

Full Length Research Paper

Problems of headteachers in the implementation of AIDS education in secondary school curriculum

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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 challenges facing headteachers in the implementation of AIDS education in secondary school curriculum in Busia, Bunyala and Samia Districts and find out how they were coping. Specifically, it focused on challenges in induction of teachers, provision of teaching and learning materials, supervision and evaluation of the teaching of AIDS education. Descriptive survey research design was used in this study. 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 technique was used to select the sample. Data was collected by questionnaires, interviews and document analysis. The data from closed ended questions was analyzed using descriptive statistics such as means and percentages and data from interviews and open ended questions were transcribed and organized into themes and sub-themes, categories and sub-categories as they emerged. The study found that in the implementation process the main challenges experienced were intricacies in integration of AIDS education in the curriculum, lack of specific objectives for AIDS education, time limitation, bureaucracy in securing learning materials, stigmatization, inadequate curriculum materials, negative cultural practices, legal issues pertaining to confidentiality and increased demand for performance. In coping with these challenges, the headteachers used the guidance and counseling personnel, sourced for funds from Non-governmental organizations and government agencies. Based on the findings, the study concluded that in spite of lack of objectives for AIDS Education the headteachers have the teacher personnel and the infused components of AIDS education which they should exploit on for successful implementation of AIDS Education. The study recommended that the Ministry of Education needs to incorporate specific objectives for AIDS Education in the curriculum to facilitate efforts in implementation. The findings of this study may be useful to the policy makers in realizing the challenges facing implementation of AIDS education in the districts; headteachers to discover successful strategies for implementation; and in providing baseline information for further research in the fight against HIV and AIDS in Busia, Bunyala and Samia Districts.

Keywords: Challenges, Headteachers, Implementation, AIDS Education, Busia, Bunyala and Samia Districts, Kenya.

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

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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). 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). In the secondary schools, the purpose of the AIDS education is to equip the students with the necessary knowledge, skills and attitudes. This would enable them adopt behaviour that would help them prevent being infected with and spreading HIV and AIDS.

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). In support, Sessional Paper No. 1 of 2005 being operationalized through the Kenya Education Sector Support Programme (KESSP) (Republic of Kenya, 2005a) has prioritized implementation of this policy. At the secondary school level, it is the responsibility of the headteacher 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 challenges the headteachers faced in the implementation of AIDS education in secondary school curriculum in Busia, Bunyala and Samia Districts in regard to induction, provision of teaching and learning resources, supervision and evaluation of AIDS education, and in addition find out the coping strategies.

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 head teachers, 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. The data from closed ended questions was analyzed using descriptive statistics such as means and percentages and data from interviews and 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. The reliability of the instruments was determined by subjecting them to a pilot study in six (10%) schools in the Districts, which were not involved in the actual study.

RESEARCH QUESTIONS

The study was guided by the following research questions:

1. What challenges are there for headteachers in the induction of the teachers into the teaching of AIDS education in secondary schools in Busia, Bunyala and Samia Districts?
2. What challenges 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 challenges are there for the head teachers in supervision of the teaching of AIDS education in Busia, Bunyala and Samia Districts?
4. What challenges are there for the headteachers in evaluation of the teaching of AIDS education in Busia, Bunyala and Samia Districts?
5. How do the headteachers cope with the challenges of implementing AIDS education in their schools in Busia, Bunyala and Samia Districts?

RESULTS

Question 1: What challenges 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 challenges they faced in induction of teachers in the teaching of AIDS education in their schools. Their responses were as presented in Table 1.

From the findings in Table 1, the major challenges identified were lack of specific objectives for AIDS education (100%) and integration of AIDS education components into the curriculum (95%). During interviews they indicated that they did not see the need to waste time on induction when their focus was on coverage of the subject objectives listed in the syllabus book. Lack of clear MOE policy directive on how to handle AIDS education was mentioned by 13 (68%) Headteachers while time limitation for HIV and AIDS activities was cited by 11 (58%) headteachers. Negative attitude of the teachers was cited by 48% of the headteachers. During interviews majority of the headteachers (88%) involved in the study felt AIDS education is crucial for behaviour change, but took issue with the integration strategy. They further felt that it was an extra burden as it is not part of their subject, especially since it had no objectives.

Question 2: What challenges 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 respondents were required to indicate the challenges they faced in provision of teaching and learning resources for AIDS education. The challenges mentioned were summarized in Table 2.

Table 1. Challenges Headteachers Faced in induction of teachers in the teaching of AIDS Education Curriculum (n=19)

Challenges	Frequency (f)	Percentage (%)
Objectives of AIDS education	19	100
Integration of AIDS education	18	95
AIDS education policy by MOE	13	68
Time limitation for AIDS education activities	11	58
Teacher attitude	8	42

Table 2. Challenges facing Headteachers in the Provision of Teaching and Learning Resources for the Teaching of AIDS Education as indicated by the Head teachers (n=19).

Challenges	Frequency (f)	Percentage (%)
Inadequate content in AIDS education curriculum	18	95
Inadequate curriculum materials	15	79
Financial constraints	14	74
Bureaucracy in acquiring AIDS materials	7	37
Lack of co-operation from teachers	5	26
Lack of current literature on AIDS	2	11
Accountability for reading materials	1	5

The main challenges cited by the headteachers as per Table 2 in terms of percentages were inadequate content in the curriculum (95%), inadequate curriculum materials (79%) and financial constraints (74%). During the interviews the headteachers added that the components integrated lacked specific topics and objectives for the infused areas and were too minute, scattered and with no specific reference materials. Other challenges included bureaucracy in acquiring AIDS materials (37%), lack of co-operation from teachers (26%), lack of current literature on AIDS (11%) and accountability for reading materials (5%).

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

The headteachers were asked to indicate the challenges they faced in the supervision of the teaching of AIDS education. The challenges experienced as concerned AIDS education were presented in Table 3.

The challenges that faced the headteachers in supervision of AIDS Education were the infusion of AIDS Education (95%), Stigmatization (68%), Time limitation (58%), negative cultural practices (53%) and legal issues pertaining to confidentiality (53%). They explained that infusion presented other challenges such as lack of teacher capacity for effective coverage and irrelevance in some subjects. During interviews they explained that stigmatization was worse where a teacher or student was

known to be positive but had neither declared their status openly nor even confided in the headteacher. On time limitation, the headteachers argued that increased demand for performance relocated AIDS education to the periphery as they (headteachers and teachers) were more concerned about their school and subject mean scores respectively. Other minor challenges cited by headteachers were negative attitude of some students towards AIDS education (42%), Infrastructure such as power supply and lack of space (42%), Lack of co-operation from teachers (26%) and lack of co-operation from the school environment (16%). During student interviews, those in schools which had electricity had seen videos on HIV and AIDS while those without power indicated they had never seen. The headteachers pointed out that they had limited control over what the students did after school. This problem was worse in Bunyala District where the girls fell easy prey to the fishermen and working men due to poverty. The girls eventually dropped out of school and ended up in early marriages which did not last. The marriages broke up and the girls re-married thus spreading the virus more.

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

To answer this research question, the head teachers were asked to indicate the challenges they faced in

Table 3. The challenges Facing Headteachers in the Supervision of the Teaching of AIDS Education as indicated by Headteachers (n=19).

Challenge	Frequency (f)	Percentage (%)
Infusion of AIDS component	18	95
Stigmatization	13	68
Time limitation	11	58
Negative cultural practices	10	53
Legal issues pertaining to confidentiality.	10	53
Students' attitude	8	42
Infrastructure	8	42
Co-operation of teachers	5	26
School environment	3	16

Table 4. Challenges Facing Headteachers in Evaluation of the Teaching of AIDS Education as indicated by Headteachers (n=19)

Challenges	Frequency (f)	Percentage (%)
Lack of AIDS education objectives	18	95
Increased demand for performance in service subjects	16	84
Inadequate curriculum materials	15	79
Negative attitude from students	8	42

evaluation of the teaching of AIDS education. Their responses were as summarized in Table 4.

The major challenges that faced the headteachers in evaluation of AIDS Education in order of significance were lack of AIDS education objectives in the syllabi of subjects (95%), increased demand for performance in service subjects (84%) and inadequate curriculum materials (79%). During interviews they explained that the teachers' schemes of work, requisitions and hence tests were usually closely tied to the objectives.

Question 5: How do headteachers cope with the challenges of implementing AIDS education in their schools in Busia, Bunyala and Samia Districts?

The headteachers were asked to indicate how they coped with the challenges they faced as pertained to induction of teachers, provision of teaching and learning materials, supervision and in evaluation of AIDS education. Their responses were as summarized in Table 5.

Five (26%) headteachers indicated that they used the Guidance and Counselling personnel, 4 (21%) headteachers indicated that they created extra time outside class hours, Two (11%) headteachers indicated that they sent out teachers to workshops and seminars and One (5%) headteacher indicated that they sought funds from the Constituency Development Fund (CDF) committee to deal with the challenge of lack of finances (Table 5). during interviews the headteachers explained that they could use assemblies, games time, weekends

and holidays. However, they added that they rarely did this due to competing demands on school time in pursuit of the mean score in Kenya National Examination Council (KNEC) examinations.

In coping with the challenges in provision of teaching and learning resources, Eleven (58%) headteachers sought resource materials from NGOs and Medical staff to supplement the inadequate learning reference materials, Four (21%) headteachers invited resource persons from Non-Governmental Organizations (NGOs) and Health centres, Two (11%) borrowed some HIV and AIDS materials from neighbouring schools while only one (5%) each used video shows from social workers. However, during interview it emerged that use of generators was minimally done due to lack of funds. On the contrary, video shows from social workers were usually available on request and offered a cheaper alternative to buying a generator.

In an effort to deal with the challenges that faced headteachers in supervision of AIDS Education, five (26%) used dialogue and diplomacy, four (21%) used the teaching staff and discouragement of the negative cultural practices, while two (11%) each stated that they used discussion with teachers and discouragement of stigmatization. During interviews it was revealed that stigmatization was a serious issue and the headteachers encouraged the infected and affected to come out openly and talk about their status and participate in HIV and AIDS activities so as to help de-stigmatize the scourge. In addition, during parents meetings the headteachers seized the opportunity to pass a uniform message discouraging negative cultural practices so that the

Table 5. Coping strategies for the challenges facing Headteachers in Induction, provision of teaching and learning materials, supervision and evaluation of AIDS Education as responded by headteachers (n=19)

Coping strategies	Frequency (f)	Percentage (%)
Induction of teachers		
Use of G&C personnel	5	26
Creating time outside class hours	4	21
Sending teachers to workshops	2	11
Sourcing funds from CDF	1	5
Provision of Resources		
Sourcing from NGOs and hospitals	11	58
Out sourcing qualified persons	4	21
Borrowing	2	11
Use of generators	1	5
Video shows by social workers	1	5
Supervision of AIDS Education		
Dialogue and diplomacy	5	26
Discouraging negative practices	4	21
Use of teaching staff	4	21
Discouraging stigmatization	2	11
Discussions with teachers	2	11
Evaluation of AIDS Education		
Dialogue	7	37
Finding extra time	2	11

parents could reinforce while at home. In dealing with legal issues pertaining to confidentiality the headteachers explained that they encouraged teachers to open up but still respected their decision. Seven (37%) headteachers mentioned dialogue with the teachers as the main way of coping with the challenge of lack of objectives while Two (11%) headteachers indicated that they used extra time to deal with the problem of inadequate time and increased. During the interviews they explained that the teachers were not seeing the need for evaluating AIDS education when it had no specific objectives in the syllabus.

DISCUSSION

Considering the major challenges facing headteachers in induction of teachers, most of them dwelt on integration into the curriculum and lack of clear objectives and the need for syllabus coverage for the mean score. This finding reinforces similar findings by Johnson et al., (2002) on the challenges of introducing HIV and AIDS education into primary school in South Africa which indicated competing curriculum priorities as one of the factors that hampered implementation. According to these findings, there needed to be a reason for teachers to see the need for induction. The AIDS education components need to have specific objectives in subjects where they were infused so that the headteacher could

justify the induction as not wasting time. As regards the funds for training, the ministry of education should have channeled funds to schools for these activities. For instance, according to the Insight Team (2007) the Kenya government had earmarked Ksh 1.36 billion for prevention of HIV and AIDS in educational institutions to be used for teacher induction among other AIDS activities. It is such monies that should be channeled to schools. Although, most of the schools had inadequate teaching and learning materials similar to findings by Jepkorir (2005), the beginning schools were worse hit as some completely had no reference materials from which to get information on HIV and AIDS. From the interviews, like in Jepkorir's study on readability of HIV and AIDS materials, the materials were readable, comprehensive and had familiar terminologies both to the students and headteachers. However unlike in Jepkorir's study, the materials were found to have current information at the time of reception. In addition, most of the schools indicated inadequacy of the teaching and learning materials, just like the in the studies by Anyona (1990) and Jepkorir (2005).

Given the inadequacy of AIDS education content in the curriculum, the teachers and students depended on what was provided in the course books which was not comprehensive enough to pass the message. This was evident during the student interviews when they concurred that for classroom AIDS education, they just used course books. This kind of approach could not

provide significant behaviour change. According to the AIDS education facilitators' handbook, the concept of infusion meant AIDS messages would be passed at appropriate points when the main subject was being taught in any subject depending on the teachers' imagination (KIE, 1999b). Much as this was possible the teachers needed to be given the content to be taught at particular times so that there was progression at every stage to avoid repetition of what other teachers had already discussed with the students. In regard to Inadequate Curriculum Materials Kenya Institute of Education (KIE) needed to produce and avail more AIDS education books particularly for secondary schools. The students during the interviews contended that they mainly used the subject course books and some magazines from the G&C departments. This finding is similar to that of Anyona (1990) which identified lack of teaching and learning materials as one of the factors that affected implementation of the 8-4-4 curriculum.

If AIDS education was to be given the extra attention it so much demanded, then the Ministry of Education (MoE) had to revise the integration to allocate it Specific Objectives, create time for it on the School time table and have it taught as a subject so that the limited funds would also be allocated to HIV and AIDS activities. The teaching and learning materials should have been brought closer to schools, probably at the resource centres and District Education Offices where they could be easily accessed by the concerned schools. Although, AIDS education was infused, teachers had to realize that this was done in a bid to address the HIV and AIDS pandemic which was a national disaster in the country. They therefore, need to co-operate and go an extra mile on realization that they were dealing with adolescents who were in the vulnerable age bracket. The integration of AIDS education has continually been criticized by the teachers as evident from the study by Nyinya (2007). However, the integration was done after a syllabus for AIDS education developed in 1999 failed to take off (Republic of Kenya, 1999). According to Pittman and Gachungu (2006), comprehensive sexuality education appeared to be more effective than Abstinence-only sexuality education. Similarly, the integration approach could be more effective in the teaching of AIDS education especially if teachers were involved in development of the AIDS curriculum so that as the implementers they could feel part of the programme and own it. This made the headteachers to feel that it was worthless to supervise the teaching of AIDS education in schools.

Education has a key role to play in the creation of awareness and mitigation of the effects of HIV and AIDS. According to the KDHS (2003) cited by NACC (2008) in their UNGASS country report for Kenya, the national level of awareness and knowledge of HIV and AIDS is 98%. The report contended that in spite of the high level of awareness stigma and discrimination was still a chan-

lenge to planners and implementers. In North Eastern province for instance, AIDS and sex were still shrouded in stigma, fear and deafening silence so much so that a 16 year old boy in secondary school committed suicide when he tested HIV positive. Besides, to confirm the seriousness of the stigma, a friend to the diseased as cited by (Ongeri and Jubat, May 14th 2008) remarked, 'Had he not committed suicide, the stigma could have surely killed him'. This meant that the students were still ill prepared in management of the pandemic and this was not unique to Busia, Bunyala and Samia districts. Stigma is not unique to the students and teachers alone. According to Ayieko (2008) many health workers in Kenya infected with HIV and AIDS and Tuberculosis would rather die than share their sickness with fellow employees. To further illustrate the seriousness of stigma, NACC has planned anti-stigma campaigns for 2008 to involving religious leaders in to help fight stigma. This study hopes these campaigns will extend to the headteachers so that they get an idea on how to handle the stigma issue in the schools. AIDS education was introduced into the curriculum not only as an emerging issue but as a concern which was a national disaster (Republic of Kenya, 2003). The headteachers as the instructional leaders in the school should have found a way of creating time so that the broad objectives of AIDS education could be achieved. The time could be over weekends and evenings as long as they had a positive attitude. They also needed to influence the teachers to take AIDS education with the seriousness it deserved. Otherwise time limitation is similar to findings by Johnson et al., (2002) who found that competing curriculum priorities hampered implementation of HIV and AIDS education in primary schools in South Africa. Hence most headteachers found supervision of AIDS Education a challenge in their schools.

According to the education sector policy on HIV and AIDS (Republic of Kenya, 2004) the teachers and students have a right to confidentiality of their status. This poses a challenge to the headteachers in supervision of AIDS Education particularly where the infected members have not openly declared their status. The headteachers as the officers charged with implementation of this policy need to find a way of influencing the teachers so that they declare their status and open up avenues to be assisted as indicated in the KESSP (Republic of Kenya, 2005a) and in turn assist the students. The negative attitude of students is not unique to this study as Nyinya (2007) also found that students in Kisumu Municipality had a negative attitude towards AIDS education. For AIDS education to be more effective, they needed a positive attitude that would enable them use the knowledge and skills acquired (WHO/UNESCO, 1994). It was perhaps this attitude that discouraged headteachers from supervising the teaching of AIDS education in their schools. The school environment should be supportive for AIDS education to

be effective with concerted efforts by all the stakeholders. The students come from the community and have to interact with them. However the community should cooperate with the school administration for behaviour change among the students. Poverty as an issue affected the Districts' efforts in the fight against HIV and AIDS like in other parts of the country. This was in congruence with a report in which a German foundation for World Population Organization indicated that at least 56% of young women exchanged sex for money (Fortunate and Wambugu, July 20, 2008). In addition, Ridini (1998) in a study to examine attempts of two communities to adopt HIV and AIDS education into their public schools found that teaching and learning experiences about human sexuality were difficult to implement unless attention was given to the process of community decision making. Likewise the local community should have been sensitized about AIDS education in Schools so that they could support the headteachers efforts.

Lack of objectives probably explains why there were usually very few questions in KNEC examinations as observed by Nyinya, (2007). KIE needed to further review the syllabi to incorporate objectives specifically concerning AIDS education so that it could be schemed for and examined as recommendation in a study by Kinsman et al., (2001) on evaluation of a school based AIDS education programme in rural Masaka, Uganda. The study recommended that for effective implementation of school based AIDS education in Sub-Saharan Africa, it had to be fully incorporated in the national curriculum and be examined. The content of the AIDS education syllabus was systematically organized and provided very good insight into HIV and AIDS for the students. If taught as initially planned, AIDS Education would have realized more positive behaviour change. However, there needed to be teachers particularly trained or inducted to teach it. Whichever way, the subject should be examined so that the students take it seriously.

The problem of inadequate curriculum materials hampered successful implementation of AIDS education particularly at the evaluation stage. The headteachers had to include this aspect when planning for the rest of curriculum evaluation bearing in mind the fact that AIDS was a national disaster. According to the education sector policy on HIV and AIDS, each institution was supposed to have a policy on HIV and AIDS (Republic of Kenya, 2004). This would assist the headteacher in soliciting funds for HIV and AIDS activities in the school, evaluation included. This is in light of a study by Johnson et al. (2002) which found that a school based HIV and AIDS policy facilitated implementation of HIV and AIDS education in primary schools in South Africa. While the Guidance and Counselling Department may have effectively provided the knowledge for awareness it did not deal with the management of the integration. The headteachers therefore needed to supplement what the G&C teachers obtained from the workshops with an

organized induction programme to guide and influence the teachers to teach AIDS education effectively. Creating extra time was an ideal strategy where time was limited for induction, particularly if the time was adequate for the activity such as weekends and holidays. The headteachers had to find time so that the teachers were well prepared in the teaching of AIDS education since it was part of the syllabus and contributed to the mean score in KNEC examinations in spite of the minimal testing. Sending teachers to workshops and seminars did enable a small number of teachers get first hand information which could be used in an organized induction of the teachers. Given that AIDS Education was a new development in the curriculum, induction was necessary for the teachers to embrace it in their lessons. This would be similar to the findings of a study on evaluation of a school-based adolescent sexual health programme in Tanzania, Plummer et al. (2006) which found that most teachers taught well but had difficulty adopting new teaching styles. The CDF offered an opportunity that the school administration may have used to obtain funds for AIDS education (Republic of Kenya, 2004b). Besides, there were other bodies like the Local Authorities Transfer Fund (LATF) (Republic of Kenya, 2003b), DEOs office and the AIDS Control Units (ACUs) at the TSC units where the headteachers could have presented proposals for funding towards induction of teachers in the teaching of AIDS education. The MOE needed to induct the headteachers on the mode of obtaining these funds.

Restricting Attendance saved the limited funds, but also limited the number of recipients who would disseminate the information. The workshops were important for successful implementation of AIDS education and therefore as many teachers as possible should have been allowed to attend. As observed by Johnson et al., (2002) on the challenges facing introduction of AIDS education in South Africa, successful implementation required full and active support of the Principal and regular in-servicing of the teachers. Resource materials from the NGOs and Medical facilities could provide the information, but these were usually prepared for general awareness. KIE needed to prepare adequate materials that were focused and specifically geared towards meeting the goals of AIDS education. Use of resource persons ensured that the topics were handled effectively in terms of the right information. However there was need to have qualified G&C teachers as they were capable of imparting the knowledge as well as meeting the other needs of the students since they understood the students better. Borrowing was a good effort but the headteachers needed to exhaust all the opportunities available to them for provision of the HIV and AIDS literature before resorting to borrowing. At the DEOs office Busia, there were several copies of the Bloom or Doom books, while some schools had no copy at all. Generators could be

effectively used to have video shows for the students. Unfortunately the schools which did not have electricity, particularly the beginning schools are the same ones which could not afford to buy the generators. The headteachers needed to find the easier option and probably write a proposal for funding either from the MOE, CDF or the AIDS funds, so that the students do not miss out too much since their time in school was limited. Use of video shows organized by social workers was another coping strategy headteachers could use as they planned to have the long term power solution.

Teachers are the technocrats on the ground since they are the ones who actually do the teaching of AIDS education. They determine to a great extent the success or failure of AIDS education, and therefore needed to have a positive attitude. The study found that the headteachers generally had a positive attitude towards AIDS education. However, like in Nyinya (2007) study, the problem was the infusion into other subjects. The MOE needed to have organized induction programmes for headteachers and teachers on management of the integration to assist in attitude change. For the students the headteachers needed to encourage anti-AIDS clubs as they had proved successful in motivating students towards behaviour change (Nyinya, 2007). Stigma has remained a challenge among implementers and needs to be addressed in all sectors. As indicated by NACC (2008), that an anti-stigma campaign would be implemented in 2008, this should not only involve religious leaders, but should extend to the School administrators and possibly the teachers to help fight stigma in the secondary schools. Some of the cultural practices such as wife inheritance and early initiation of sex encouraged transmission of the HIV virus. The parents needed to understand this so that they could help the teachers in guiding their children accordingly.

According to the education sector policy on HIV and AIDS, everybody has a right to confidentiality of their sero status (Republic of Kenya, 2004). However, some teachers tend to abuse this principle while they hurt themselves. The headteachers need to find a way of influencing such teachers so as to open up and even declare status at an opportune time in order to obtain the assistance available to them for positive living. Discussion with Teachers was an important administrative duty of the headteachers if they were to influence and direct the teachers' efforts towards greater pedagogic effectiveness as indicated by Okumbe, (1998).

Although, AIDS education lacked specific objectives the teachers needed to use the infused components to sensitize students about HIV and AIDS. However, KIE need to revise the syllabus and include specific objectives to avoid the randomness of AIDS education that could lead to duplication and further discourage students. In order to allocate time for AIDS Education, there is need to be a specific syllabus on HIV and AIDS or specific topics

on HIV and AIDS with specific objectives, and specified modes of evaluation which could bring about the desired behaviour change among the youth. In his study Nyinya (2007) found that both the students and teachers had a negative attitude towards the evaluation procedures and suggested that the systems of evaluation of AIDS education had to be modified to suit the interests of the learners.

CONCLUSION

Based on the findings of the study, it was concluded that the challenges faced in regard to induction of teachers were mainly lack of objectives of AIDS Education, integration of AIDS Education into the curriculum and lack of clear MOE policy directive on management of the integration into the subjects. The challenges experienced in provision of teaching and learning resources were inadequate content in the subjects, inadequate curriculum materials and financial constraints. The challenges faced by headteachers in supervision of AIDS Education were infusion of AIDS education into the curriculum, stigmatization of the infected, negative cultural practices and legal issues pertaining to confidentiality. The challenges experienced by headteachers in Evaluation of AIDS Education were mainly lack of AIDS education objectives, inadequate curriculum materials and increased demand for performance in KNEC examinations.

In dealing with the challenges facing implementation of AIDS Education, the coping strategies used were use of G&C personnel, sourcing from NGO's and medical staff, Dialogue and diplomacy with students and Dialogue with teachers.

RECOMMENDATIONS

In light of the findings and conclusions, the study recommended that AIDS Education should be a specific subject with specific teachers trained to handle the subject. Meanwhile, those handling AIDS Education aspects should have frequently organized induction to increase their competence. The ministry of Education should also introduce lessons for AIDS education in the school curriculum. In order to ensure there are adequate resource material the study suggested that the Ministry of Education should mobilize HIV and AIDS resources from NGOs and central government agencies such as ministry of health, and Teachers' Service Commission AIDS control units, National AIDS Control Council, Constituency Development Fund and Local Authorities Transfer Fund, should be undertaken to finance AIDS education. In addition, a vote head on AIDS education should be introduced in the school budget to finance HIV and AIDS activities, and there should be more HIV and

AIDS publications produced by Kenya Institute of Education and availed to schools.

In order to facilitate supervision of the teaching of AIDS Education, the study emphasized the importance of AIDS Education being made separate subject with specific objectives and enough content. It is also suggested that District education office should have a department to supervise implementation of AIDS for it to be taken seriously. Possibly have a Provincial Quality Assurance and Standards Officer and a District Quality Assurance and Standards Officer specifically in charge of AIDS education. The Kenya Institute of Education should come up with evaluation procedures that would be used to determine behaviour change among the students.

Meanwhile, the headteachers should find out the best mode of evaluation suitable for each subject since the methods used seemed to be subject specific. Finally, the study recommended that there was need for more research to be carried out on the effect of stigmatization on implementation of AIDS Education, since it seemed to be a major issue on supervision of the teaching of AIDS Education.

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