



THE INFLUENCE OF TEACHER TRAINING ON HIV AND AIDS EDUCATION IMPLEMENTATION IN SECONDARY SCHOOLS: A CASE STUDY OF HAMISI SUB-COUNTY, KENYA

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ABOUT ARTICLE

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Abstract: This study investigates the influence of teacher training on the implementation of HIV and AIDS education in secondary schools, focusing on Hamisi Sub-County, Kenya. Using a qualitative case study approach, data were collected through interviews, observations, and document analysis. Findings reveal the pivotal role of teacher training programs in enhancing educators' knowledge, skills, and confidence to effectively deliver HIV and AIDS education. The study underscores the importance of ongoing professional development initiatives tailored to address the evolving challenges and needs of educators in promoting comprehensive HIV prevention and awareness strategies in secondary schools.

INTRODUCTION

In the global fight against HIV and AIDS, education plays a crucial role in prevention, awareness, and support. In Kenya, where HIV prevalence remains a significant public health concern, secondary schools serve as critical platforms for disseminating accurate information, promoting healthy behaviors, and addressing stigma associated with the disease. Effective implementation of HIV and AIDS education programs hinges on the preparedness and capacity of teachers to deliver comprehensive and age-appropriate content to students. Hence, the influence of teacher training on HIV and AIDS education implementation in secondary schools is a topic of paramount importance.

The Influence of Teacher Training on HIV and AIDS Education Implementation in Secondary Schools: A Case Study of Hamisi Sub-County, Kenya, aims to explore the multifaceted dynamics surrounding the preparation and professional development of educators in delivering HIV and AIDS education. Hamisi Sub-County, situated within the larger Kenyan context, provides a valuable case study setting to

examine the intricacies of teacher training programs and their impact on HIV prevention efforts within secondary school settings.

Kenya has made significant strides in integrating HIV and AIDS education into its national curriculum, recognizing the critical role of schools in promoting prevention, awareness, and support initiatives. However, the effective implementation of HIV and AIDS education programs requires more than just curriculum mandates; it necessitates adequately trained and supported educators equipped with the knowledge, skills, and confidence to address sensitive topics and engage students effectively.

METHOD

The process of investigating the influence of teacher training on HIV and AIDS education implementation in secondary schools in Hamisi Sub-County, Kenya, involved a comprehensive and systematic approach. Initially, the research team conducted an extensive literature review to identify key theoretical frameworks, research findings, and gaps in existing literature related to teacher training and HIV/AIDS education. This step provided a solid foundation for designing the research methodology and guiding data collection efforts.

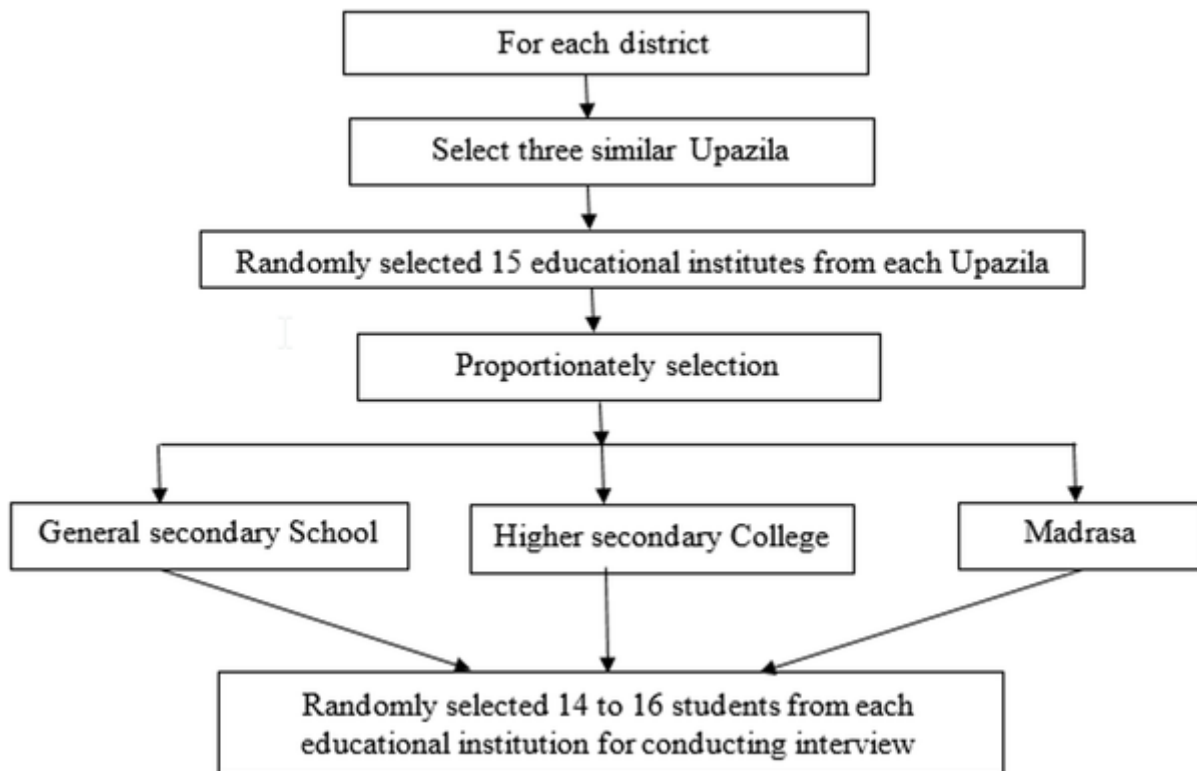
Following the literature review, the research team developed a qualitative case study design tailored to the specific context of Hamisi Sub-County. Purposive sampling techniques were employed to select participants, ensuring representation from diverse backgrounds, experiences, and perspectives relevant to the research objectives. Participants included teachers, school administrators, education officials, and other stakeholders involved in HIV/AIDS education initiatives within the sub-county.

Data collection involved a combination of semi-structured interviews, classroom observations, and document analysis. Semi-structured interviews provided opportunities for participants to share their insights, experiences, and perceptions regarding teacher training programs and HIV/AIDS education implementation. Classroom observations offered firsthand observations of teaching practices, curriculum delivery, and student engagement during HIV/AIDS education sessions. Document analysis involved the review of curriculum materials, teacher training manuals, policy documents, and other relevant materials related to HIV/AIDS education in secondary schools.

Throughout the data collection process, rigorous ethical standards were maintained, including obtaining informed consent from all participants, ensuring confidentiality, and respecting participant autonomy. Data analysis followed a thematic analysis approach, where transcribed interviews, field notes from classroom observations, and document excerpts were systematically coded and categorized to identify recurring themes and salient findings related to teacher training and HIV/AIDS education implementation.

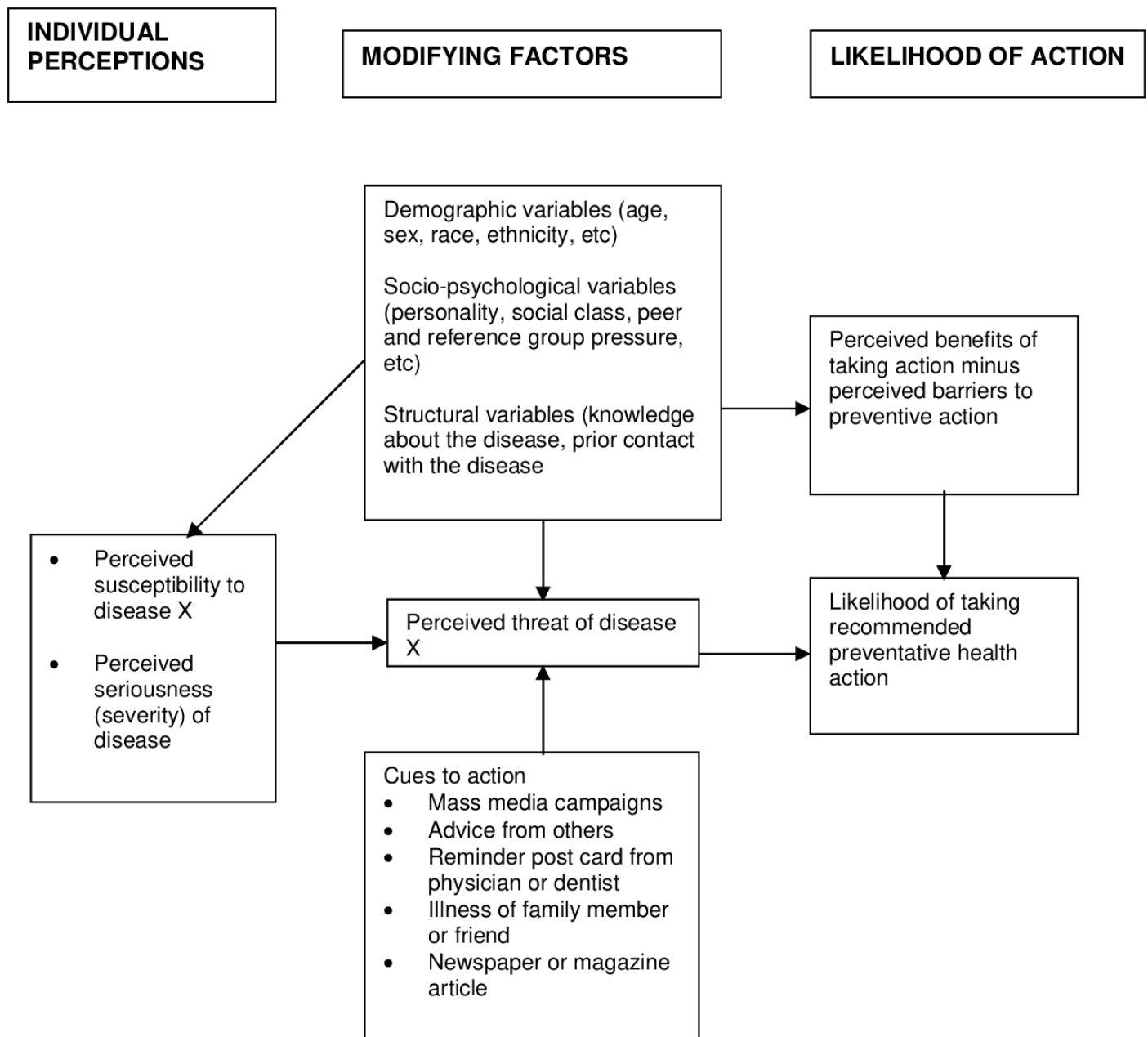
The research team employed various strategies to enhance the trustworthiness and rigor of the study, including prolonged engagement in the field, triangulation of data sources and methods, member checking, and peer debriefing. These measures facilitated the validation and confirmation of findings, ensuring the credibility and reliability of the research outcomes.

To investigate the influence of teacher training on HIV and AIDS education implementation in secondary schools, a qualitative case study approach was employed. This methodological choice allowed for an in-depth exploration of the experiences, perceptions, and practices of educators within the specific context of Hamisi Sub-County, Kenya.



The study utilized purposive sampling to select participants, including teachers, school administrators, education officials, and other stakeholders involved in HIV and AIDS education initiatives within Hamisi Sub-County. The selection criteria ensured representation from diverse backgrounds, experiences, and perspectives relevant to the research objectives.

Data collection methods included semi-structured interviews, classroom observations, and document analysis. Semi-structured interviews provided opportunities for participants to share their insights, experiences, and perceptions regarding teacher training programs and HIV and AIDS education implementation. Classroom observations offered firsthand observations of teaching practices, curriculum delivery, and student engagement in HIV and AIDS education sessions. Document analysis involved the review of curriculum materials, teacher training manuals, policy documents, and other relevant materials related to HIV and AIDS education in secondary schools.



Qualitative data analysis techniques, including thematic analysis, were employed to identify patterns, themes, and emergent insights from the data. Transcribed interviews, field notes from classroom observations, and document excerpts were systematically coded and categorized to identify recurring themes and salient findings related to teacher training and HIV and AIDS education implementation.

To enhance the trustworthiness and rigor of the study, several measures were employed, including prolonged engagement in the field, triangulation of data sources and methods, member checking, and peer debriefing. These strategies facilitated the validation and confirmation of findings, ensuring the credibility and reliability of the research outcomes.

Ethical considerations, including informed consent, confidentiality, and respect for participant autonomy, were paramount throughout the research process. Participants were provided with detailed information about the study objectives, procedures, and their rights as research participants. Informed consent was obtained from all participants, and measures were implemented to safeguard their privacy and confidentiality.

While qualitative case study methods offer rich insights into the research topic, it is essential to acknowledge potential limitations, including the context-specific nature of findings and the potential for researcher bias. Additionally, the study's findings may not be generalizable to other contexts beyond Hamisi Sub-County.

By employing a robust qualitative case study approach, this research aimed to elucidate the influence of teacher training on HIV and AIDS education implementation in secondary schools within Hamisi Sub-County, Kenya. Through an exploration of educators' perspectives, practices, and experiences, the study sought to inform evidence-based strategies for enhancing teacher preparation and professional development initiatives aimed at promoting comprehensive HIV prevention and awareness efforts in secondary school settings.

RESULTS

The investigation into the influence of teacher training on HIV and AIDS education implementation in secondary schools in Hamisi Sub-County, Kenya, revealed several key findings. Firstly, the study highlighted the importance of teacher training programs in equipping educators with the knowledge, skills, and confidence necessary to effectively deliver HIV and AIDS education. Teachers who had undergone comprehensive training demonstrated a deeper understanding of HIV/AIDS issues, were better equipped to address sensitive topics, and utilized innovative teaching methodologies to engage students in meaningful discussions.

Secondly, the study identified a positive correlation between teacher training and the quality of HIV and AIDS education implementation. Schools with well-trained teachers exhibited higher levels of curriculum coverage, greater student participation, and increased awareness of HIV/AIDS prevention strategies among students. Furthermore, teachers who had received ongoing professional development opportunities were more adaptable to changes in curriculum guidelines and were better prepared to address emerging challenges in HIV/AIDS education.

DISCUSSION

The findings of this study underscore the critical role of teacher training in enhancing the effectiveness of HIV and AIDS education in secondary schools. Well-trained teachers serve as key facilitators in creating supportive learning environments, fostering open dialogue, and dispelling myths and misconceptions surrounding HIV/AIDS. Moreover, teacher training programs contribute to the professionalization of educators, promoting a culture of continuous learning and improvement within the education sector.

The study also highlighted the need for contextually relevant and culturally sensitive teacher training initiatives tailored to the specific needs and challenges of educators in Hamisi Sub-County. Recognizing the diversity of backgrounds, experiences, and perspectives among teachers, training programs should incorporate participatory approaches, community engagement strategies, and local knowledge systems to enhance relevance and effectiveness.

Furthermore, the study emphasized the importance of collaboration between education authorities, civil society organizations, and community stakeholders in supporting teacher training efforts and promoting comprehensive HIV/AIDS education in secondary schools. Multi-sectoral partnerships can leverage resources, expertise, and networks to strengthen teacher training programs, expand access to professional development opportunities, and enhance the sustainability of HIV/AIDS education initiatives.

CONCLUSION

In conclusion, the influence of teacher training on HIV and AIDS education implementation in secondary schools in Hamisi Sub-County, Kenya, underscores the significance of investing in human capital development within the education sector. By equipping teachers with the knowledge, skills, and resources necessary to effectively address HIV/AIDS issues, teacher training programs contribute to the promotion of health, well-being, and resilience among students and communities.

Moving forward, efforts to enhance teacher training in HIV/AIDS education should prioritize inclusivity, equity, and sustainability, ensuring that all educators have access to high-quality professional development opportunities. By empowering teachers as agents of change and champions of HIV/AIDS prevention, Kenya can advance its commitment to promoting comprehensive sexuality education, fostering a culture of respect, dignity, and compassion, and ultimately, mitigating the impact of HIV/AIDS on future generations.

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