

*Full Length Research Paper*

# Headteachers prospects in the execution of AIDS Education in secondary school program in Kenya

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Globally, the impact of Human Immuno-deficiency Virus (HIV) and Acquired Immune deficiency Syndrome (AIDS) is one of the major challenges to all sectors of the society. In Kenya, HIV and AIDS was declared a national disaster in 1999. By 2003, the pandemic was given special attention by the Ministry of Education and the school curriculum was reviewed to integrate AIDS education. The purpose of this study was to investigate the opportunities for headteachers in the implementation of AIDS education in secondary school curriculum in Busia, Bunyala and Samia Districts, in Kenya. The descriptive survey research design was used. The study population was 56 head teachers, 423 teachers and 9784 students. The study sample consisted of 19 headteachers, 141 teachers, and 978 students in 19 secondary schools. Stratified random sampling technique was used to select the sample. Data was collected by questionnaires, interviews and document analysis. The study found out that the main opportunities for headteachers in implementation of AIDS education were the infused components of HIV and AIDS in the curriculum, education sector policy on HIV and AIDS, Workshops on AIDS education, Variety of material and human resources, teachers, checking of schemes of work, records of work, dialogue with students, evaluation through written tests, essay competitions, oral quizzes and observation. Based on the findings, the study concluded that the headteachers have the teacher personnel and the infused components of AIDS education which they should exploit for successful implementation of AIDS Education.

**Keywords:** AIDS Education, Busia, Bunyala and Samia Districts, Headteacher, Implementation, Kenya, Opportunities.

## INTRODUCTION

The Human Immuno-deficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS) were first identified in 1981 in the United States of America by Doctor Galo and Doctor Montegn (Medico Sin Fronteras-Spain, 2007). Since then, HIV and AIDS pandemic has been partially understood and is being addressed in two main ways. First, as a medical problem hence developing ways to tackle it through medical intervention and secondly, as a behavioral problem which can be solved by individuals responding to available information, hence the focus on AIDS education campaigns (Holden, 2004).

In response to the global concerns about the youth and the HIV and AIDS situation, the Kenyan government approved a national HIV and AIDS policy as sessional paper No. 4 of 1997 (Republic of Kenya, 1997). The paper provides a policy framework for HIV and AIDS prevention and control. In Kenya, the pandemic remained a challenge and was declared a national disaster in 1999, and the National AIDS Control Council (NACC) was established to co-ordinate the national response to this pandemic. In the education sector, the commission of inquiry on Totally Integrated Quality Education and Training (TIQET) recommended inclusion of HIV and AIDS syllabus into the curricula of the education and training institutions (Republic of Kenya, 1999a).

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Consequently the AIDS education syllabus was developed in 1999 (Republic of Kenya, 1999b) but did not take off immediately. In 2004, the education sector policy on HIV and AIDS was formulated and officially launched to streamline the fight against the HIV and AIDS pandemic (Republic of Kenya, 2004). At the secondary school level, it is the responsibility of the head teacher to ensure this policy is implemented through the school curriculum (Republic of Kenya, 2004).

Regionally, Busia, Bunyala and Samia districts were experiencing more cases of HIV and AIDS than other districts in Western Province (Republic of Kenya, 2005b). The high prevalence put the secondary school students at greater risk of infection since they start being sexually active, and also fall within the most vulnerable group, which is age 15 to 49 years. Therefore the study investigated the opportunities the headteachers had in the implementation of AIDS education in secondary school curriculum in Busia, Bunyala and Samia Districts in relation to induction, provision of teaching and learning resources, supervision and evaluation of the teaching of AIDS education.

## RESEARCH METHODOLOGY

This study adopted descriptive survey design. The study population was 56 headteachers, 423 teachers and 9784 students in 56 secondary schools in Busia, Bunyala and Samia districts. The study sample consisted of 19 headteachers, 141 teachers and 978 students in 19 secondary schools. Stratified random sampling was used to select the sample. Data was collected by use of questionnaires, interviews and document analysis. Quantitative data collected from closed-ended questions was analyzed using descriptive statistics such as means, frequency counts and percentages and data from interviews and qualitative data collected from open-ended questions was transcribed and organized into themes and sub-themes, categories and sub categories as they emerged. The validity of the instruments was determined by giving them to three authorities in research methodology in the Faculty of Education in Maseno University to establish face validity. The reliability of the instruments was determined by subjecting them to a pilot study in six (10%) schools in the Districts, the outcome of which was used to remove ambiguities and inconsistencies.

### Research Questions

The study was guided by the following research questions:

1. What opportunities are there for headteachers in the induction of the teachers in the teaching of AIDS education

education in secondary schools in Busia, Bunyala and Samia Districts?

2. What opportunities are there for the headteachers in the provision of teaching and learning materials for the teaching of AIDS education in Busia, Bunyala and Samia Districts?

3. What opportunities are there for the headteachers in supervision of the teaching of AIDS education in Busia, Bunyala and Samia Districts?

4. What opportunities are there for the headteachers in evaluation of the teaching of AIDS education in Busia, Bunyala and Samia Districts?

## RESULTS

### Research question 1: What opportunities are there for headteachers in the induction of the teachers in the teaching of AIDS education in secondary schools in Busia, Bunyala and Samia Districts?

The headteachers were asked to indicate the opportunities they had to facilitate induction of teachers in the teaching of AIDS education in their schools. Their responses from the questionnaires were as summarized in Table 1.

All the headteachers involved in the study indicated they had teachers who would be inducted and HIV and AIDS components in the curriculum for induction in the teaching of AIDS education (Table 1). The other headteachers had varied indications including 79% workshops, 74% Education Sector policy on HIV and AIDS, 68% Facilitators, 53% Induction programme and space, 42% Time and 37% indicated availability of financial resources. Of the seven headteachers, 1 headteacher (14%) indicated that they got funds from donors such as the African Development Bank (ADB) and from the Ministry of Education (MoE). During the interviews 10 (53%) headteachers indicated that induction programmes were informal. This was confirmed by 61 teachers (45%) who indicated that AIDS education programmes in their schools were usually not planned for. All the headteachers contended that they did not see the need for induction programmes in the teaching of the HIV and AIDS since it was integrated into the various subjects as any other teaching topic.

However, during document analysis the study established that the infused content had no specific objectives to guide the headteachers and teachers on how the content could be effectively handled. Thirteen headteachers (70%) interviewed indicated that the infused components were too minor to deserve any serious attention and as a result AIDS education was never taken seriously, with teachers only mentioning it whenever they came across the components in the topics. Otherwise it was never the focus of the lesson.

**Table 1.** Opportunities for Headteachers in Induction of Teachers in the Teaching of AIDS Education as reported by Headteachers (n=19)

Opportunities	Frequency (f)	Percentage (%)
Teachers	19	100
HIV and AIDS components in curriculum	19	100
Workshops on AIDS education	15	79
Education sector policy on HIV/AIDS	14	74
Facilitators	13	68
Induction programme	10	53
Space	10	53
Time	8	42
Financial resources	7	37

**Table 2.** Organization of Induction according to Headteachers (n=10) and Teachers (n=98)

Type of Induction	Headteachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
Internal	2	20	34	35
External	4	40	36	37
Both internal and external	4	40	28	29

**Table 3.** Opportunities Available for Headteachers in Provision of Teaching and Learning Resources in Schools as reported by Headteachers (n=19)

Opportunities	Frequency F	Percentage (%)
Variety of resources persons	10	53
Finance	8	42
Variety of teaching and learning resources	7	37

Meanwhile, ten headteachers (53%) and 98 teachers (73%) who had induction programmes were asked to say whether the informal induction was organized internally, externally or both.

Their responses were as summarized in Table 2.

Two headteachers (20%) and 34 teachers (35%) indicated having internally organized induction. Four of the headteachers (40%) and thirty six of the teachers (37%) indicated that the induction was conducted mainly externally, while 4 headteachers (40%) and 28 teachers (29%) indicated that that the induction was organized both internally and externally (Table 2). The headteachers pointed out that the workshops were usually for the Secondary School Action for Better Health (SSABH) organized by Centre for British Teachers (CfBT) and Government of Kenya (GOK) and usually for headteachers, CRE and G&C teachers and peer counsellors only.

### **Research question 2: What opportunities are there for the headteachers in the provision of teaching and learning materials for the teaching of AIDS education in Busia, Bunyala and Samia Districts?**

The headteachers were asked to identify the opportunities available in their schools for the provision of

teaching and learning materials for the teaching of AIDS education. Their responses were as summarized in Table 3.

Majority of the headteachers 10 (53%) indicated availability of a variety of resource persons as another opportunity in the provision of teaching and learning resources. Headteachers and teachers were further asked to indicate the human resources they used to enhance the teaching of AIDS education in their schools. Their responses were as summarized in Table 4.

Eleven (58%) headteachers and 65(48%) of the teachers indicated that they used Religious leaders, 8 (42.1%) of the headteachers and 46 (34%) teachers used professional counselors, 42% headteachers and 31% teachers used NGO personnel, while 37% headteachers and 19% teachers used medical doctors as resource

Other resources persons such as the military personnel and People Living With AIDS (PLWAS) and peer counselors were minimally used as indicated in Table 4.

They noted that these were handy especially in the areas where they are found. In Butula Division for example Religious leaders were used while in Bunyala District there were several including Action Aid. These Non-Governmental Organizations (NGOs) present multiple opportunities as they give talks, learning materials and bursaries to the Orphaned and Vulnerable

**Table 4.** Human Resources Recommended by Headteachers and used by Teachers to enhance AIDS Education as indicated by Headteachers (n=19) and Teachers (n=135)

Human Resources	Headteachers		Teachers	
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Religious leaders	11	58	65	48
Professional counselors	8	42	46	34
NGO personnel	8	42	42	31
Medical doctors	7	37	26	19
Ministry of Education Officials	4	21	15	11
Military personnel	1	5	0	0
People Living With AIDS(PLWA)	1	5	4	3
Peer counselors	1	5	10	7

Children (OVCs). One headteacher intimated that the school had one infected teacher who had openly declared status and was a great inspiration to both students, teachers and support staff, and had helped other support staff comes up to declare their status. Infact the Teacher Living with AIDS (TLWA) had helped to destigmatize the disease in the school. From Table 3 eight headteachers indicated they had finance at their disposal to budget for the teaching and learning resources for AIDS education particularly from the fees. In addition, during interviews 1 (5%) headteacher indicated that they occasionally received funds from donors for instance the ADB bank once donated ksh.50,000 for purchase of AIDS materials. Seven (37%) headteachers indicated that they had a variety of teaching and learning materials (Table 3). They were then asked to indicate the various types of materials they had provided in their schools for the teaching of AIDS education. Document analysis was further done to indicate the number of schools in which the materials were found. In addition the teachers were asked to indicate the materials they used in their subjects.

Twelve headteachers (63%) indicated that they had the Bible and Kenya Institute of Education (KIE) course books, 9 (47%) had daily Kenyan newspapers, Magazines, posters and videotapes were each cited by 32% of the headteachers. Charts were cited by 5 (26%) headteachers. During interviews they pointed out that the Bible was available because it was a requirement for Christian Religious Education students, but not a direct requirement for AIDS education. Fourty one percent of the headteachers indicated availability of Medical publications. Pictures, journals and slides were the least provided materials for the teaching of AIDS education as shown in Table 4. During the student group interviews all, 950 (100%) students indicated use of text books with 599 (63%) citing magazines and only 247 (26%) mentioning newspapers.

### Research question 3: What opportunities are there for the headteachers in supervision of the teaching of AIDS education in Busia, Bunyala and Samia Districts?

The headteachers and teachers were asked to indicate the opportunities headteachers had in supervision of the teaching of AIDS education in their schools.

Their responses were as summarized in Tables 5 and 6.

The headteachers, 15 (79%) and teachers, 88 (65%) had dialogue with students as the most commonly used mode of discovering whether teaching and learning was taking place and supervise accordingly. Eleven (58%) headteachers (Table 5) indicated that they had checking of the schemes of work opportunity to supervise teaching of AIDS education while only 53 (39%) of the teachers (Table 6) indicated that the headteachers used the opportunity of checking schemes of work. Ten (53%) headteachers (53%) indicated checking the teachers' records of work while only 47 (35%) teachers indicated that headteachers did routine checking of records of work covered, and for the whole curriculum and not specifically for AIDS education. checking students' notes as indicated by 9 (47%) headteachers (Table 5). According to the teachers however only 33 (24%) (Table 6) indicated that their headteachers checked students' notes.

In addition the teachers on their part were asked to give their views on the adequacy of the headteachers' involvement in supervision of AIDS education. Their responses were as shown in Figure 1.

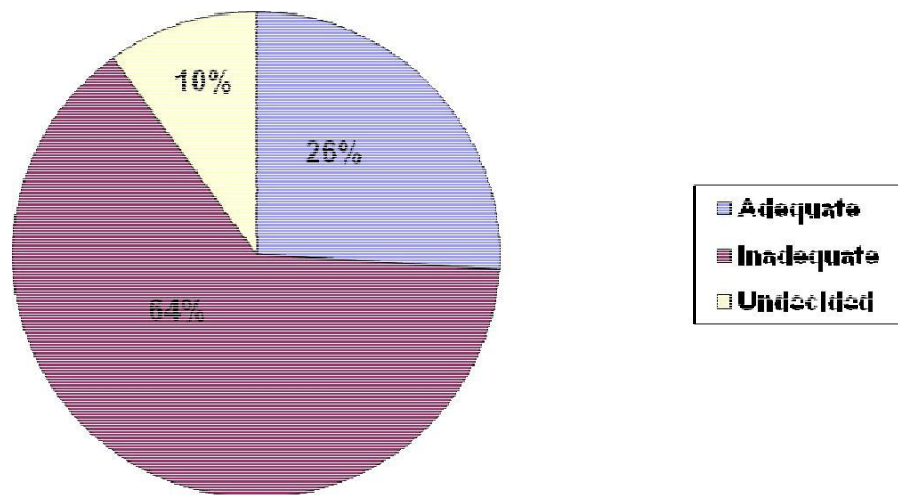
Majority of the teachers, 86 (64%) indicated that the headteachers involvement in supervision of AIDS education was inadequate with a few, 35 (26%) indicating it was adequate while 14 (10%) were undecided.

**Table 5.** Opportunities used by Headteachers in Supervision of the Teaching of AIDS Education as indicated by Headteachers (n=19)

Opportunities	Frequency (f)	Percentage (%)
Dialogue with students	15	79
Checking schemes of work	11	58
Checking records of work	10	53
Checking students notes	9	47

**Table 6.** Opportunities used by Headteachers in supervision of the teaching of AIDS education as observed by teachers (n=135)

Opportunities	Frequency (f)	Percentage (%)
Dialogue with students	88	65
Checking schemes of work	53	39
Checking records of work	47	35
Checking students notes	33	24

**Figure 1.** Teachers' (n=135) Views on the Involvement of Headteachers in the Supervision of AIDS Education.

#### Research question 4: What opportunities are there for the headteachers in evaluation of the teaching of AIDS education in Busia, Bunyala and Samia Districts?

The headteachers were asked to indicate the opportunities available in their schools for evaluation of the teaching of AIDS education. Besides the teachers were asked to indicate the opportunities they used to evaluate AIDS education components in their subjects. The findings were as presented in Table 7.

Essay competitions opportunity was cited by 11 (58%) headteachers but was only used by 32 (24%) teachers. Eight (42%) headteachers indicated they had written tests as an opportunity for evaluation of AIDS education while

while only 36 (27%) teachers used written tests in their subjects. Eight (42%) headteachers knew and recommended written tests as an effective way of evaluation, but most teachers, 99 (73%) did not use it in their subjects. This was confirmed by 855 (90%) students who indicated that HIV and AIDS questions were rare in Continuous Assessment Tests and end of term examinations. The form fours however contended that there were a few questions in the District mocks and in the Kenya National Examination Council examinations.

Observation as an opportunity available for headteachers was indicated by 8 (42%) headteachers but only used by 33 (24%) teachers in their subjects. The headteachers explained that there was some positive behaviour change among the students as observed from

**Table 7.** Opportunities Available in Schools for Evaluation of the Teaching of AIDS Education as responded by Headteachers (n=19) and Teachers (n=135)

Opportunities available	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Essay competitions	11	58	32	24
Observations	8	42	33	24
Written tests	8	42	36	27
Assignments	7	37	37	27
Oral quizzes	7	37	63	47
Project work	5	26	10	7

reduced cases of pregnancy among the girls, less sneaking out of school, less boy/girl relationships and reduced cases of STIs. Seven (37%) head teachers indicated use of assignments while only 37 (27%) teachers used assignments in their subjects. Use of oral quizzes was cited by 7 (37%) headteachers. As shown in Table 7, this was the method used by the highest percentage of teachers, 63 (47%). Five (26%) headteachers indicated use of project work which however was used by only 10 (7%) of the teachers (Table 7).

## DISCUSSION

Integration of AIDS education was a new development in the curriculum and had not been included in the teachers' previous training. The teachers therefore needed induction to gain understanding of this new development as an emerging issue. The students spent most of their time with the teachers and they should therefore have been in a position to actually assist the students in behaviour change. Teachers are role models and opinion leaders whose input is usually taken seriously. It was for this reason that education was chosen as a venue to deal with the AIDS disaster. The kind of approach applied where AIDS Education was treated as a by the way was not sufficient to bring the required behaviour change among the youth. This was supported by sentiments expressed by Roger Pearson when addressing an education forum on 'Life Skills' at the KIE Nairobi, where he faulted the Kenyan government on AIDS lessons for schools. He argued that the current approach which relied on teachers weaving HIV and AIDS messages into their lessons was not sufficient to generate the required behaviour change. (Nation Reporter and Correspondent, July 7<sup>th</sup> 2006).

The education sector policy on HIV and AIDS presented an important opportunity for headteachers as it provided the whole education sector response to the AIDS pandemic as a national disaster stating that the role of headteachers was to ensure it was implemented in their schools through the curriculum (Republic of Kenya, 2004). A policy statement is usually characterized by some

some vagueness, and it was upon the implementers to interpret and analyze it to make meaning. It was therefore the responsibility of the headteachers to take the initiative to understand the policy and ensure it was effectively implemented to meet the objectives of the policy formulators. Informally organized induction did not give enough time for discussion, especially when held over lunch or tea break which was usually a very short time, and teachers were divided between taking the lunch or tea, preparing for the next lesson and listening to the brief. A well organized internal induction programme could present an opportunity for headteachers in implementation of AIDS education since it would reinforce the opportunity of sharing information among the teachers, particularly on management of the integration which would enable them appreciate the relevance of HIV and AIDS education in their respective subject areas. Internal induction would also be less expensive and would provide uniform message to a larger number if not all teachers. In planning for an internal induction the headteacher would be able to consult and prepare induction content that would meet the teachers' specific needs and also source for appropriate resource persons to facilitate it.

External induction conferred the benefit of teachers concentrating on the training away from distractions at their workplace. However, it limited the opportunities to train a large number of teachers because of transport and subsistence costs. Majority of the teachers indicated that they were never consulted in preparation of the induction content and further indicated that the content was inadequate for the teaching of AIDS education and it mainly dealt with general awareness. Consultation presents an opportunity for headteachers to find out the training needs of the teachers so as to have an effective induction programme. However this has not been exploited as majority of the teachers, 69 (51%) indicated they were never consulted.

Induction of teachers was an important opportunity for the headteacher in implementation of AIDS education. Induction would prepare the teachers in terms of information and management of the integration of AIDS education. However for the induction to be effective it needed to have a programme specifically designed to

meet the needs of the target group. This is in congruence with the findings of Engelbrecht and Wilson (1990) whose study on evaluation of AIDS education induction programme in South Africa with a specific programme found that the teachers' needs were met and the teaching was successful in meeting the objectives. With an induction programme other opportunities available to the headteachers in relation to venue, materials, time, facilitators, and finances would be unveiled. From the student interviews on their general awareness and orientation towards HIV and AIDS, all students interviewed 950 (100%) indicated they had heard of HIV and AIDS, but contended that most of the information they had heard was from outside rather than from inside the school. Most of the students, 504 (53%) expressly stated what the acronyms HIV and AIDS meant while 446 (47%) still had problems especially with the words 'immune' and 'immuno-deficiency'. This finding suggests that the students' knowledge has increased considerably as compared to the findings of a study by Oyoo (2003) when adolescents completely did not know the acronyms HIV and AIDS in full. The teachers however argued that the boys felt AIDS education was just a way of denying them sexual pleasures. These were some of the issues that needed to be addressed in induction programmes.

Headteachers as the accounting officers in the schools had the opportunity of being the financial controllers. They received and spent the fees and other funds from various sources such as bursaries and Constituency Development Funds. They therefore needed to realize the seriousness of the HIV and AIDS pandemic in order to allocate adequate funds for the AIDS education resources and activities. In addition there were various funds available for the fight against the pandemic. The headteachers needed to take the initiative and write proposals that could assist them access these funds. According to the Kenya Education Sector Support Programme (KESSP), (Republic of Kenya, 2005a), development partners disburse most of their funds through NACC and NGOs which then sponsor a broad spectrum of HIV and AIDS intervention programmes including some in learning institutions. In addition KESSP had earmarked Ksh 1.36 billion for prevention of HIV and AIDS in schools and other institutions within a 5-year period 2005-2010 (Insight Team, 2007; Republic of Kenya, 2005a). The headteachers as the executive officers in the schools needed to explore avenues of using this opportunity. However the MOE should also include this aspect during the induction programme so that the headteachers understand and use the procedure of sourcing for funds for the HIV and AIDS activities. Materials like the charts and posters may have served as constant reminders to the students if they were hanged in strategic positions in the schools. On seeing these, students could generate discussions that could lead to passing of some HIV and AIDS messages. Videotapes on the other hand are captivating and could be used as a

form of entertainment while passing HIV and AIDS messages. The headteachers therefore needed to source and avail these materials in schools for use by teachers and students to enhance the teaching of AIDS education.

The materials mainly used by teachers in the teaching of AIDS education in their subjects were daily newspapers and KIE course books and Bloom or Doom. However from the document analysis guide the availability of teaching and learning materials in schools sampled included mainly the Bible, newspapers, and KIE materials. From the analysis although the headteachers provide KIE materials, teachers preferred to use Kenyan daily newspapers. Other professional materials and resources such as audiotapes, slides and videotapes were minimally provided and rarely used. The reasons advanced for this was lack of time in the established schools. In beginning schools, particularly mixed day schools lack of electricity and space coupled with lack of teacher capacity to organize and handle certain aspects of AIDS education were evident. Pictures, Journals and Slides although least used were some of the most preferred by students as indicated in a study by Nyinya (2007) who suggested that in acquiring the teaching and learning materials priority should be given to the students preferences. Pictures and slides were particularly captivating as they gave pictorial images and passed the message more vividly than written materials. The finding that dialogue was the most commonly used mode of supervision tallies with the headteachers' view that there was no specific supervision for AIDS education. Dialogue with students could present an opportunity for headteachers to gauge the thinking and attitude of the students towards AIDS education. This was in agreement with a study by Johnson et al., (2002) whose study on the challenges of introducing AIDS education into Primary schools in South Africa found that active involvement of the Principal facilitated implementation. In addition dialogue with students as the recipients of the programme may offer important feedback for the implementation process. Since AIDS education had no specific objectives, it may not have been reflected in the schemes of work, and this was the case. Checking the schemes of work presented an opportunity for the headteachers to know to what extent the teachers had prepared to teach AIDS education. This could enable him/her to advise the teachers who did not seem to have infused AIDS components to do so. However for AIDS education to be taken seriously the KIE had to revise the curriculum and integrate specific objectives for it so that the teachers could plan for the AIDS education activities.

The views of the teachers regarding the adequacy of the Headteachers involvement in supervision confirmed the fact that the headteachers mainly use dialogue to determine what was being taught. The fact that most headteachers did not supervise the teaching of AIDS education effectively meant there was bound to be minimal behaviour change. Supervision is an important

tool for educational managers to direct the efforts of those under them towards achievement of the set goals. Thus the headteachers being charged with the responsibility of implementing AIDS education should be seen to spearhead the fight against the scourge in their institutions.

The low number of teachers who used this essay competitions opportunity in their subjects was because it was only applicable to English, Kiswahili and French. Essay writing, whether for competitions or for normal compositions and 'insha' was an ideal opportunity for the headteachers, given that Kiswahili and English were compulsory for all students. Through the essays the headteachers would be able to gauge the level of awareness of the students, and in turn provide feedback on the extent to which AIDS education has been implemented.

Written tests present an opportunity for the teachers to know how much learning has taken place for each individual student. It is an opportunity to find out how much knowledge the students have gained. Besides it is an opportunity that is applicable to all subjects. According to WHO/UNESCO (1994), knowledge provides information that will help students to decide what behaviours are healthy and responsible in regard to HIV transmission, symptoms, vulnerability, and sources of help if needed and care of the infected. This implied that emphasis should have been placed on written tests as one of the main means of evaluating the teaching of AIDS education in schools.

Observation presents an opportunity for headteachers to determine the extent to which AIDS education is bearing the required behaviour change which is necessary for the reduction of HIV prevalence rate as indicated in the United Nations General Assembly Special Session (UNGASS) country report for Kenya 2008 (NACC, 2008). The report attributed the halving of the country's HIV prevalence from 10% in 1997/1998 to 5.1% at the end of 2006 among adults to greater awareness and resultant behaviour change. Adolescents being in the vulnerable age bracket need close observation to monitor their behaviour in the light of AIDS education so as to give feedback to the implementers for further review if necessary. Project work as an opportunity had the advantage of engaging the students practically thus enhancing their understanding. This finding was in agreement with findings by Niba and Maryann (2005) which found that participatory processes created an enabling environment for project beneficiaries. This was in contrast with the theoretical teaching where the teachers handled AIDS education only superficially leaving gaps in the knowledge and skills learners gained as evident from the numerous and inquisitive questions they asked during the interviews. This kind of approach where AIDS was treated casually resulting in limited behaviour change tallied with the findings of a study by Kinsman et al (2001) which revealed very little effect

of a school based education programme in rural Masaka, Uganda

## CONCLUSION

Based on the findings of the study, it was concluded that the opportunities available for headteachers in induction of teachers in the teaching of AIDS Education were the teachers, HIV and AIDS components in the curriculum, workshops on HIV and AIDS and the Education sector policy on HIV and AIDS. The opportunities available for Headteachers in provision of teaching and learning resources for AIDS education were availability of variety of teaching and resources such as Bible, magazines and newspapers and variety of human resources such as religious leaders, professional counselors and Non-Governmental Organizations' personnel. The opportunities available for Headteachers in supervision of AIDS Education were dialogue with students, checking schemes of work and checking records of work. The opportunities available for Headteachers in Evaluation of AIDS Education were use of essay competitions, oral quizzes, written tests and monitoring of students to determine behaviour change.

## RECOMMENDATIONS

In light of the findings and conclusions, the study recommended that specific teachers should be trained to handle the teaching of AIDS Education. Once the teachers have been trained AIDS education should be made a compulsory subject in form one and two and an examinable optional subject in form three and four. In addition the Ministry of Education should introduce lessons for AIDS education in the school curriculum. It was also suggested that since HIV and AIDS is an emerging issue induction of teachers on AIDS education should be frequently organized to keep the teachers well updated. In preparation of the induction content the study recommends that the teachers should be consulted to meet the needs of the teachers. To alleviate inadequacy of teaching and learning resources, some of the constituency based resources such as AIDS fund, Constituency Development Fund and Local Authorities Transfer Fund should be mobilized and availed to schools to facilitate the teaching of AIDS education. There should also be more content of AIDS education in the syllabus for easy and meaningful supervision and evaluation. The study also proposes that District education offices should have a department to supervise implementation of AIDS for it to be taken seriously at school level. Possibly have a Provincial Quality Assurance and Standards Officer and a District Quality Assurance and Standards Officer specifically in charge of AIDS education. In order to



determine behavior change among the students the Kenya

Institute of Education should come up with relevant evaluation procedures for this purpose. Finally the study proposes that diplomacy and dialogue should be explored further by the headteachers as an opportunity for supervision of AIDS education. Since this study was only conducted in Busia, Bunyala and Samia Districts, it was recommended that the study be replicated in other parts of the country. This would offer a wider picture of the opportunities employed by headteachers in implementation of AIDS education. Hence the study recommends that a study needs to be done on the impact of AIDS Education on behavior change among secondary school students.

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