarily considered over tangible benefits. Rewards allotment should be monitored carefully as failure to deliver on promises or offers can cause work dissatisfaction.

8) Monitoring and evaluation processes are needed to assess peer educators' use and understanding of content, and to ensure that programme content is topical and of interest to the audience. Monitoring should extend to ensure debriefing and emotional support for the peer educators who may be ill-equipped to process the traumatic content shared by their audience. It is suggested that "debriefing" sessions be added to a programme, and that they include lessons for maintaining psychological wellness, as this will enable a sense of well-being and support.

9) Sufficient and regular training should be inflexible and ensures that accurate information reaches the audience. Training should be stimulating, interesting, enjoyable and allow creativity, to best intrinsically motivate peer educators. Acknowledgement rewards attached to training or performance assessments will allow peer educators to achieve a sense of accomplishment.

10) Opportunity should be created within programmes to allow expression of peer educator voice. This allows quick redress of problems and harnessing of positive aspects of the programme. This can be done with regular forums or even through social media. Additionally, PEP educators from different organisations should be encouraged to communicate regularly; this can ensure a sense of social capital.

7.4.3. Implications and recommendations for further research.

This study has provided some insight into motivations of peer educators which may be of value to future recruitment and retention studies of peer educators. Exploration of motivation and need satisfaction has revealed some interesting findings about peer educator motivations and their reasons for being involved as peer educators. Future research should look to explore intrinsic and extrinsic motivations, as well as satisfaction or frustration of basic psychological needs within peer educator cohorts, with the intent to establish standards of practice for recruitment and retention.

Secondly, research into peer education programmes at varied sites is recommended to first discern to what extent contextual data may be a significant factor. Studies wishing to make comparison with this study, should initially look to other cohorts who share age or educational similarity with their audience. This would allow the uniqueness of this study's findings to be examined, and provide a larger data pool for a comparison. Examples of this might include specialist agencies working with older adolescent youth, in particular those out of school and unemployed such as Gold ("GOLD Peer Education Home," 2014) , other HEI programmes or scholar programmes.

Finally, it is the strong recommendation of this study that future researchers more broadly address their inquiry as to the efficacy of PEPs for peer educators. Previous research has sought to identify evidence of behaviour modification as evidence of programme success (Cornish & Campbell, 2009; Mason-Jones et al., 2013). However, the findings of this study suggest that changes of importance might be seen in the moral awakening of peer educators, improved familial relationships and thoughtful choices about behaviour. A broad spectrum of inquiry and measurement can assess these variables best by examining for expressions of well-being, life

satisfaction and hedonia. The domain of positive psychology is well suited to engage with tasks that can address the psycho-social concerns of peer educators.

7.5. Conclusion

Previous research implicating peer educators has pursued evidence of behaviour modification as evidence of programme success (Cornish & Campbell, 2009; Mason-Jones et al., 2013). In response, this study examined the motivations of peer educators, in an attempt to ascertain what benefit the programme might have for them and their psychological well-being. The findings of this study indicated a moral awakening of peer educators, and a strong well-being presence fuelled by satisfaction for the needs of autonomy, competence and relatedness. The symbiotic satisfaction of these needs was further evolved in attempts to address the psycho-social environment, improved parent-adolescent relationships, initiative taking, increased confidence in individuals, displays of other-taking (empathic) perspectives and a mindfulness regarding decision making. The predominant affirmation that ' *you cannot NOT be a peer educator*" (P04), seems to indicate that there was now not only a critical consciousness (Campbell & MacPhail, 2002) awakened in individuals, but that the peer educator had internalised the principles of peer education as part of his or her persona, with implications for the broader community.

It is my contention that there are more psycho social outcomes being addressed by peer educators than those previously examined (Mason-Jones et al., 2013). Perhaps because only quantitative measures have been used to measure the efficacy of programmes related to the behavioural health of youth, important changes in the psycho-social fabric of PEPs have in fact gone unnoticed. Whether these findings are unique to this study and to the T-PEP environment remains to be seen; the findings bode well regarding peer educators seeking to pay-it-forward in their own community contexts.

In summary, as answer to the research questions, *what motivates peer educators? How do they benefit?, a* truncation of the peer education findings of this study can be made with a colloquial summing up: learning, sharing and caring. Appreciatively this summing up addresses in full the core purposes of peer education.

Concluding, I echo the sentiment of John Dewey, whom Schuller (2009) cites,

Over one hundred years ago in his 1899 presidential address to the American psychological association, John Dewey stated that Psychology as a discipline was in a unique position to add value to human life by promoting wellness in the community.

I hope in some small way this study serves to continue that sentiment.

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APPENDIX A

Semi-structured interview schedule.

1.   Welcome, greetings and ethics formalities.

2.   How long have you been studying at TSiBA?

3.   How long (for how many years) have you been involved in the Peer education program at TSiBA?

4.   Have you been a Peer educator anywhere else before TSiBA?

5.   Tell me about your experiences as a Peer Ed this year.

(If needing prompt…. What projects have you been involved in, what have you learnt, what have you gained or how have you paid it forward, have you made friends…?)

6.   Why did you want to join the Peer Educator team here at TSiBA? What were you hoping to obtain, provide, attain?

7.   Have you/are you /do you….? (reflective response question based on question 6's reply)

8.   What have you enjoyed the most about the peer education programme? How have you grown or developed?

9.   Was there any particular thing you haven't enjoyed or that you've struggled with?

10.   Would you want to be a peer educator again next year? Why/Why not?

11.   Has been a peer educator met your expectations? Why/why not?

12.   What additional assistance should the peer educators receive to be more effective in their role/cope better with their responsibility?

13.   What other aspects of the programme do you feel need to be improved?

14.   Thank you for ……. Is there anything else that you'd like to share with me regarding the pep that perhaps I haven't asked you?

APPENDIX B

STELLENBOSCH UNIVERSITY

CONSENT TO PARTICIPATE IN RESEARCH

Why I Pay it Forward: Exploring the Motivations of Young Adult Peer Educators through the Lens of Self-Determination Theory

You are asked to participate in a research study conducted by me, Julie McFarlane, an MA (Psychology) student from the Psychology Department at Stellenbosch University. The results of this study will contribute to my thesis required for the degree. You were selected as a possible participant in this study because you are a participant in the Peer Education Programme at TSiBA Education.

1. PURPOSE OF THE STUDY

The purpose of this study is to get to know more about your experiences as a peer educator in the TSiBA peer education program, and to find out more about your motivations for participating in the peer education program.

2. PROCEDURES

If you volunteer to participate in this study, I would ask you to do the following things:

1. Participate in an individual confidential interview with me, of approximately 30 minutes. This interview will be audio and/or video recorded.
2. Complete a short choice based questionnaire at the same interview.
3. Participate in a focus group discussion (approximately 1 hour) at a later stage in the study. This discussion will involve all the participants and I will present a summary of my interview findings. The findings will be coded and no participant information will be identifiable. The focus group discussion will be audio and/or video recorded.

APPENDIX B

4. You will be invited to attend a debriefing session after the research is completed. At this session I will explain the purpose and all the processes involved in the research, and you may ask questions.

- The total time required for participation in the study is approximately two (2) hours.

- All the above will be conducted at TSiBA's premises, during times that do not interfere with lectures or exams.

3. POTENTIAL RISKS AND DISCOMFORTS

Although there are no forseeable risks or discomforts to you, during the study you may experience thoughts or emotions that you are not comfortable with and want to talk about with someone. Dorothea Hendricks (Student Counsellor) will be aware of the study, and will be available on campus should you wish to discuss your feelings or thoughts her. Dorothea is available in her office, Monday – Friday during campus hours:

TSiBA campus
Mupine
Forest Drive Ext
Pinelands
Tel: 021 5322750

4. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

As a research participant you may gain clearer insight into your experiences and motivations as a peer educator. At the focus group you will discover the motivations of others in the programme, and learn more about how these motivations can affect you. You could use this information to improve and strengthen your participation as a peer educator.

The findings of the research will help the development of the Peer Education Programme at TSiBA and identify ways to support the peer educators and to improve the programme.

5. PAYMENT FOR PARTICIPATION

APPENDIX B

There will be no payment for participation in the research. However, a small gift will be given to each participant when the research is completed. Refreshments will be provided at the focus group discussion.

6. CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law.

Confidentiality will be maintained by making sure that only I have access to information supplied by you. I will remove all information from campus immediately after it is collected. The information will be coded to remove individual identification, and grouped or summarized before it is shared with others at the focus group discussion, or in my thesis.

You have the right to review all video and audio recordings of yourself during the study. After the study is completed and the findings are collected, all the recordings will be destroyed.

7. PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study.

8. IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact me at any time at (cell) 0741965282, or email me at: julie.mcfarlane@gmail.com.

Alternatively you may contact my supervisor, Professor Tony Naidoo, Department of Psychology, Stellenbosch University, at (tel) 021-8083421, or email him at avnaidoo@sun.ac.za.

RIGHTS OF RESEARCH SUBJECTS

APPENDIX B

You may withdraw your consent at any time and discontinue participation without penalty. You may also withdraw any of your data that has been collected during the research. Alternately, you may withdraw from the research, but choose to leave your collected data to be utilized for the study. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

If you have questions regarding your rights as a research subject, contact Ms Maléne Fouché, Stellenbosch University, [mfouche@sun.ac.za; 021 808 4622] at the Division for Research Development.

SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE

The information above was described to me by Julie McFarlane in English and I am in command of this language or it was satisfactorily translated to me. I was given the opportunity to ask questions and these questions were answered to my satisfaction.

I hereby consent voluntarily to participate in this study. I have been given a copy of this form.

_____

Name of Subject/Participant

_____

Name of Legal Representative (if applicable)

_____   _____

Signature of Subject/Participant or Legal Representative   Date

SIGNATURE OF INVESTIGATOR

I declare that I explained the information given in this document to _____[*name of the subject/participant]. [H*e/she] was encouraged and given ample time to ask me any questions. This conversation was conducted in English and no translator was used.

APPENDIX B

_____   _____

Signature of Investigator   *Date*

Signature of Investigator   *Date*

APPENDIX C

Invitation to TSiBA peer educator to volunteer for the study

Dear TSiBA Peer Ed,

Would you like to take part in a research study?

As many of you know I am studying a Research Masters degree at Stellenbosch University. I've really enjoyed my exposure to the Peer Education programme during my time at TSiBA, and I've made the programme the focus of my research thesis.

For the research I need to interview 25 TSiBA Peer Educators. I've included all the detail in the Q&A below which will tell you more about the research and what's involved. If you are interested in being part of the study you will have to take part in a ½ hour CONFIDENTIAL interview with me, and later a 1 hour focus group with the others in the study.

If you are willing to be interviewed, please email Julie.mcfarlane@gmail.com or sms me on 0741965282.

All interviews will take place at the TSiBA campus, at a time that is convenient to you, Mondays to Saturdays, daytime hours.

I look forward to hearing from you.

Regards

Julie McFarlane

Why the Study?

The purpose of this study is to get to know more about your experiences as a peer educator in the TSiBA peer education program, and to find out more about your motivations for participating in the peer education program.

What's involved?

If you volunteer to participate in this study, I would ask you to do the following things:

5. Participate in an individual confidential interview with me, of approximately 30 minutes. This interview will be audio and/or video recorded.

6. Complete a short choice based questionnaire at the same interview.

7. Participate in a focus group discussion (approximately 1 hour) at a later stage in the study. This discussion will involve all the participants and I will present a summary of my interview findings. The findings will be coded and no participant information will be identifiable.

8. You will be invited to attend a debriefing session after the research is completed. At this session I will explain the purpose and all the processes involved in the research, and you may ask questions.

APPENDIX C

- The total time required for participation in the study is approximately two (2) hours.
- All the above will be conducted at TSiBA's premises, during times that do not interfere with lectures or exams.

What's in it for me?

As a research participant you may gain clearer insight into your experiences and motivations as a peer educator. The interview information will be summarized, and at a later discussion group I will share the motivations of the Peer Educators in the programme, and show how these motivations can affect you. You could use this information to improve and strengthen your participation as a peer educator.

The findings of the research will help the development of the Peer Education Programme at TSiBA and identify ways to support the peer educators and to improve the programme**.**

Will I get paid?

There will be no payment for participation in the research. However, a small gift will be given to each participant when all the research is completed. Refreshments will be provided at the focus group discussion.

Can I be identified?

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law.

Confidentiality will be maintained by making sure that only I have access to information supplied by you. I will remove all information from campus immediately after it is collected. The information will be coded to remove individual identification, and grouped or summarized before it is shared in another format with others at the focus group discussion, or in my thesis.

You have the right to review all video and audio recordings of yourself during the study. After the study is completed and the findings are collected, all the recordings will be destroyed

What if I change my mind about participating?

APPENDIX C

At any time you can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study.

APPENDIX D

30 October 2011

Dear Julie

Please accept this letter as confirmation of permission for your request to use TSiBA as your source of research.

Permission is also granted to access the peer educator names and information from the peer educator records, and to invite participants for this study through advertising on campus, and via the Peer Ed Facebook group.

We wish you well and look forward to your findings.

Best

Adri Marais

CEO