

Self-esteem, self-efficacy and hope among vulnerable adolescents affected by HIV and participating in community-based savings and lending groups in rural Nyanga District, Zimbabwe

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Background & Context

- Financial Stress impacts
 - Mental health, Life Satisfaction, Well-being^{1,2}
- Perceived control over one's economic situation and sense of self can mediate financial distress³
- Zimbabwe recovering from economic collapse
- 1 in 4 children orphaned, most due to AIDS-related illnesses^{4,5}

Study Purpose

To assess whether adolescent participation in savings and lending groups affects key psychological variables, namely **self-esteem**, **self-efficacy**, and **hope** in rural Zimbabwe.

Self-esteem

- A person's overall sense of self-worth and personal value.

Self-efficacy

- A person's judgment or belief of her ability to succeed in accomplishing a task.

Hope

- An overall perception that one's goals can be met.

Methods: Design

Intervention A

- Savings and Internal Lending Communities (SILC)

Intervention B

- SILC
- Life Skills Education (LSE)

Control Group

- No intervention

Intervention A: Savings and Internal Lending Community (SILC)

- 5-10 self-selected members
- Meet regularly to save, borrow & repay
- User-owned and self-managed
- Invest in IGAs
- Graduation (8-12 months)



Photo: Lameck Mahohoma for CRS

Intervention B: SILC PLUS Life Skills Education (LSE)

- Identical SILC model
- PLUS standardized life skills education curriculum
 - The Journey of Life Toolkit⁶
 - Communication and building relationships
 - Conflict resolution
 - Goal setting
 - Decision making and problem solving
 - Confidence building and self esteem

Methods: Data Collection & Analysis

- Random sub-sample of project participants
- Standardized quantitative survey with demographic and economic variables
- Psychological measures:
 - Rosenberg Self-Esteem Scale⁷
 - Schwarzer & Jerusalem General Self-Efficacy Scale⁸
 - Snyder et al. Children's Hope Scale⁹
- Administered in Shona, English back translation
- SPSS v17

Results:

Respondent Characteristics

- 160 adolescents – most received Intervention B – SILC and LSE
- Average age 15 years
- Average household size : 7 members

Results:

Psychological Variables

As compared to the control group, SILC members reported higher:

- Self-esteem ($p < .01$)
- Self-efficacy ($p < .001$)
- Hope ($p < .01$)

Results:

Who decides how money is spent?

- General household income
 - 75% caregivers decided
- Use of income earned from adolescent IGAs
 - 45% caregivers decided
 - 33% adolescents decided
 - 22% joint-decision
- Hope scale scores positively correlated with increased spending decision power

Discussion: Limitations

- Small sample size
- Sex disaggregated data unavailable
- Self-selection may make intervention group different than control group
- Confounding of variables and interventions

Discussion: Implications for Practice

- Vulnerable adolescents can successfully participate in SILC (while going to school)
- SILC groups provide a platform for LSE
- Adolescents should be engaged in financial decision-making with mentoring from financially savvy adults/caregivers
- Psychological benefits of SILC participation suggest its use as a graduation/transition strategy for adolescents

Discussion: Implications for Research

- What role does LSE play in:
 - developing self-esteem, self-efficacy, and hope?
 - enhancing SILC group performance?
- What impact does SILC or SILC + LSE have on sexual risk taking?
- What happens to participants after graduation?

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For more information

CRS Publications

www.crsprogramquality.org

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