

# TEACHERS' TEACHING METHOD EFFICACY IN HIV/AIDS EDUCATION AND STUDENTS' KNOWLEDGE AND ATTITUDE TOWARDS SEXUAL BEHAVIOUR IN SECONDARY SCHOOLS IN COAST REGION, KENYA

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## ABSTRACT

The HIV and AIDS are challenges that may hinder the achievement of the Sustainable Development Goals. It has been argued that a lot can be done to curb the spread of HIV and AIDS through education. The purpose of the study was to determine the relationship between teachers' teaching method efficacy in HIV/AIDS education and students' knowledge and attitude towards sexual behaviour in secondary schools in the Coast Region of Kenya. The study used descriptive survey research design. Proportional, purposive and random sampling methods were used to choose the participants. The samples comprised 421 respondents of which 33 were teachers and 388 students in 13 secondary schools. Questionnaires and interview schedule were used to collect the data. Reliability coefficients of the instruments were 0.8 for both teachers and students. The statistics that were used to analyse data were frequencies, percentage and Chi-square statistics. The hypotheses testing was done at  $\alpha = 0.05$  level of significance. The data collected in this study was analysed using Statistical Package for Social Sciences computer programme version 20.0. The result showed that, there was no relationship between teachers' teaching method efficacy in HIV/AIDS education and students' knowledge and attitude towards sexual behaviour in secondary schools in the Coast Region of Kenya. The study also revealed that majority of teachers' had low self-efficacy in methods used when teaching HIV/AIDS education, students' knowledge was high but Form 4 students had negative attitude towards sexual behaviour. The study recommends teachers to be trained on methods used to teach HIV/AIDS education and students should be assisted to develop positive attitude towards sexual behaviour.

**Keywords:** Teaching Method efficacy, Students' Knowledge, Students' Sexual Behaviour,

## INTRODUCTION

The Government of Kenya in response to Dakar agreement and rapid spread of HIV infection and stigmatization of people living positively with HIV introduced compulsory HIV/AIDS education in all levels of education (GoK & UNICEF Kenya Country Office Study, 2000; UNAIDS, 2001; GoK, 2012). Teachers in service were also given in-service course on HIV/AIDS education and life skills. Those in colleges were also taught about HIV and AIDS in preparation to teach HIV/AIDS education once through with their college education (GoK and UNICEF Kenya Country Office Study, 2000; GoK, 2012; Kelly, 2013). It was expected that teachers were capable of teaching HIV/AIDS education and life skills in secondary schools in Kenya.

In some countries, life skills education and HIV/AIDS education was reported to have succeeded in reducing incidences of risky sexual behaviour among students (Chinsebu et al., 2010). Henderson et al. (2002), reported that the percentage of students engaging in sexual intercourse in East Scotland reduced after introduction of life skills and sex education in schools. Most of these students in the study reported using condoms at first and most recent sex intercourse. However, risky sexual behaviour

despite introduction of sex education and life skill education in schools was also reported by other researchers (WHO, 2007; Fawole et al., 2011; Mongkuo et al., 2010). According to Mayock and Byrne (2005), a high percentage of the youth were sexually active in Dublin and Ireland cities despite the fact that students were taught life skills in schools. However the researchers did not explain why some students continued with risky sexual behaviour even when they were taught sex education and life skills education.

Thuo et al. (2016a and 2016b), showed that there was relationship between teachers' knowledge efficacy and students' knowledge and attitude towards sexual behaviour, and also that there existed a relationship between teachers' motivation towards teaching HIV/AIDS education and students' knowledge and attitude towards sexual behaviour. Oginga et al., (2014) study also established that teachers' attitudes towards teaching HIV/AIDS education negatively influenced the teaching of HIV/AIDS education in primary schools in Kenya. Training of primary school teachers on HIV/AIDS education was also identified to be poor among teachers training colleges (Onyango, 2009). Weiler and Cassandra (2012) reported that teachers graduating from University in

Ghana were not taking up the call to respond to the social problem of HIV/AIDS in the classroom despite their knowledge, willingness and confidence being high. There are many other factors that affect how HIV/AIDS education is taught that include teachers teaching method that require further investigation.

The method used to facilitate active involvement in teaching life skills and HIV/AIDS education includes working in small groups and pairs, brainstorming, role play, games and debates (WHO, 1997). According to Saeed and Congman (2012), teachers' selection of methodology was directly influenced by examinations and that learners' communicative competence was consequently affected by the teachers' selection of methodology. Teachers' teaching methodology has been positively associated with students' learning activities in other studies (Nabeels, et al., 2002; Mulongo, 2013). This research was designed to investigate the relationship between teachers' efficacy in methods used in teaching HIV/AIDS education and students' knowledge and attitude towards sexual behaviour in secondary schools in the Coast Region of Kenya.

### Statement of the Problem

The HIV and AIDS pandemic have negative socio-economic implications to students and society in general. The HIV and AIDS has perpetuated high levels of poverty, prevalence of health problems, discrimination, low level of education and high school dropout rate in Coast Region of Kenya. The present study was designed to investigate the relationship between teachers' teaching method efficacy in HIV/AIDS education and students' knowledge and attitude towards sexual behaviour in secondary schools in the Coast Region of Kenya.

### Objective of the Study

The objectives of the study were:

- (i) To investigate the relationship between teachers' self-efficacy in method used when teaching HIV/AIDS education and students' knowledge on sexual behaviour
- (ii) To investigate the relationship between teachers' self-efficacy in method used when teaching HIV/AIDS education and students' attitudes towards sexual behaviour in secondary schools in the Coast Region of Kenya.

### Hypotheses

The following null hypotheses were tested at  $\alpha = 0.05$  level of significance.

- (i) There is no significant relationship between teachers' self-efficacy in method used to teach HIV/AIDS education and students' knowledge

on sexual behaviour in secondary schools in the Coast Region of Kenya.

- (ii) There is no significant relationship between teachers' self-efficacy in teaching method used when teaching HIV/AIDS education and students' attitudes towards sexual behaviour in secondary schools in the Coast Region of Kenya.

### Methodology

The study adopted a descriptive survey research design. The target population composed of 112,026 respondents in 362 public secondary schools in Coast Region, Kenya. The sample comprised 421 respondents of which 33 were teachers and 388 students in 13 public secondary schools. The selection of schools was done using simple random sampling methods while participants were selected using purposive, propositional and simple random sampling methods. Data was collected using questionnaires and interview. The pilot study was carried out in three schools in Kilifi County within the Coast Region, Kenya. The test re-test method was used during the pilot study to obtain data that was used to compute correlation coefficient. Teachers' questionnaire and students' questionnaire yielded a reliability coefficient of 0.8 each. The research tools were developed and validated before their use with help from other members from the Department of Education. The data collected from the field was analyzed using frequencies, percentages and Chi-square statistics. The data in the study was analysed using statistical package for social sciences (SPSS) computer programme version 20.0. The result was presented using frequency, percentages distribution tables, bar graphs and narrative form.

### RESULTS

The study was set to investigate the relationship between teachers' self-efficacy in method used when teaching HIV/AIDS education and students' knowledge and attitudes towards sexual behaviour in secondary schools in the Coast Region of Kenya. The data analysis generated the following results:

#### Teachers' Teaching Method Efficacy and Students' Knowledge of Sexual Behaviour

The null hypothesis one sought to find out whether there was a significant relationship between teachers' self-efficacy in the teaching method and students' knowledge on sexual behaviour in secondary schools in the Coast Region of Kenya. The study established teachers' self-efficacy in methods used when teaching HIV/AIDS education and students' knowledge on sexual behaviour (Table 1).

Results showed that 72% of teachers had high self-efficacy in storytelling as a method of teaching HIV/AIDS education. The results further showed that 72% of teachers did not illustrate when teaching HIV/AIDS education and/or life skills. According to GoK and UNICEF Kenya Country Office Study (2000), promoting the correct and consistent use of condoms should have been introduced in teaching of HIV/AIDS education (Table 2).

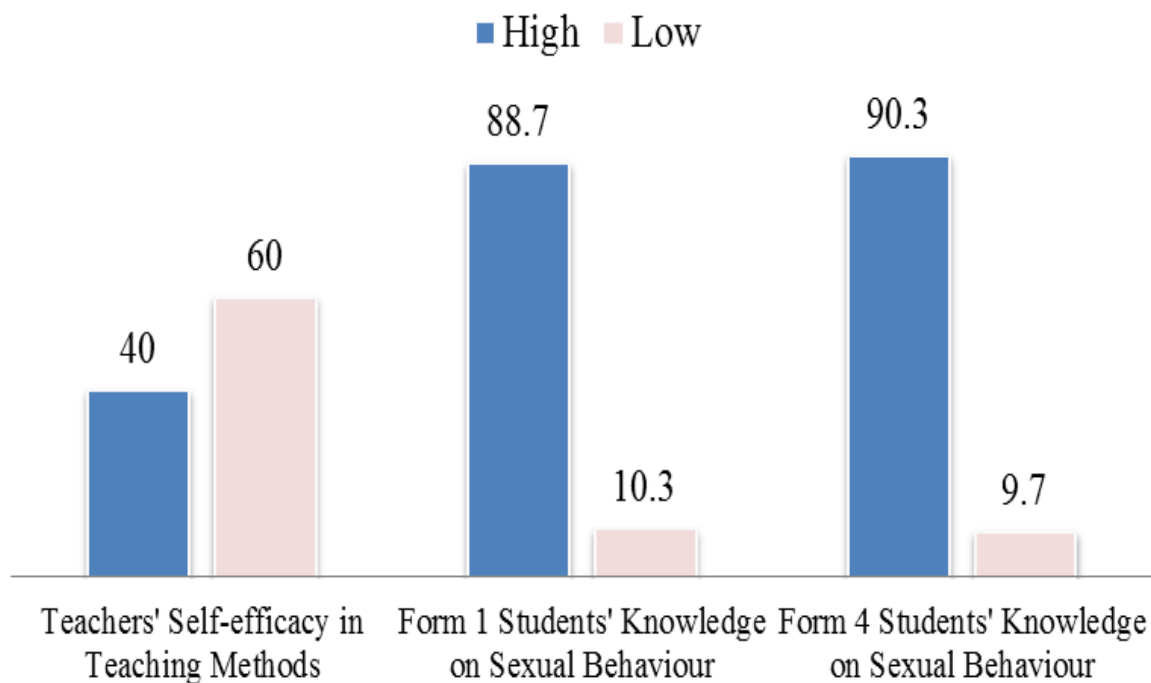
A total of 45.6 % of Form 1 students and 36.9% of Form 4 students indicated that condoms do not protect people from getting infected with HIV. Majority (86%) of Form 1 students indicated that insect bites can transmit HIV compared to 11.8% of Form 4 students. To test the hypothesis, data was analysed using the descriptive statistics (Figure 1).

**Table 1: Teachers' self-efficacy in method used in teaching HIV/AIDS education**

Statements	Teacher' Self-efficacy, n=25					
	High		Low			
	F	%	F	%		
Storytelling	18	72	7	28		
Games	6	24	19	76		
Case study	11	44	14	56		
Songs/ dances	9	36	16	64		
Brainstorming sessions	18	72	7	28		
Poems	13	72	7	28		
Skits	6	24	19	76		
Demonstrations using model	7	28	18	72		
Lecture methods	8	32	17	62		
Giving assignments	12	48	13	52		

**Table 2: Students' level of knowledge on sexual behaviour**

Statements	Form 1, n = 193				Form 4, n = 195			
	High		Low		High		Low	
	F	%	F	%	F	%	F	%
HIV only infect people	142	73.6	51	26.4	137	70.3	58	29.7
All people who are HIV positive got it through sexual intercourse	171	88.6	22	11.4	176	90.3	19	9.7
A person can't get HIV and AIDS by sharing clothes, utensils with an infected person	136	70.5	57	29.5	142	72.8	53	27.2
A person can get HIV through bites from insects such as mosquitoes, lice, bedbug	27	14	166	86	172	88.2	23	11.8
People who are HIV positive are always sickly	119	61.7	74	38.3	114	58.5	81	41.5
Condoms do not protect a person from getting infected with HIV during sexual intercourse	105	54.4	88	45.6	123	63.1	72	36.9
Knowing your HIV status can reduce the risk of HIV infection	134	69.4	59	30.6	158	81	37	19
Abstaining from sexual intercourse is the only method of reducing HIV infection	85	44	108	56	89	45.6	106	54.4
Being faithful to one sexual partner can't reduce the rate of HIV infection	110	57	83	43	122	62.6	73	37.4
Petroleum jelly is a good lubricant for condoms	117	60.6	76	39.4	114	58.9	81	41.1



**Figure 1: Teacher's self-efficacy in teaching methods and students' knowledge on sexual behaviour**

Results of the analysis presented in Figure 1 showed that 40% of teachers had a high level of self-efficacy in methods used when teaching HIV/AIDS education, 88.7% of Form 1 students and 90.3% of Form 4 students had high knowledge on sexual behaviour. In order to test the stated hypothesis, Chi-square test was done and the results are shown in Table 3.

**Table 3: Chi-square test between teachers self-efficacy in teaching methods and students' knowledge**

	Self-efficacy	Form 1 students	Form 4 students'
Chi-square	1.000	121.290	123.205
df	1	1	1
Asymp. Sig.	0.317	0.000	0.000

Table 3 results revealed that there was no significant relationship between teachers' level of self-efficacy in teaching methods used when teaching HIV/AIDS education and students' knowledge on sexual behaviour hence the null hypothesis was accepted.

**Teachers' Teaching Method efficacy and Students' Attitudes towards sexual behaviour**

The null hypothesis sought to find out whether there was a significant relationship between teachers' self-

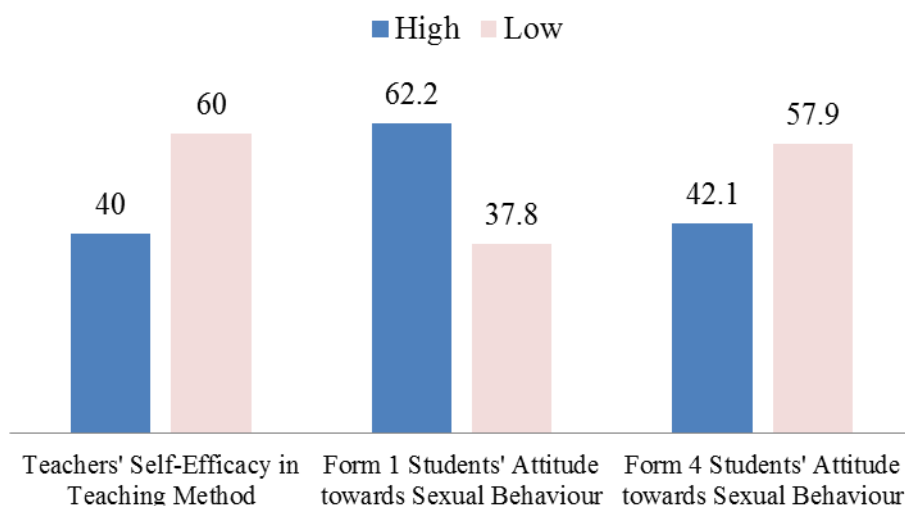
efficacy in teaching methods used when teaching HIV/AIDS education and students' attitudes towards sexual behaviour in secondary schools in the Coast Region of Kenya. The researcher first established students' attitude towards sexual behaviour and the results are summarised in Table 4.

The results in Table 4 indicated that 64.2% of Form 1 and 57% of Form 4 students believed that peer influence played an important role when students engaged in sexual intercourse, 45.1 % of Form 1 students and 54% of Form 4 students felt that it was not easy for a person to have only one sexual partner throughout his/her life.

The findings in this study were consistent with findings of Chinsembu et al. (2004) which indicated that a high percentage of adolescents reported having had sexual intercourse and a significant percentage reported having had sexual intercourse with more than one sexual partner in Namibia. Nath (2009) also found out that condom awareness was fairly high but condom usage was low among the youth in India and the youth appeared to hold negative attitudes towards HIV testing. In order to test the stated hypothesis, the analysis was done by the help of descriptive statistics and Chi-square test. The results are shown in Figure 2 and Table 5.

**Table 4: Students' attitude towards sexual behaviour**

Statements	Form One, n = 193				Form Four, n = 195			
	positive		negative		positive		negative	
	F	%	F	%	F	%	F	%
I feel that abstinence from sexual intercourse is possible in present time	119	61.7	74	38.3	103	53	92	47
I feel that students should be encouraged to have only one sexual partner	144	74.6	49	25.4	69	35	126	65
I feel that peers (friends) influence is not important when it comes to engagement in sexual intercourse	69	35.8	124	64.2	84	43	111	57
I feel that cheating on each other sexually is normal these days	50	25.9	143	74.1	32	16	163	84
I feel that it is easy for a person to have only one sexual partner throughout his/her life	106	54.9	87	45.1	90	46	105	54
I feel that it is okay having more than one sexual partner as long as you are faithful to them	130	67.4	63	32.6	45	23	150	77
I feel that sexual intercourse where condom is involved is no sex	117	60.6	76	39.4	84	43	111	57
I feel that married people should also be encouraged to use condoms when having sexual intercourse	59	30.6	134	69.4	41	21	154	79
I would use or ask my partner to use a condom when having sexual intercourse	100	51.8	93	48.2	92	47	104	53
It is my feeling that all people regardless of whether they are sexually active or not should go for VCT	133	68.9	60	31.1	149	76	46	24
It is my feeling that People who know their HIV status suffer more than those who don't know their status	116	60.1	77	39.9	76	39	119	61
It is my feeling that information about people who are HIV positive is likely to leak from VCT centres	76	39.4	117	60.6	106	54	89	46

**Figure 2: Teachers' self-efficacy in teaching methods and students' attitude towards sexual behaviour**

Information in Figure 2 revealed that 40% of teachers had a high level of self-efficacy in methods used when teaching HIV/AIDS education compared to 42.1% of Form 4 students who had a positive attitude towards sexual behaviour. However, 62.2% of Form

1 students had a positive attitude towards sexual behaviour which was higher than that of Form 4 students. The results are presented in Table 5.

**Table 5: Chi-square test between teachers' self-efficacy in teaching methods and students' attitude towards sexual behaviour**

	Teachers' Self-efficacy	Form 1 students' attitude	Form 4 students' attitude
Chi-square	1.960	11.446	1.486
df	1	1	1
Asymp. Sig.	.162	.001	.026

The results in Table 5 showed that there was no significant relationship between teachers' self-efficacy in teaching methods used when teaching HIV/AIDS education and students' attitudes towards sexual behaviour. The stated Null hypothesis was accepted. The researcher also carried out an interview with the HoDs in Guidance and Counselling to shed more light on teaching methods used by teachers' to teach HIV/AIDS education and life skills in secondary schools. The descriptions of some of HoDs responses are given in Excerpt 1.

**Excerpt 1.**

**Researcher:** Do you monitor how HIV/AIDS education and life skills are taught in the school?

**HoD 1:** Responses;

The teaching of HIV/AIDS can only be monitored by academic HoDs in which HIV/AIDS has been integrated.

It is difficult to monitor how teachers teach life skills because I also have my teaching subjects and my workload is heavy.

**Researcher:** Who then is responsible for making sure that teachers attend to life skills lesson?

**HoD 1:** That is the work of the Deputy Principal who has few lessons to teach per week.

**Researcher:** Do you have a record of work for life skills to show what teachers have taught?

**HoD 1:** I introduced one but no teacher except me has ever filled what they teach.

**HoD 2:** Responses to the first question;

Teachers are professionals and I believe they do not require monitoring on what they have been trained to do.

Response to second question;

Teachers are supposed to create time to teach life skills since it is not time tabled and they keep saying they will do so.

**HoD 3:** Responses to the first question;

The HoD academics checks on what has been taught in other subjects while I make a follow up on teachers who teach life skills.

**HoD 4:** Boarding makes sure life skills assigned to house patrons are attended and those teachers who do not attend answer to the principal.

Response to the second question;

Records are not necessary because teachers address issues raised by students.

The results of the interview showed that; there was no proper monitoring of how life skills was taught in schools and teachers did not follow the syllabus when teaching life skills. The interview further revealed that 44.4% of the schools did not have any trained teacher in Guidance and Counselling or in HIV/AIDS education or life skills and 22.3% of HoDs did not know if the school had any teacher trained in counselling or HIV/AIDS education or life skills. None of the HOD interviewed was aware of teaching methods used by teachers who teach HIV/AIDS education and life skills education.

**CONCLUSION AND RECOMMENDATION**

The findings showed that there was no relationship between teachers' self-efficacy in methods used when teaching HIV/AIDS education and students' knowledge and attitude towards sexual behaviour. However, teaching method used by teachers when teaching HIV/AIDS education in this study was one of the characteristics of teachers' general self-efficacy in teaching HIV/AIDS education. Skills are important aspect of self-efficacy and interaction with the other factors can be important in contributing to overall teachers' self-efficacy in teaching HIV/AIDS education in secondary schools (Bandura, 1994; Schunk, 1991). Teachers' therefore need to improve on teaching methods used when teaching HIV/AIDS education and life skills education in order to change students' attitude towards sexual behaviour.

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