

**MANAGERIAL FACTORS INFLUENCING THE
IMPLEMENTATION OF HIV/AIDS EDUCATION
PROGRAMME IN SECONDARY SCHOOLS,
THIKA DISTRICT**

**UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION**

**By
Kamau Anne Nyambura**

FOR USE IN THE LIBRARY ONLY

**A Research Project Submitted in Partial Fulfillment for the
Requirements of the Degree of Master of Education in
Educational Administration and Planning.
University of Nairobi**

2004

University of NAIROBI Library



0370253 7

DECLARATION

This research project is my original work and has not been presented for a degree in any other university



**Kamau Anne Nyambura
Student**

This research project has been submitted for examination with my approval as university supervisor.



**Dr. Gerald Kimani,
Senior Lecturer,
Faculty of Education,
University of Nairobi.**

ACKNOWLEDGEMENT

I thank the many individuals whose co-operation has made this study a reality. I am highly indebted to my supervisor Dr. J. N. Kimani for his guidance, patience, constructive criticism and personal interest in the progress of the study.

I am grateful to the District education office Thika district, secondary school headteachers and secondary school HIV/AIDS education teachers in the district for the assistance and co-operation they gave me during the study. I am indeed thankful to the staff of Graben Computers – Thika for typesetting and organizing the first and final report respectively.

I am deeply grateful to my family for the inspiration, patience and support shown in the entire period of the study. Above all I give thanks and glory to my God for enabling me to complete this study successfully.

DEDICATION

I dedicate this work to my husband Mr Maina, my children Victor, Liz, Mark and Martin and my brother Nyutu for their support, encouragement and patience which gave me the will and determination to complete my Master of Education degree programme.

FOR USE IN THE LIBRARY ONLY

ABSTRACT

The main purpose of the study was to determine the managerial factors that influence the implementation of HIV/AIDS education programme. The study used ex post factor design. The subjects for this study were 79 HIV/AIDS teachers in Thika secondary schools. Before the main study, a pilot study was conducted to test the validity and reliability of the instrument. The pilot study led to some modification of the research instrument.

Descriptive statistics mainly frequency distribution, percentages and means were used to analyse the demographic data and other information. The study found out that:-

- Lack of funds/ facilities (resources) was a major obstacle to the management and implementation of the HIV/AIDS education programme.
- HIV/AIDS programme lacked teaching and learning materials.
- There is lack of specific and adequate training for the head teachers and teachers needed in the management and implementation of the HIV/AIDS programme.
- The general negative attitude towards the HIV/AIDS by the headteachers and teachers negatively influenced the management and implementation of the programme.
- Examinable subjects were given the first priority. Headteachers and teachers lacked interest in HIV/AIDS education because it was not examinable hence not included in the timetable.
- Teachers also felt that some students might have lacked the interest in the HIV/AIDS programme due to HIV/AIDS ignorance and the fact that it is not examinable.

Due to lack of rewards, teachers were not motivated to teach the HIV/AIDS education. They also felt there was lack of both financial and managerial support, lack of funds and facilities (resources), lack of qualified personnel and poor attitude towards HIV/AIDS education. These were the managerial factors that influenced the implementation of this programmes.

The study recommended the following:-

- Funds/facilities (resources) for the management and implementation of HIV/AIDS education programme should be provided to the schools.
- Teaching and learning materials should be provided for the implementation of HIV/AIDS education programme.
- Headteachers and teachers should be provided with good specific training necessary for the management and implementation of the HIV/AIDS education programme.
- HIV/AIDS education should be made an examinable subject.
- Headteachers and students should be made aware of the importance of the HIV/AIDS programme.

TABLE OF CONTENTS

Declaration	(I)
Dedication	(ii)
Acknowledgement	(iii)
Abstract	(iv)
List of tables	(x)
List of figures.....	(xi)
List of Abbreviation.....	(xii)

CHAPTER ONE

INTRODUCTION

1.1 Background of the study.....	1
1.2 Statement of the problems	8
1.3 Purpose of the study	9
1.4 Objectives of the study	9
1.5 Research questions.....	9
1.6 Significance of the study	10
1.7 Dclimitation of study.....	11
1.8 Limitation of study.....	11
1.9 Basic assumptions.....	11
1.10 Definition of terms	11
1.11 Organisation of the study.....	12

CHAPTER TWO
LITERATURE REVIEW

2.1 Finance and needed facilities.....	14
2.2 Qualified and experienced personnel for the management of HIV/AIDS programme...	16
2.3 Other factors negatively influencing HIV/AIDS education	20
2.4 Conceptual Framework	26

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Research design	28
3.2 Target population	28
3.3 Sample and sampling procedure	29
3.4 Research instruments	29
3.5 Instrument validity	30
3.6 Reliability of the Instrument.....	30
3.7 Data collection procedures	31
3.8 Data analysis techniques.....	31

CHAPTER FOUR
DATA ANALYSIS AND INTERPRETATION

4.1 Questionnaire return rate.....	32
4.2 Managers/Headteachers response	33
4.3 Managerial factors influencing implementation of HIV/AIDS education programme as stated by headteachers	35
4.4 Headteachers recommendations for the improvement of HIV/AIDS programme.....	40
4.5 HIV/AIDS education programme/Teachers demographic information..	40
4.6 Managerial factors influencing implementation of HIV/AIDS education programme identified by teachers	44
4.7 Teachers recommendations for the HIV/AIDS education programme...	48

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary	50
5.2 Conclusions.....	51
5.3 Recommendation.....	51
5.4 Recommendation for further research.....	52
BIBLIOGRAPHY	53

APPENDICES

Appendix A Thika District secondary schools categories.....	58
Appendix B(I) Research application letter to the principal/managers	60
Appendix B (II) Questionnaire for the secondary school principal/managers.....	61
Appendix C(I) Research application to the HIV/AIDS education teachers.	64
Appendix C(II)Questionnaire for secondary school HIV/AIDS teachers	65
Appendix D Research authorisation letter.....	69
Appendix E Research permit.....	70

LIST OF TABLES

Table No.		Page
1	Gender of headteachers	33
2	Academic qualifications of teachers	33
3	Professional qualifications of headteachers.....	34
4	Headteachers experience in secondary school management	35
5	Funds and facilities (Resources)	36
6.	Number of headteachers who attended HIV/AIDS..... induction course	36
7	Number of HIV/AIDS training courses/ seminars attended by headteachers	37
8	Problems of personnel	38
9	Headteacher's views.....	39
10	Headteachers recommendations	40
11	Gender of the teachers incharge of HIV/AIDS education.....	41
12	Academic qualifications of the teachers	42
13	Professional qualifications	42
14	Teachers experience	43
15	Teaching and learning resources kept in school	44
16	Facilities/Venues for HIV/AIDS lessons	45
17	Teachers trained on HIV/AIDS education programme.....	45
18	Views of the teachers incharge of HIV/AIDS education programme	47
19	Teachers recommendations for the HIV/AIDSSE education programme.....	48

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

LIST OF FIGURE

Conceptual framework.....	26
---------------------------	----

LIST OF ABBREVIATIONS

HIV	-	Human Immune Deficiency Virus
AIDS	-	Acquired Immune Deficiency Syndrome
NACC	-	National Aids Control Council
KIE	-	Kenya Institute of Education
TSC	-	Teachers Service Commission
WHO	-	World Health Organisation
KNASCOP	-	Kenya National Aids & Sexually Transmitted disease control Programme.
MOH	-	Ministry of Health
BA	-	Bachelor of Art
B.Ed	-	Bachelor of Education
BSc	-	Bachelor of Science
M. Ed	-	Master of Education
PGDE	-	Post Graduate Diploma in Education
SI	-	Secondary Teacher One
K.I.E	-	Kenya Institute Education
K.A.C.E	-	Kenya Advanced Certificate of Education
KCSE	-	Kenya Certificate of Education
UNAIDS	-	United Nations Programme on HIV and AIDS
UNESCO	-	United Nations Educational Scientific and Cultural Organization
MOEST	-	Ministry of Education, Science and Technology

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The Acquired Immune Deficiency Syndrome (AIDS) is a group of signs or symptoms of a disease. AIDS is caused by a virus which is known as the Human Immuno Deficiency Virus (HIV). When HIV infects a person, it attacks white blood cells that help the body fight off disease. By attacking and slowly destroying the body's white blood cells, HIV makes a person begin to succumb to various infections which would normally not be a problem when the body's defence system is intact. According to Tuju (1996), HIV corrupts vital body fluids turning blood, semen and even breast milk from being sources of life into instruments of death.

HIV/AIDS presents a significant societal threat to both developed and developing nations. World-wide efforts to develop a drug or vaccine to combat this epidemic have been frantic but elusive (KNASCOP, 1996). The United Nations Programme on HIV and AIDS (UNAIDS, 2002) reported the following as some of the key statistics regarding the global HIV/AIDS pandemic:-

- More than 60 million people have been infected with HIV/AIDS since the pandemic began.
- In 2002, the total number of those living with HIV/AIDS increased to 42 million, up by 2 million from 2001.

- HIV/AIDS is now the leading cause of death in sub-Saharan Africa and the fourth leading cause of death worldwide.
- Five million people, including 800,000 children, were newly infected with HIV in 2002 - 14,000 per day.
- Approximately 3.1 million deaths, including 580,000 children less than 15 years of age, were attributed to HIV/AIDS in 2000 or 8,000 per day.

According to National Aids Control Council (October 2000), HIV/AIDS is an epidemic occurring in every district of Kenya. It is responsible for the deaths of 1.5 million Kenyans since the early 1980s. These deaths have left behind more than 1 million orphans. About 500 Kenyans die each day from AIDS. Estimates suggest that over 2 million people out of a population of 29 million are infected. The cumulative number of deaths due to AIDS may rise to 2.6 million by the end of 2005 (NACC, October 2000)

The World Health Organisation (WHO, 1994) best summarised the uniqueness of AIDS as follows:-

- (a) There is no known cure or vaccine to combat AIDS.
- (b) HIV/AIDS is spread through modes at the core of human sexuality, which is shrewd in mystery and secrecy, making it difficult for a health intervention measures.
- (c) That due to long incubation of the disease (like 10 years) before symptoms are apparent, this leads unwittingly to wide scale infection.

- (d) That the disease is highly stigmatised in the society mainly due to above mentioned reasons.

From 1981 when the first case of AIDS was reported in United States of America among gay community, Centre for Disease Control (CDC, 1981), the AIDS has had unprecedented manifestation that have shaken the very survival of mankind (Pratt, 1988). Since no known cure or vaccine, to combat the scourge has been discovered AIDS education managerial efforts both at national and international level have focused on informing and educating people about the disease (WHO, 1995). Aiken (1997) and the WHO (1988) also states that “in the absence at present of a vaccine or cure for HIV/AIDS, the single important component of National AIDS programmes is information because its transmission can be prevented through informed and responsible behaviour.” However, the number and infection rate globally of HIV/AIDS has increased since the response in many countries have been inadequate (UNESCO, 2000).

One of the major impediments to manage the scourge has been misplaced attitude towards the disease. In United States of America (UNESCO, 2000), it is associated with gay men, in Africa, East Europe and South East Asia, it is associated with prostitutes. This indicates that misplaced attitudes toward HIV/AIDS is one of the managerial obstacles that influence the implementation of HIV/AIDS related programmes.

HIV/AIDS managerial obstacles can also be seen in some of the techniques used to fight it. Malawi and Zambia for example concentrate on providing facts about HIV/AIDS transmission and ignore other fronts of fighting the scourge. This kind of situation was also experienced in

Kenya in that Kenya National Development Plan (1994 – 1996) states that some of the government policies on the management of HIV/AIDS as:-

- (a) That information on AIDS will help people make informed decisions in adopting life styles that slow the spread of HIV/AIDS.
- (b) In absence of a vaccine or cure, health education is the next option.

Consequently, information on the nature of disease, its modes of transmission, its symptoms, testing and prevention was disseminated through posters, pamphlets, books and in the electronic media. Public institutions like schools, colleges, universities, churches and hospitals became avenues of HIV/AIDS health information (M.O.H. 1988). The health programs were premised on the theory of reasoned Action and the Health Relief Model, (Resenstock, 1966). The inherent assumption of these models is that individual human pride and adventures are restrained when faced with a threat to their health (Agglestone Homas and Mossa 1989). Behaviour change is dependent on the extent an individual perceives risks of contracting disease, its severity, degree of exposure to information and conviction that preventive measures have more rewards than costs.

The implementation of health education programme geared towards the behaviour change meant that resources and facilities had to be marshalled from a variety of sources. This was not easy as indicated by the report of secondary school teachers who attended HIV/AIDS seminar at Nyeri in year 2003. This report stated that lack of funds hindered schools in central province of Kenya from sending enough teachers to the HIV/AIDS training seminars in the province (Kiura, 2003).

The fact that adolescent age groups are among the most vulnerable group have been supported in several studies. Secondary school age groups fall in this category. This group has been identified as the most vulnerable. This implies that there is an urgent need to address the management of HIV/AIDS education programme in our secondary schools. The HIV/AIDS syllabus for secondary schools was launched in Kenya in 1999. It was to be taught as a subject on its own or be integrated with other subjects, (Ikiara 2001). However, a case study at the Coast Province of Kenya revealed that some teaching techniques used to teach HIV/AIDS have failed. This is due to the managerial problems influencing the implementation of HIV/AIDS education programme.

Managerial factors influencing HIV/AIDS programme can also be found in the attitude towards HIV/AIDS education programme. Importance attached to these programmes is questionable due to the fact that it is not handled in the same way as other curriculum subjects. This is due to fact that HIV/AIDS awareness information have mainly been disseminated through non-governmental organisation (NACC, 2002). In most cases they liaise with guidance and counselling teachers, school heads or both to teach secondary school students on HIV/AIDS programme. Smith Roeber and Crickson (1955) states that any service towards school whether related to maintenance of school facilities or services to supplement regular classroom instruction requires full support of headteacher and other high ranking education managers. Without their approval and continued support, any initiative to manage HIV/AIDS education programme will “Wither on the vine” because the students and teachers would not like to be at loggerheads with the administration.

Headteachers in secondary school bear the ultimate responsibility of overall management of schools and for maintenance of the tone and all-round standards. They are particularly charged

with great responsibility of fostering the right atmosphere for child growth and development (Mbiti, 1974). Headteachers may delegate but it is their responsibility to see to it that programs both academic and co-curricular succeed. Secondary school managers (heads) have to know how to change the attitudes of teachers involved with teaching about HIV/AIDS and ensuring that the resultant stigmatisation that the sufferers of the disease encounter is addressed. This therefore means that if the secondary schools are effectively to be used in impacting relevant knowledge in fighting HIV/AIDS, the management problem identified must be addressed. Waihenya (2001) reports that laxity among school inspectors may slow down the HIV/AIDS campaign. School inspectors and school heads have to be at it if the fight is to succeed.

Kimengi (1983), in his study on Kenya secondary school teachers' attitudes towards teaching and their job satisfaction stated that teachers were not satisfied with supervision they received from headteachers. This need to be addressed if the school managers/heads have to implement the HIV/AIDS education programme. Teachers must have the confidence with their supervisors. Head teachers in turn must be fully equipped with relevant skills in this case; knowledge and management of HIV/AIDS education programme.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

Kamau (2001) reported that male teachers were not willing to be taught about HIV/AIDS by a woman. This implies that the school heads need to know the impact of duty allocation in order to achieve desired goals. Related to this is what Mbiti (1974) asserts that head teachers must chart out their course with the student at the centre of all learning experiences. Simply put, responsibilities head teachers are charged with have the student as beneficiaries. The importance of this is emphasised by NACC (2003) by stating that Thika district in Central Province of

Kenya has been one of the leading districts with HIV/AIDS infection cases. Most infection occurs within the bracket of secondary school student's age group. If the problem is to be tackled, the school management must be at the centre of programmes aimed to stem the spread of disease.

The Thika District Development Plan (1997 – 2001), indicated that there were 368 HIV/AIDS cases out of 637 patients screened in year 1993. On the other hand, Thika District Development Plan (2002-2008) state that HIV/AIDS prevalence in the District stands at 34%, - the highest in Central province. The implication of this is that out of the districts total population of 701,664 in 2002, about 238, 565 people are HIV positive. This makes the HIV/AIDS hospital bed occupancy to be 60%.

Most of those infected are between the age of 20-49 years. The Education sector has been badly affected with HIV prevalence rate being 17% amongst primary school children and 22% amongst secondary school students. To manage the scourge all stakeholders including educational institutions, private sector etc have been called upon to intensify the campaign against the spread of AID/ HIV since there is no cure. However with HIV/AIDS awareness in the district standing at 95%, prevalence still high, the challenge that faces the district is to translate the awareness into practice so that the rate of prevalence is reduced.(Thika District Dev. Plan 2002-2008)

1.2 Statement of the problem

HIV/AIDS was declared a national disaster in Kenya in 1999 by the then President Moi. Addressing members of parliament, he stated that Aids is not just a serious threat to Kenya's social – economic development but also a real threat to human existence. HIV/AIDS is responsible for the deaths of 1.5 million Kenyans since the early 1980's. These deaths left more than one million orphans. About 500 Kenyans die each day from AIDS (MOH, 2001). Estimates suggest over two million people out of 29 million are infected. The cumulative number of deaths due to HIV/AIDS may rise to 2.6 million by the end of 2005 (NACC 2000).

According to Thika District Development Plan (2002-2008), the epidemic has claimed many lives thus influencing all sectors of economy in the district. The same plan indicates a rise in street children and orphans. Furthermore education has been badly affected with HIV prevalence rates being 17% amongst primary school children and 22% amongst secondary school students (Thika District Development Plan, 2002 – 2008).

Thika District Education office has an officer whose role is to co-ordinate the secondary schools and NGOs in the districts in order to fight the HIV/AIDS epidemic in the district (D.E.O Thika, 2004). This officer is able to do this by using the guidance and counselling teachers as well as managers/headteachers in the secondary schools within the district. Apart from this, the said officer does not practically get involved in the management of HIV/AIDS education programme (D.E.O, Thika 2004). This leaves the headteachers/managers with the task of managing the

programme. Until now, no study has been done to investigate the managerial problems influencing the implementation of HIV/AIDS education programme in Thika district secondary schools. This study therefore attempts to fill this gap.

1.3 Purpose of the study

The purpose of this study was to identify the managerial factors that influence the implementation of the HIV/AIDS education programme in Thika District.

1.4 Objectives of the study

The study aimed at achieving the following objectives: -

- (a) To investigate if the availability of funds and facilities influences the implementation of secondary schools HIV/AIDS education programme.
- (b) To find out if the availability of personnel for the secondary schools' HIV/AIDS educational programme influences its implementation.
- (c) To find out if the attitude towards HIV/AIDS influences the implementation of the HIV/AIDS educational programme.

1.5 Research questions

The study attempted to answer the following questions:-

1. To what extent does the availability of funds and facilities needed for secondary schools HIV/AIDS education programme influence its implementation?

2. To what extent does the availability of the personnel for the management of the secondary schools HIV/AIDS education programme influence its implementation?
3. To what extent does the attitude towards HIV/AIDS influence the implementation of secondary schools HIV/AIDS education programme .

1.6 Significance of the study

The findings of this study may be useful to the Ministry of Education Science and Technology. It will provide a feedback on management of the HIV/AIDS education in secondary schools in Thika District, which has 34% prevalence rates, the highest in central province (Thika District Development 2002- 2008). The result of the study can be used to help the school managers/headteachers, teachers, government policy makers, Government institutions like Kenya Institute of Education (KIE), Non Governmental Organisation e.g. religious bodies, lobby groups, and other education stakeholders in the management and implementation of the HIV/AIDS education programme. This will help in the control and the management of HIV/AIDS pandemic.

The secondary school teachers and all those involved in the struggle against this disease could come up with ways of funding the HIV/AIDS education programme in secondary schools. The study might also be useful to secondary school managers and teachers in understanding the need to recognise and support the programme. The study findings will also be important to scholars in the field of education management.

1.7 Delimitation of the study

The study covered only one district in Kenya; Thika district in the central province. It also focused on the secondary school teachers and headteachers in Thika district. It did not cover the headteachers and teachers handling the HIV/AIDS programme in other district.

1.8 Limitations of the study

There was limited literature on managerial aspects in HIV/AIDS education at the secondary school level in Kenya. Therefore, the lack of sufficient literature made it difficult to have comparison with other studies. Some respondents were not willing to co-operate due to uncertainty of their HIV/AIDS status.

1.9 Basic assumptions

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

When carrying out the study the researcher assumed that:-

- i) The respondents gave honest answers and responses to the items in the study.
- ii) Information on the managerial problems and suggestions that assisted in overcoming the problems were collected using the items in the data collection tools.

1.10 Definition of terms

Attitudes: refers to positive or negative pre-disposition of thinking, feeling, perceiving and behaving in a certain way towards a given situation.

Skills: refers to a type of Art and Craft that results from special training.

Management: refers to the process of working with people and resources to accomplish specific goals.

Headteacher/Manager: refers to a teacher in charge of the management of a school.

Unprotected Sex: refers to sexual intercourse where an exchange of body fluids take place without a barrier such as a condom.

Sexual Risk Taking Behaviours: refers to the act of involving oneself in behaviours that exposes one to the risk of contracting HIV/AIDS such as having unprotected sexual contact, having multi-sex partners and penetrative sexual contacts.

Perceptual of Risks: Refers to perception of risks of the exposure of HIV/AIDS infection.

Pandemic: A widespread epidemic

1.11 Organisation of the study

This study consists of five chapters. Chapter one deals with introduction and sub-titles like background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitation of the study, limitation of the study, basic assumption of the study, organisation of the study and definitions of the terms. Chapter two is devoted to review HIV/AIDS related literature. The literature focuses on what other scholars and researchers have found and said about HIV/AIDS education in various parts of the world eg in America, Asia, Zambia, Coast province in Kenya and Thika District, Central Province, Kenya.

Chapter three discusses the research methodology used and incorporates the research designs, target population, research instruments, data collection and analysis procedures. Chapter four deals with the data analysis and the discussions of the findings. Chapter five provides the summary of the findings, conclusion and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

This chapter presents the literature related to the managerial factors that influence the implementation of HIV/AIDS education programme in secondary schools. The review is divided into various sections. These are; finance and the needed facilities, qualified and experienced personnel and the general attitude of secondary schools managers and HIV/AIDS teachers towards HIV/AIDS and its related education. The summary of the literature review and the conceptual framework of the study are also presented.

2.1 Finance and needed facilities

Any programme needs adequate funds. According to Gutch and Alcorn (1970), the headteacher has to budget sufficient amount of funds to adequately support the programme. However, shortage of funds seems to be a chronic problem in the management of AIDS education. A survey carried out in Cameroon and Tanzania shows that amongst the constraints reported was the shortage of funds from the 71 percent of the AIDS educational programs in those countries (Mann, Ibid). Tonny and Blackie (1992) states that facilities such as films and video shows have been lacking in fight against AIDS in Uganda. Such facilities enables multi-skill approach against the epidemic instead of relying on one method. The National Aids Control Council in Kenya has also been accused of consuming 49 percent of their funds in administrative matters, which is too big a figure while thousands of Kenyans are dying of the disease (Kisiero, 2003).

The implementation of the health programme geared towards the behaviour change meant that resources and facilities had to be marshalled from a variety of sources. This has not been easy as

indicated by the report of secondary schools teachers who attended HIV/AIDS seminar at Nyeri in the year 2003. This report indicated that lack of funds hindered schools in Central province from sending enough teachers to the AIDS training seminars in the province (Kiura, 2001). The NACC (2003) also stated that there is shortage of 288 million Kenya shillings needed to promote behavior change in the 2000 to 2005 five year period.

Teaching resources makes a difference in the students achievement (Maranga, 1993) found that the distribution of resources such as books and equipment is a major factor which accounts for scholastic difference among schools. Eshiwani (1983) also found a correlation between availability of textbooks and achievement. He found that textbooks were even of greater importance to inexperienced teachers who depend more on them than the experienced teachers.

The availability of physical facilities enhance the learning and teaching environment. Ndiritu (1999) indicated that the condition of school building was an important aspect in learning. Therefore, teachers in classrooms with lockable doors and windows could be able to leave the teaching aids in the class for as long as they wished without fear of the damage or theft. Those without lockable doors and windows experienced storage problems.

School facilities have been cited to have an effect on academic performance. Eshiwani (1983) talked of the importance of school facilities. These facilities include libraries, text books, dormitories, visual aids, electricity, water, etc. Heynemann and Loxely (1983) in Mukundi (1999) showed that the presence of the school library related significantly to achievement in Brazil, China, Botswana and Uganda. Southworth and Lofthouse, (1990) also states that a good

physical environment reflected in the school amenities, decorative order and immediate surrounding had a positive advantage to students progress and achievement. Mukundi (1999) also found that lack of facilities is a major contributing factor towards poor teaching and performance and so ought to be a priority of all schools. Bett (1986) carried a study in area of resources and found that poor support from the local community in the development of learning materials and facilities was prevalent in most schools.

Implementation of HIV/AIDS education programme needs the necessary resources. The scarcity of these resources is very common. This is a great obstacle to the implementation of HIV/AIDS education programme in secondary schools.

2.2 Qualified and experienced personnel for the management of HIV/AIDS programme.

Educators needs to be trained to correct misleading information such as the misplaced belief that saliva has a role in HIV transmission (Siegel, 1986). Most secondary school headteachers are appointed to that position of school managers without formal training in school management. Jacobson, Reavers and Logsidon (1953) state that most school principals are only knowledgeable in their subject areas and acquire management skills through personal and job experience. Jensen (1994) is in agreement with this in their statement that the general view in most African Common Wealth Countries was that if one was a good teacher, one was most likely to be a good headteacher. Headship was regarded as a mere extension of good classroom practice. Republic of Kenya (1988) noted that in Kenya, headteachers were appointed from among the serving teachers most of whom had no prior training in institutional management.

The crux of the matter is that for headteachers to perform their management tasks effectively they need training in technical skills, conceptual skills and human relations skills. Jensen (1994) noted that neglect of training is seen as a major bottleneck in educational management, yet little attention is paid to the training of the front – line implementers such as headteachers. In particular, headteachers need training in human relations to enable them manage students personnel and specifically HIV/AIDS education programmes.

Tuju (1996) and Adhola (1985) indicated that headteachers expressed feelings of incompetence and the desire to be trained. Studies by Adhola (1985) and Obudho (1987) established that the greatest challenge headteachers faced was in performing students personnel management task. It is reinforced by Jensen (1994) when he stated that headteachers face constant problems of student control and discipline manifesting itself in form of violent riots and demonstrations. Tuju (1996) highlighted major challenges that headteachers face in personnel management tasks.

A survey by Waihenya (2001) revealed that teachers have neither been trained on the teaching skills nor are they versed adequately in the context of the HIV/AIDS education programme for secondary schools. The Kenya Institute of Education (2001) also reported that there are no qualified teachers to teach HIV/AIDS education programme in secondary schools. They are only taught through seminars organized by the Institute.

A critical analysis of the teachers' college syllabuses indicate that AIDS education is yet to be introduced as a subject to be studied by the teacher trainers (Republic of Kenya, 2003). However student teachers are being encouraged to intergrate the AIDS education with all the other

subjects, the analysis further shows. Beebout (1972) in Kathuri (1986) found out that teaching experience was associated with high educational outcome and teachers receiving more pre-service courses therefore strengthened their teaching ability. Teachers qualifications have been identified as a crucial factor influencing achievement in any education programme. Bett (1986) revealed that the major factors influencing implementation of school programmes were unequal distributions of graduate teachers and ineffective role played by teachers and headteachers. Eshiwani (1982 and 1983) also reported a correlation between the implementation of curriculum and the teacher characteristics which include his/her qualifications. Quality of teachers played an important role in the performance in schools. Bett (1986) found that the quality of teaching staff in Kenya was a main determinant of students performance in the examinations. A World Bank Report (1986) noted that the number of years of schooling of a teacher was the most consistently positive and significant contributor to students achievement. The report further noted that an additional year of educational attainment by the teacher raised achievement by 1.5 points. Through education, a teacher gains fundamental cognitive skills, which are necessary when teaching. Nguru (1987) also found that not only the teachers qualifications that mattered but also their academic qualifications. The then District Commissioner of Kiambu district is quoted to having attributed poor standards of education in the district to dumping of untrained teachers in the area (Kanja D Kenya Times June 18, 1988 p.13).

Well qualified and experienced teachers are able to use variety of good teaching methods for any educational programme. World Bank (1981) noted that a great success was achieved in Uganda in AIDS education through the use of various methods like concerts and songs. Olembo et al (1992) noted that the quality of a headteacher matters in students achievements. He says the way

the headteacher structures and administers the school, his/her relationship with the school system, teachers and students has a strong effect on the students achievement. Well qualified headteacher is able to manage school programmes effectively. Wiseman in Karini (1984) explained that large schools perform better than smaller ones because they tend to attract better qualified headteachers who delegate and offers proper and conducive administration leading to high attainment in education and other co-curriculum activities.

The highly qualified and experienced headteacher is also able to use good management methods. Duignan (1986) identified school leadership as a crucial factor in the success of a school. He identified activities that constituted effective leadership by school principals to include setting an atmosphere of order, creating a climate of high expectations for staff and students, encouraging collegial and collaborative relationships and building commitment among students and staff to the school goals. The school organization climate influences performance. Sandy (1988) in Ndiritu (1999) in his study with 286 academic and technical vocational teachers in the Republic of Trinidad and Tobago sought to establish factors that made teachers more effective. He found that teachers performance was related to school climate. A study by Southworth et al (1990) revealed a correlation between school climate characterised by rewards for academic excellence and good discipline being valued by teachers and students have an influence on students achieving more. Studies done by Mortimore (1988) as quoted in Ndiritu (1999) showed that effective administration methods are characterized by less emphasis on punishment and critical control. A greater emphasis on praise and reward are beneficial. Teachers encouraged self-control on the part of the students, rather than emphasizing the negative impacts of their

behaviour. Disciplinary methods then had an effect on performance. The method involved should take the sting out of the final decision (Southworth and Lofthouse 1990).

Implementation methods have been cited as a major factor which affects performance. Eshiwani (1982) indicated a strong correlation between teaching methods and pupils performance at C.P.E. The then PDE Central Province also said poor performance was due to lack of quality teaching rather than doctoring of results (Kanja D, Kenya Times June 18, 1988 p. 13).

Dadey and Harber 1991 maintain that training has a major advantage over trial and error apprenticeship in that it helps to organize and discipline knowledge which would otherwise only be gained after prolonged and possibly wasteful experiences. Like any other form of education, HIV/AIDS education requires competence, knowledge and skills which are learned. Therefore, headteachers need to be trained in managerial skills in order to effectively manage HIV/AIDS education programme in secondary schools. Teachers handling this programme also need to be trained in the skills needed in the implementation of HIV/AIDS education programme. This can help in the achievement of the objectives of the HIV/AIDS education programme.

2.3 Other factors negatively influencing HIV/AIDS education

The attitude of the secondary schools managers towards HIV/AIDS education programme is critical as it influences the attitude of those others involved either as recipients as in the case of students or as implementors as in the case of teachers. Moser (1963) stated that the headteacher can produce an atmosphere of cooperative enterprise simply by the example of his/her own

attitude. This means that the students and teachers emulate the example set by the headteacher. K.I.E (1999) noted that in secondary schools where the headteacher has a positive attitude towards any school programme, there is very good response even from the students on these services. The headteacher, by example has to reflect the awareness of the need of HIV/AIDS education programme in the school. This means that the headteacher has to make clear to staff, students and members of the community what the HIV/AIDS Education programme entails. According to Gutch and Accorn (1970) the success of the programme depends upon a state of readiness of the school staff to accept, contribute to and utilize the service. This implies that for HIV/AIDS education programme to succeed teachers, students and school community need to have positive attitudes towards it. Headteachers need to highly regard HIV/AIDS education programme.

Headteachers, teachers and those involved in the management of education seems to have a different attitude towards HIV/AIDS education as compared to that of other subjects in the curriculum. Republic of Kenya (2003) revealed that inspectors who were supposed to be giving direction to HIV/AIDS education portrayed laxity. According to Russel (1998), teachers prefer to teach the examinable concepts of their subjects. He continued to state that even the lessons set aside for AIDS lessons were used to teach other subjects. They ignored to teach HIV/AIDS because it was not examinable. AIDS education programme in Cameroon and Tanzania were being abandoned by managers who preferred to do other duties with more gains than AIDS education.

Time allocated to teaching and learning is an important managerial factor in the achievement of the objectives of any education programme. Comber and Kneevs (1973) have observed that within limits, the more hours allowed for instruction in a subject the higher the achievement of the intended goals. Importance of time for the achievement of any education programme can not be ignored. According to Eshiwani (1983), many schools lost a lot of teaching and learning time at the beginning and the end of the term. This could be accounting for the many failures at national examination due to lack of syllabus coverage. Bishop (1985) observes that trying to achieve too much too fast can have opposite results from the expected. It is unlikely that adequate time is given to the management of the HIV/AIDS educational programmes, under the current system of education.

Macharia (2002) in his study of motivational and job satisfaction needs of secondary schools HIV/AIDS education teachers in Murang'a district indicated that there was poor turn up of students during counselling sessions that were used to teach HIV/AIDS education. This can be attributed to the teachers and students unfavourable attitudes towards the HIV/AIDS education programme. Kamau (2001), revealed this by stating that when male heads were invited for the AIDS education management seminars, they felt uncomfortable discussing the sexual matters with the woman who was in charge of the programme.

The negative attitude towards HIV/AIDS in the world held by the headteachers, teachers and students makes its education management very difficult. For instance, the perception of the risk of contracting HIV/AIDS is one of the managerial obstacles surrounding this pandemic. This is so because one of the reasons given for the spread of the HIV/AIDS is the failure of people to

perceive themselves as individuals who can as well be at risk of infection (WHO, 1995). In United States, people associate it with gay men whereas in Africa, Eastern Europe and South East Asia, it is associated with prostitutes UNESCO (2000). A study in Kagera region in Tanzania by Mbalu (1989) on perception and interpretation of HIV/AIDS revealed that majority of 426 people studied wrongly believed that this is a disease affecting only bar-maids, commercial sex workers and truck drivers. Nzioka (1994), deduced similar findings from a study of lay perception of risk of infection and contraction of safer sex. From the 29 people diagnosed, Nzioka's study revealed that the risk of having AIDS was construed not as a function of risk taking behaviour per se, but as having sex with a particular group of people.

A number of studies have revealed that individuals believed that they are not at risk of contracting HIV/AIDS even when they were involved in behaviour which could predispose them to HIV/AIDS infection (Turner Anderson, 1988). This is in harmony with (Pitts, 1995) and WHO (1995), that states that one of the reasons given for the spread of the HIV/AIDS is the failure of individuals to perceive tremendous risk of infection. Such low perception of risk even for those engaging in sex risk taking behaviours makes the implementation of HIV/AIDS education programme very difficult.

Some of the reasons why individuals do not perceive themselves to be at risk of contracting HIV/AIDS as summed up by Rosenstock (1996) and Weinsternin (1984) are:-

- That AIDS is a disease of minority.
- Optimistic belief.
- Consideration of reward cost pay off.

- Over estimation of prevalence of history behaviours.

The HIV/AIDS education programme also experiences managerial obstacles due to this pandemic prevention methods. According to WHO (1994) the main models of preventing HIV/AIDS) infection include:

- Complete abstinence from sexual contacts.
- Use of Condoms during sexual contacts.
- Having one uninfected sexual partner.
- Avoidance of having sexual contacts with prostitutes and casual partners.

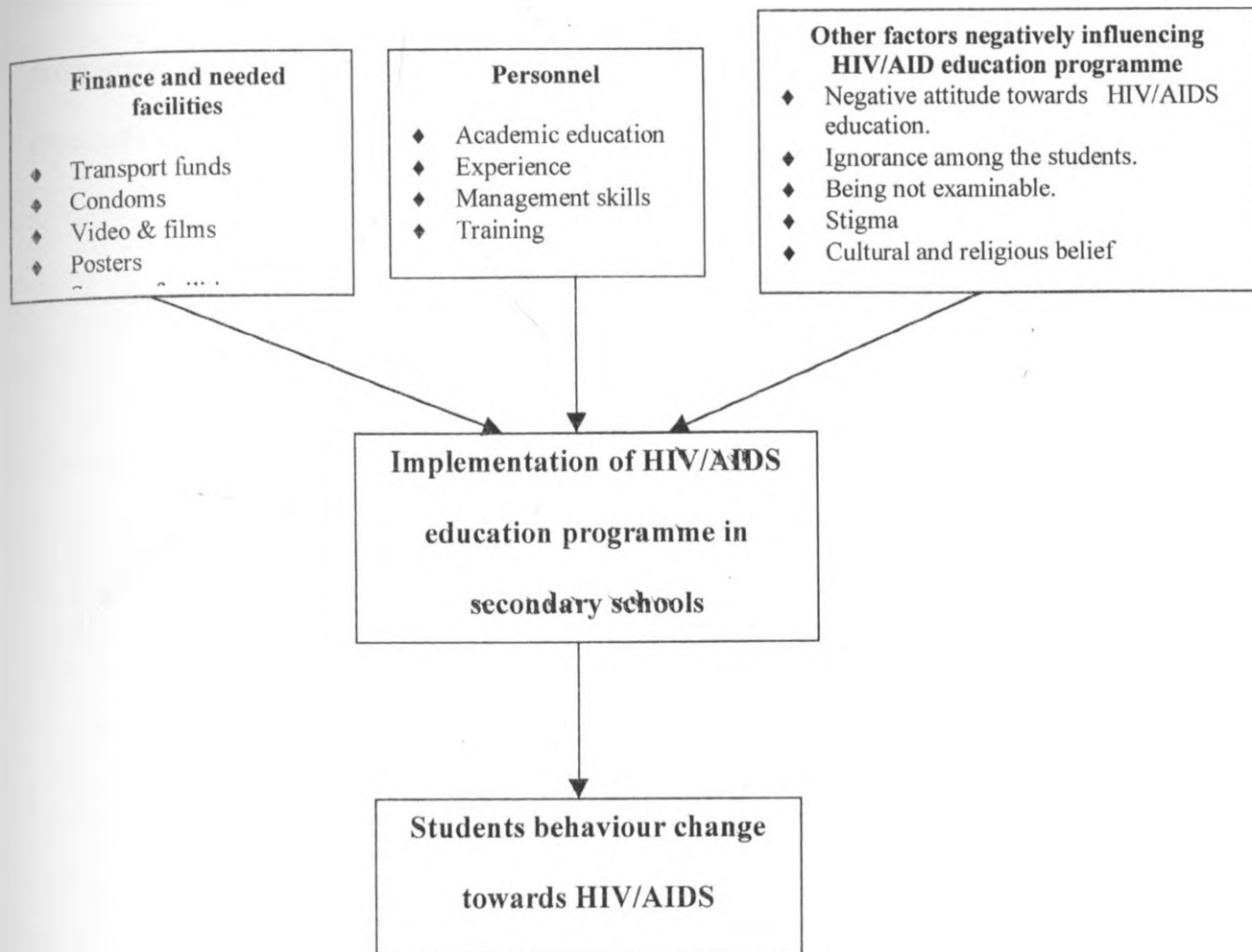
The attitude held by the school managers and the teachers is that the above HIV/AIDS prevention methods are difficult practices to influence the students in accepting and practicing them. More so it is difficult to measure the level of such influence.

The above HIV/AIDS education managerial obstacles are reflected in a cross sectional survey. This was conducted among 852 secondary students in Arusha, Northern Tanzania, to predict determinants of sexual debut and recent condom use among students. Konings (1984), found out that all together 528 student were sexually active. The study also revealed that incidence of debut increased with grade-level but decreased according to religious affiliations. Condom use increased with level of education but gender was not so significantly linked to increased condom use. Condom use was only particularly infrequent among casual sex partners. Male students believed that condoms are HIV/AIDS implanted and expressed fear about using them even when they were made available. About 48 percent of the respondents in Oluoch's (1993) study in Kenya knew that they could contract HIV/AIDS if they did not use condoms, very few actually

did use them. Condom use increase with levels of education but gender was not significantly linked to condom use. All these are related with what was found in Bali, Indonesia. Anderson (1991) found that despite the high level of HIV/AIDS awareness, respondents indicated partner selection and prophylactic use of antibiotics as effective preventive methods. The myth of having sex with 'clean people' is widely held.

2.4. Conceptual Framework

Figure 1: Conceptual framework of the factors influencing the implementation of HIV/AIDS education programme in secondary schools



The above conceptual framework shows that the implementation of HIV/AIDS education programme is influenced by the availability of resources, the needed personnel and the general attitude towards HIV/AIDS and its related education. These factors are generally managerial in nature and they significantly determines the success or failure of the HIV/AIDS education programme. Student positive behaviour change in relation to the HIV/AIDS pandemic is the expected outcome.

CHAPTER THREE

RESEARCH METHODOLOGY

The chapter presents the research methodology used in identification of factors influencing the management of HIV/AIDS education in secondary schools in Thika District. It describes the research design, area of study, target population, sample and sampling procedure, instrumentation, data collection procedure and data analysis techniques.

3.1 Research Design

The design for this study was ex-post facto. According to Tuckman (1978) an ex-post facto research is one in which the investigator examines the variables without manipulating them. This design was suitable because the variables involved in the study, for instance qualifications, attitude, finance and facilities were not manipulatable. For example, the attitudes that were examined were those that had already formed in the school manager and the HIV/AIDS education teachers. Hence the choice of the design.

3.2. Target Population

The target population of this study was 79 secondary schools headteachers and 79 HIV/AIDS teachers in public secondary schools in Thika district. These teachers are the ones in charge of HIV/AIDS education programme in the secondary schools. Record in Thika District Education Office (2004) shows that there were 79 secondary schools in the district. This means that all the secondary schools were in a position to provide information on the managerial factors influencing the implementation of HIV/AIDS education programme.

3.3. Sample and Sampling Procedure

In the study all the headteachers of all the secondary schools were included. The headteachers incharge of the HIV/AIDS education programme in every school were used. This means that the 79 headteachers and the 79 teachers in all the 79 secondary schools in the district were taken as the sample of the study.

3.4. Research Instruments

The main research instrument in this study were questionnaires. There were 2 sets of questionnaires, one for the headteachers and one for the teachers incharge of HIV/AIDS education programme. The questionnaires for the study had been partly developed by the researcher and partly adopted from the study by Ndiritu (1999). One advantage of using the questionnaire was that questions for each respondent were framed in the same way therefore allowing uniformity for all respondents. Document analysis was done from the headteachers and teachers official documents like the school time-table, progress record among others.

3.4.1 Headteachers and teachers questionnaires

The headteachers' questionnaire had 12 items. These items were designed to get information on the headteachers' personal background, availability of funds and facilities, availability of personnel and teachers attitude towards HIV/AIDS education programme. Two types of questions were given in the questionnaire, structured and open-ended questions. On the other hand teachers' questionnaires had 18 items which were also intended to get information such as

academic and professional qualifications, their views on resources, facilities availability, personnel training and experiences on HIV/AIDS education and the general attitude towards it.

The questions were of two types, structured and open-ended. In both headteachers and teachers questionnaires, respondents were required to fill in the space provided in the open-ended questions. In the structured ones, several answers were among those the respondents were to choose from.

3.5 Instrument Validity

To enhance the instrument validity, a pilot study was carried out. The pilot study was expected to help the researcher in the identification of items in the research instrument that might be ambiguous in eliciting the relevant information. Modification was done after appraisal of the instruments by the supervisor. Mulusa (1988) recommends the use of 30 cases, which represents the target population in all the categories of questionnaires for the pilot study. In this case, the researcher randomly selected 10 schools. The 10 headteachers questionnaires were issued to the headteachers. In the same schools, 10 teachers questionnaires were issued to the HIV/AIDS education teachers.

3.6 Reliability of the Instrument

The researcher used the split-half method as recommended by Nachimias and Nachimias (1976). This involves splitting the instrument into two; one half of even numbered items and the other of odd numbered items. The correlated results value provides the internal consistency of one half, that is, the degree to which the two halves of the test are equivalent or consistent in terms of

items (Nachimias and Nachimias, Ibid). The even numbered items were then correlated using Pearson Correlation Coefficient formulae. This gives the correlation of half the test. Brown Prophecy formulae was applied and the instrument was found to be reliable.

3.7 Data Collection Procedures

The researcher administered the questionnaires for both the pilot and the main study. A research permit was obtained from the office of the president. Headteachers and HIV/AIDS education teachers of Thika district secondary schools were contacted after which the schools were visited for the distribution of the questionnaires. The filled questionnaires were collected after 5 days. In the process of doing this, the researcher tried to create rapport with the headteachers and the HIV/AIDS education teachers who were the respondents. The purpose of the study and the way to respond to the questionnaires was also explained to them. In a majority of the schools, the questionnaires were completed the same day, while in a few schools the researcher made a second visit.

3.8 Data Analysis Techniques

Data was edited to identify spelling mistakes and any other wrongly answered or un-responded items. It was then classified according to gender, academic qualifications, professional qualifications and the working experience. To ease the analysis, the data was then put into three main categories. These are the funds and facilities, personnel for the implementation of HIV/AIDS education programme and headteachers and teachers general attitude towards HIV/AIDS education programme. Descriptive statistics such as frequency distributions, percentages and means were used mainly to analyse the data.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This chapter deals with data analysis and interpretation and its purpose is to analyse the data and present the results of the study. The chapter is presented under three sections: the first is demographic information about headteachers and the teachers in Thika District Secondary Schools. The second part deals with information related to managerial factors that influence the implementation of HIV/AIDS education programme. These factors are described under the availability of funds/facilities, availability of personnel and the attitude towards HIV/AIDS. Under this section, an attempt was made to answer the research questions as well as address the objectives of the study. The last part relates the managerial factors influencing the implementation of HIV/AIDS education programme to the headteachers and the teachers views and opinions regarding the programme. Their suggestions on how the management and implementation of the programme can be improved are also included.

4.1 Questionnaire Return Rate

Two questionnaires were used in collection of data. These were secondary headteachers and teachers questionnaires. In each case, the total was 79. Only 56 headteachers questionnaires were returned duly filled. This was 70 percent return rate. From the teachers 75, duly filled questionnaires were given back. This formed 94 percent return rate.

4.2 Managers/Headteachers Response

Headteachers demographic information

Gender

Table 1: Gender of headteachers

Gender	Frequencies	Percent
Male	30	53.6
Female	26	46.4
Total	56	100.0

There were 30 males comprising (53.6%) and 26 females comprising (46.4%). This showed there were more males than females headteachers in Thika district.

Table 2: Academic qualifications of headteachers

Qualification	Frequencies	Percent
Masters of Education (M.Ed)	10	17.9
Bachelor of Education (B.Ed)	35	62.5
Kenya Advanced Certificate of Education (KACE)	10	17.9
Kenya Certificate of Secondary Education (KCSE)	1	1.8
Total	56	100.0

Most of the respondents were Bachelor of Education graduates forming 62.5% (35). The headteachers with Master of Education were 10 (17.9%), 10 (17.9%) had KACE and only one (1.8%) had KCSE.

Table 3: Professional qualifications of headteachers

Profession	Frequencies	Percent
Master in Education	10	17.9
Bachelor in Education	35	62.5
Diploma in Education	1	1.8
Approved Graduate	10	17.9
Teacher (S1)	10	17.9
Total	56	100.0

Majority of the Principals 62.% (35) were qualified with Bachelor of education , 10(17.9%) had a Master in Education, 10 (17.9%) approved graduate teachers and only one had Diploma in education.

Table 4: Headteachers' experience in secondary schools management

Years	Frequency	Percent
1 – 5	41	77.3
6 – 10	11	20.8
11 – 15	0	0.0
Over 15	1	1.9
Total	53	100.0

The number of years the respondents have been secondary school managers ranged from one year to sixteen years with a mean of 4 years. The duration they had stayed in the district where the study was carried out (Thika district) ranged from one year to ten years with a mean of 3 years. The study revealed that most headteachers were not experienced in management since 77.3% had an experience of one to five years.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

4.3 Managerial factors influencing implementation of HIV/AIDS education programme as stated by headteachers

4.3.1 Funds and facilities (resources)

According to the headteachers, lack of funds was the main managerial factor influencing the implementation of HIV/AIDS programme (40.1%). This was closely followed by lack of personnel with 32.9% and then attitude with 27.1% as shown in the table.

Table 5: Funds and facilities (Resources)

Resources problem	Frequency	percent
Lack of funds and facilities (resources)	23	24.0
Lack of enough teaching materials (textbooks, videotapes, posters, newspaper, magazines, photographs, syllabus	13	14.1
Corruption	1	1.1
Total	37	40.1

This indicates that the lack of funds and facilities is the factor that mostly influences the implementation of HIV/AIDS education programme.

4.3.2 Lack of HIV/AIDS education personnel

Table 6: Number of headteachers who had attended HIV/AIDS induction course

Headteacher/course	Frequency	Percent
Headteachers who had attended	20	37.7
Headteachers who had not attended	33	62.3
Total	53	100.0

Out of 56 principals 20 (37.7%) said they had attended an induction course for HIV/AIDS education management whereas the rest 62.3% had not. This is an indication that the number of personnel qualified to teach HIV/AIDS is inadequate.

According to headteachers, the Thika district secondary schools teachers who had attended HIV/AIDS education training were 46. The qualification of these teachers who were trained to teach HIV/AIDS education were mostly graduates followed by those with Masters' degree and a few with KACE qualifications.

Table 7: Number of HIV/AIDS training courses/ seminars attended by headteachers

Number of Courses Attended	Frequency	percent
I	17	63.0
II	7	25.9
III	3	11.1
Total	27	100.0

Only 27 headteachers had attended training courses/seminars and out of this number 17 (63%) had attended only one, 7 (25.9%) had attended 2 and only 3 (11.1%) had attended 3. The year when they attended the training ranged from 1999 to 2004 with majority having attended in year 2003. This points on the need to provide more HIV/AIDS education personnel for the good management of the programme.

Table 8: Problems of personnel

Problems	Frequency	percent
Lack of well- trained HIV/AIDS teachers	17	18.5
Lack of enough teachers	4	4.4
Lack of teaching time due to heavy workload	4	4.5
Lack of ministry of education personnel to support the programme	2	2.2
Lack of experienced teachers	3	3.3
Total	30	32.9

The above table reveals that there is lack of enough HIV/AIDS education personnel. This is a real managerial obstacle that badly influences the implementation of the HIV/AIDS education programme. This is true for there is no programme that can succeed without enough qualified personnel

4.3.3 Other factors negatively influencing HIV/AIDS education programme

Table 9: Headteachers' views

Attitude	Frequency	Percent
Negative attitude toward HIV/AIDS	5	5.4
Ignorance among students	1	1.1
The subject is not examinable	5	5.4
Stigma (Viewed as immoral disease)	12	13
Cultural and religious belief	2	2.2
Total	25	27.1

Though in a minor way, the attitude towards the HIV/AIDS education is another problem that influences the implementation of this programme. This problem and the other two discussed above could be some of the major managerial factors influencing the implementation of the HIV/AIDS education programme. As the headteachers indicated there is a need to look for a solution if this programme is to succeed.

4.4 Headteachers recommendations for the improvement of HIV/AIDS programme

Table 10: Headteachers Recommendations

Recommendations	Frequencies	Percent
Financial assistance for HIV/AIDS education	15	16.1
Train more teachers in HIV/AIDS education	32	34.4
Provide enough teaching materials	10	10.8
Make the subject examinable	10	10.8
Government to effectively support the programme	8	8.6
To allocate enough teaching time for the subject	7	7.5
To involve qualified counselors in teaching Ministry of Education and school managers support	3	3.2
Programme to be well planned by the government	7	7.5
	1	1.1
Total	86	100.0

Headteachers therefore suggested ways in which the major problems of HIV/AIDS education programme can be solved. By so doing they cited training of teachers as the main solution (34.4%). Other suggestions were financial assistance (16.1%), providing teaching materials

(10.8%) making the subject examinable (10.8%). These would improve the management of HIV/AIDS education programme.

4.5 HIV/AIDS education programme (teachers response)

Teachers demographic information

Age:

The teachers were asked to indicate their age and the youngest schoolteacher was 24 years of age and the oldest was 54 years of age. The mean age was 35 years.

Table 11: Gender of the teachers incharge of HIV/AIDS education

Gender	Frequency	Percent
Male	36	48.0
Female	39	52.0
Total	75	100.0

A total of 36 male teachers which formed 48.0% filled the questionnaires and 39 female teachers comprising 52.0% did the same.

Table 12: Academic qualifications of the teachers

Qualification	Frequency	Percent
Master of Education	5	6.7
Bachelor of Education	59	78.7
KACE	9	12.0
KCSE	2	2.7
Total	75	100.0

Majority of the teachers were graduates. They formed 78.7% (59), those with Masters degree were five (6.7%) and K.A.C.E were 12.0% (9) and those with K.C.S.E qualification were two forming 2.7%. This implies that most of the teachers incharge of HIV/AIDS education programme were academically qualified.

Table 13: Professional qualifications

Profession	Frequency	Percent
Master of Education	5	6.7
Bachelor of Education	51	68.0
Diploma in Education	6	8.0
Approved graduate teacher	7	9.3
S1 teachers	2	2.7
Bachelor of Science	4	5.3
Total	75	100.0

Only five (6.7%) of the teachers respondents had master degree of education. Majority had bachelors of education and they were 51 forming 68.0%, those with diploma in Education were 6 (8%), Approved graduate teachers were 7 (9.3%) while S1 teachers were 2 (2.7%). The teachers incharge of HIV/AIDS education programme with Bachelor of science were 4 (5.3%)

Table 14: Teachers' Experience

Category	Frequency	Percent
1 – 5 years	49	84.6
6 – 10 years	5	8.6
Over 10 years	4	6.8
Total	58	100.0

Majority of the teachers (84.6)% had been teaching HIV/AIDS for 1 to 5 years. The rest 8.6% had taught 6 to 10 years and those who had taught for more than 10 years comprised 6.8%

Out of 75 teachers 58 have been teaching HIV-AIDS education teachers, with a mean of 3 years of teaching, a maximum of 15 years and a minimum of 1 year of teaching experience. The longest time a teacher has been in that particular school was 18 years, shortest time being 1 year and a mean of 3 years.

4.6 Managerial factors influencing implementation of HIV/AIDS education programme as stated by teachers

4.6.1 Funds and facilities(resources)

Table 15: Teaching and learning resources kept in school

Learning Resources	Frequency	Percent
Lack of government support	39	20.5
Lack of funds/resources	36	18.9
Text books on HIV-AIDS and student attendance registers	38	20.0
Official files and student progress records	22	11.6
Magazines, posters and journals on HIV-AIDS	30	15.8
Newspaper scripts on HIV-AIDS	23	12.1
Video script about HIV-AIDS	2	1.1
Total	190	100.0

The resources for implementing the HIV/AIDS education programme are not adequate. Lack of funds/resources was a major obstacle 36(18.9%), textbooks and student attendance registers 38 (20.0%), magazines, posters and journals 30 (15.8%), newspapers scripts on HIV/AIDS 23(12.1%) and the video scripts on the HIV/AIDS were only 2 (1.1%). Table 16 gives more

proof of the problem of facilities hindering the effective implementation of HIV/AIDS education programme.

Table 16: Facilities/Venues for HIV/AIDS lessons.

Facilities/Venue	Frequency	Percent
School classrooms	59	83.1
School halls	8	11.3
Churches	2	2.8
Open air meetings within the school compound	2	2.8
Total	71	100.0

Depending on the person tackling the HIV/AIDS education program most of the lessons were conducted in school classrooms (83.1%), school hall (11.3%) also in churches and in the open air within the school compound.

4.6.2 HIV/AIDS education personnel

Table 17: Teachers who had attended HIV/AIDS education training

Training	Frequency	Percent
No. of teachers trained	31	41.3
No of teachers not trained	44	58.7
Total	75	100.0

Thirty-one teachers forming 41.3% had attended training on HIV; the rest 58.7% (44) had not attended. Among them 80.0% thought the training was not adequate, the rest 20.0% (7) thought it was adequate. This implies that there should be more training of teachers on HIV/AIDS education programme availability of enough personnel for the implementation of HIV/AIDS education programme is a managerial problem.

4.6.3 Other factors influencing implementation of HIV/AIDS education programme

Headteachers' attitude

According to the HIV/AIDS teachers, most of the headteachers occasionally supervised them (52.7%). Those who did frequent supervision were 10 (13.5%) and those who did not do supervision at all were 24 (33.8%). Therefore teachers indicated that most of the headteachers had a poor attitude towards the programme.

Teaching methods and time allocated for HIV/AIDS education programme.

Methods used in teaching included songs/videotapes (6.8%) and discussions method (64.9%). These methods used formed (28.4%) of all the methods used. Teaching was mostly conducted during lessons (60.0%) after classes (27.1%), during lunch time (10.0%) and during weekends (2.9%). More than half of the learner were punctual in attending lessons (65.5%). The rest (34.5%) were not. The reasons for lateness included lack of interest (40.0%) and that the subject is not examinable (24.0%). From the teachers (20.0%) HIV/AIDS lessons were also said to be boring. Teachers (16.0%) also revealed that there was a lot of homework from other subjects

All these reflects the headteachers, teachers and students negative attitude towards HIV/AIDS education programme.

The table below cites other factors that negatively influence the implementation of HIV/AIDS education programme.

Other factors influencing implementation of HIV/AIDS education programme

Table 18: Views of the teachers incharge of HIV/AIDS education programme

Attitude	Frequency	Percent
Negative attitude toward HIV/AIDS	7	6.9
Ignorance among students	4	4
Stigma of talking about HIV/AIDS	8	7.9
The subject is not examinable	8	7.9
Assumption by students that they know a lot about HIV/AIDS	2	2
Total	29	28.7

The above are the major managerial factors influencing the implementation of HIV/AIDS education programme in secondary schools. It is necessary to try and overcome them if this programme is to succeed.

4.7 Teachers' recommendations for the HIV/AIDS education programme

Table 19: Teachers recommendations

Recommendations	Frequency	Percent
Train teachers for HIV/AIDS education programme	39	35.8
Provide teaching materials for the programme	11	10.1
Specific time allocation for the subjects	10	9.2
Organise frequent seminars for training teachers on HIV/AIDS education.	15	13.8
Make it examinable subject	9	8.3
Those infected to be financially assisted	5	4.6
Provide funds for management and implementation	3	2.8
Cultural change	6	5.5
To include churchmen in this education	4	3.7
Publish more books on AIDS/HIV	2	1.8
Giving teachers moral support and motivation	2	1.8
Involve community leaders in educating people	1	.9
Use more visual-audio aids on the subject	2	1.8
Total	109	100.0

The recommendations given by the teachers can be of great help. Therefore it is necessary to implement them if any success for HIV/AIDS programme is to be realised.

Most of the them (35.8%) said teachers should be trained, there should be provision for teaching materials (10.1%), teaching time to be allocated for the subject and (9.2%) said HIV/AIDS education programme should be made an examinable subject.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

The study explored three areas related to HIV/AIDS education programme in secondary schools in Thika District. The purpose of this study was to investigate the managerial factors influencing the implementation of HIV/AIDS education programme in secondary schools. Data was collected from secondary school managers and the teachers in charge of this programme. The data was analysed using descriptive statistics.

The results showed that lack of funds and facilities (resources) was the main obstacle to the HIV/AIDS education programme. The lack of specific trained personnel for the HIV/AIDS programme had some important influence on the implementation of programme. The attitudes of headteachers and teachers towards the scourge and the programme also influenced the implementation of this programme.

From the research carried out was also noted that some teachers had personal interest to teach the HIV/AIDS education programme. However they were unable to pursue this interest effectively due to the obstacles influencing the implementation of the programme. Some of these obstacles are; lack of funds and facilities, general negative attitude towards the programme by learners and administrators, lack of enough teaching materials, insufficient time for implementation of the programmes, inadequate training and experience among others.

5.2 CONCLUSIONS

Based on the findings of the study it was noted that the HIV/AIDS education programme faced managerial obstacles that influenced its effective implementation. These obstacles included the lack of funds/ facilities (resources), lack of enough teaching and learning materials, lack of specific and enough training for the headteachers and teachers needed in the management and implementation of the HIV/AIDS programme, general attitude towards HIV/AIDS education programme, examinable subjects being given the first priority, headteachers and teachers lack of interest in HIV/AIDS education because it was not examinable, students lack of interest in the HIV/AIDS programme, lack of motivation to the teachers incharge of the HIV/AIDS education and the lack of both financial and managerial support.

5.3 RECOMMENDATIONS

From the findings of the study the following recommendations were made to headteachers, teachers, parents, educators, curriculum developers, policy makers, charitable organization, government bodies and Non-Governmental Organizations.

- Funds/facilities (resources) for the management and implementation of HIV/AIDS education programme should be provided to the schools.
- Teaching and Learning materials should be provided for the implementation of HIV/AIDS education programme.
- Headteachers and teachers should be provided with good specific training necessary for the management and implementation of the HIV/AIDS education programme.

- HIV/AIDS education should be made an examinable subject.
- Those involved in education especially headteachers and teachers should be made aware of the importance of HIV/AIDS education programme

5.4 RECOMMENDATIONS FOR FURTHER RESEARCH

- Research on managerial factors influencing the implementation of HIV/AIDS education programme could be extended to other districts or provinces.
- A study should be carried out in primary schools to find out the managerial factors affecting the implementation of HIV/AIDS education programme since the main focus of this study was on secondary schools.
- A study should be carried out on how the availability of funds, facilities (resources) influenced the management and the implementation of the HIV/AIDS education programme.
- A study should be carried out to find out the influence of personnel availability on the management and implementation of HIV/AIDS education in schools.
- A study should be carried out to find how the headteachers and teachers attitude towards HIV/AIDS programme influence its management and implementation.

BIBLIOGRAPHY

- Adhola S. (1985). A survey of the role of the secondary school headteacher in Kenya in the 1980's: Strategies for future, Unpublished post-graduate diploma in education project, Kenyatta University.
- Agglestone, P. Homas, H, and Mossa K, (1989). AIDS scientific and social issues: A resource of health educators . Edinburg: Churchill Livingstone.
- Aiken, J. (1987). Education as prevention. New Haven: Yale University Press.
- Anderson, K. (1991). The transmission of STD's. New York: Penguin Books
- Bett J. (1986). A survey with the factors that influence performance in K.C.E examinations in Kericho. Nairobi: Heinmann.
- Bishop G. (1985). Curriculum development: A Textbook for students. London: Macmillan publishers.
- Comber, L. C. and Kneeves J. P. (1973). Science education in 19 countries. An empirical study. International studies in education Vol. 1 New York: John Wiley and Sons.
- Duigan, R. (1986). Research on effective schooling. Some implication for school improvement. Journal of Educational Administration. Vol. xxiv No. 1.
- Eshiwani G. S. (1983). Factors influencing performance among primary and secondary pupils in Western province. A policy study. Bureau of education research, Kenyatta University.
- Eshiwani G. S. (1982). Education and development in Western province of Kenya. A paper presented at the leaders conference organised by the chamber of commerce.
- Gutch, K. U. and Alcorn D. (1970). Guidance in action: ideas and innovations for school counsellors. West Purker Publishing Co. Inc.
- Ikiara C. K. (2001) Fighting HIV/AIDS epidemic through education. Nairobi: Ministry of Education. Unpublished report.
- Jacobson, J., Reavis, J. and Logsdon. (1954). The effective school principal. New York: Prentice – Hall, Inc.
- Jensen, B.B. and Schnack, K, (1994). Action and action competence as key concepts in

critical pedagogy, Copenhagen: Cassel.

Kamau W. E. (2001). Aids education review. Unpublished report, Kenya Institute of Education.

Kariri, J. N. (1984). Factors that affect performance Unpublished PGDE Kenyatta University.

Kathuri, N. J. (1986). Some factors which influence the performance of pupils in K.C.P.E. Institute of development studies: University of Nairobi.

Kenya Times Correspondent (June 1988). Poor performance attributed to lack of trained teachers. Kenya Times.

Kenyan National AIDS and Sexually Transmitted Disease Control Programmes (July 1996) AIDS in Kenya NASCOP.

K.I.E (1999). AIDS education: Facilitator's handbook, an AIDS education project for youth in and out of school. Nairobi: Kenya literature bureau.

Kimengi N. L. (1983). A study of secondary school teachers attitudes towards teaching and their job satisfaction in Kenya. Unpublished Master's thesis. University of Nairobi.

Kisiero, (June 2002). Taxation levels in Kenya. Daily Nation.

Kiura, C.K. (2001). Fighting HIV/AIDS epidemic through education. Nairobi: Ministry of education. Unpublished report.

Konings, E. (1994) Sexual behavioural survey in a rural area in northern Tanzania AIDS. Sussex: IDS Sussex University.

Krejcie, R. V. and Morgan, D. (1970). Determining sample sizes for research activities. Educational and Psychological Measurements, vol. 30.

Macharia, J. K. (2002). A study of motivational and job satisfaction needs of secondary schools HIV/AIDS education in Murang'a District. Unpublished Master's project. University of Nairobi.

Mann, J. (1992). AIDS in the world. Massachusetts: Harvard University press.

Maranga, J. (1993). Suggestions for improving teaching, learning, administration, and supervision in schools basic education. Nairobi: Heinmman

- Mbalu, F. (1989). Experienced prospected and problems in AIDS research in Tanzania . Behavioural and epidemiological aspects of aids in Tanzania proceedings from a conference held in Dar-Es-Salaam, Tanzania December 6-8, Sairel documentation: conference reports.
- Mbiti, D. M. (1974). Foundation of schools administration. Nairobi: Oxford University press.
- Ministry of education (2001). Education for all (EFA) in Kenya. A Handbook on EFA 2000 and beyond, Nairobi.
- Moser, L. E. (1963). Counselling and guidance and exploration. New Jersey: Prentice – Hall, Inc.
- Mukundi, C. N. (1999). The influence of headteachers administrative behaviour on primary pupil academic performance in Kiambu Division, Kiambu District. Unpublished M.Ed. Thesis, University of Nairobi.
- Mulusa T. (1988). Evaluating education and community development programmes. Nairobi: University of Nairobi and Deutsche Stiffund, Fur International entwickling.
- Nachimias, D. and Nachimias C. (1976). Research methods in the social sciences. New York: St. Martins Press.
- National Aids Control Council (2000). The Kenya national AIDS/HIV strategic plan: Nairobi: National Aids Control Council.
- Ndiritu, A. W. (1999). Study of factors which influence performance in K.C.S.E selected public secondary schools in Nairobi and Central Provinces. Unpublished M.Ed. Thesis. University of Nairobi.
- Nguru. (1987). Analysis of factors that influence the achievement of primary education objectives. Bureau of education research Kenyatta University. Unpublished research report.
- Nyoike, M. (2001). Murang'a district annual educational report. Unpublished report Murang'a District education office.
- Nzioka, C. (1994). The social construction and management of HIV/AIDS among low income patients in Nairobi. Unpublished Ph.D. Thesis, University of Nairobi.
- Obudho, R. A. (1992). Urbanisation in sexual practices and the risk of the spread of STD's HIV/AIDS: A study of Kisumu district, Kenya. Unpublished diploma dissertation, Nairobi: Amref medical training centre.
- Olembo J. O. (1992). Management in education. Nairobi, College of education and

external studies.

- Oluoch, J. O. (1993). Assessment of condom use among commercial sex workers in free – area, Nakuru Municipality Kenya, Unpublished diploma dissertation. Nairobi: Amref medical training centre.
- Pratt, R. S. (1988). AIDS a strategy for nursing care (2nd ed.). London Edward Arnold.
- Rosenstock, I. M. (1996). Why people use health services. Millibank memorial quarterly, 44 (3) 94-127.
- Republic of Kenya (1994). Kenya National Development Plan 1994 – 1996. Nairobi: Government printer
- Republic of Kenya (1998). Situation analysis of children and women in Kenya. Nairobi: (Government printer and UNICEF).
- Republic of Kenya (2002). Thika District Development Plan 2002 – 2008. Nairobi: Government Printer.
- Republic of Kenya (2003). Report of sector review and development. Nairobi: Ministry of Education Science and Technology.
- Russel. R. (1998). Kenya slow to face up to AIDS scourge. The Daily Nation.
- Serhelt, S.O. Allen and G. K. Holmes (Eds). Research issues in human behaviour and sexually transmitted disease in the Aids era Washington Dc; Washington America society for microbiology
- Siegel, S. (1986). Nonparametric statistics for the behavioural sciences. New York: Mc craws – Hill.
- Smith, D. B. and Plant, W. T. (1982). Job difference in the job satisfaction of university professors. Journal of Applied Psychology 66.249-251
- Southworth G. and Lofthouse B. (1990). The study of primary education. A source Book.. London: The Falmer press.
- Thika district development plan (1997-2001). Effective management for sustainable economic growth and poverty reduction. Nairobi: Government printer.
- Thika district development plan, (2002-2008). Effective management for sustainable economic growth and poverty reduction. Nairobi: Government Printer.

- Tuckman, B. W. (1978). Conducting educational research (2nd ed.). New York: Harcourt Brace Juvantorich.
- Tuju, R. (1996). AIDS, Understanding the challenge. Nairobi : Ace communication limited.
- Turner, C. Anderson, P. Fitipatrick . R. Fortler G and Mayoral White R. (1988). Sexual behaviour contraceptive practice and knowledge of AIDS of Oxford University students. Journal of biosocial science, 20 445-51.
- UNAIDS, (2000). Communications frameworks for HIV and AIDS, A new Direction, Pennstate project.
- UNAIDS, (2002). Statistics of AIDS epidemic update.
- UNESCO, (1991). Education for prevention of AIDS. Paris: AIDS school education Center.
- Waihenya, K. and Siringi, S. (2001, February 12). Strategies sought to narrow gender disparity. The Daily Nation.
- Weistenin, N. O. (1984). Why it won't happen to me: Perceptions of risk factors and susceptibility. Health psychology, 3,431-457.
- World Health Organisation, (1994). Uniqueness of AIDS. Technical report series, Geneva.
- _____. (1998), AIDS epidemic update: UNAIDS joint united nations programme on HIV and AIDS.
- World Bank (1986). A report on school quality and achievement in Brazil. Washington D. C.
- _____. (1991). Uganda: The economic impact of AIDS. Population and human resources division, Eastern Africa Development, Washington, D.C., World Bank.

APPENDICES**APPENDIX A****THIKA DISTRICT SECONDARY SCHOOL CATEGORIES**

Boys Boarding	Boys Day	Girls Boarding	Girls Day	Mixed Day	Mixed Boarding
Mangu		Chania Girls		Kenyatta	School for the Blind
Chania Boys		Munyu Girls		Ngoliba	Joy Town
Thika High		Hekima Girls		St.Paul Gatuanayaga	Mbugiti
Kairi		Gatanga Girls		Munyu Mixed	Gititu
Ituru		Gatanga C.C.M		Murera	Ngenda
Mururia		Gatura Girls		Kitamaiyu	
Muhoho		St. Francis		Thare Jogoo K.	
		Maryhill		Gati-iguru	
		Gatitu Girls		Mbari ya Ruga	
		Kiriko		Githambia	
		Muthiga		Gathanji	
		Karinga		Gituamba	
				Kiunyu	
				Kihumbuini	
				Ithangarari	
				Kigio	
				Chomo	
				Gatunyu	
				Rwegetha	
				Gakurari	
				Mwagu	
				Mbugiti	
				Kimandi	
				Ndakaini	
				Kamunyaka	
				Ndunyu Chege	
				Giachuki	
				Kiarutara	
				Kirimiri	
				Muti	
				Mwana wi kio	
				Ithanga	
				St. Teresa	
				Ngelekya	
				Gikindu	
				Igeganja	

				Kanjuku	
				Makwa	
				Mutuma	
				Nyamangara	
				Nyamathumbi	
				Gakoe	
				Ngethu	
				Mataara	
				Kairi Rumwe	
				Kahuguini	
				Kimunyu	
				Kagio	
				Mutunguru	
				Icaciri	
				Ndarugu	
				Kiamwangi	
				Gathiru	
				Kiganjo	
				Gitare	

APPENDIX B(I)

A. N. Kamau
University of Nairobi
C/o Department of Education Administration
P.O. Box 30197
NAIROBI

The Principal

.....school

Dear Respondent

RE: A QUESTIONNAIRE ON MANAGERIAL FACTORS THAT INFLUENCE THE IMPLEMENTATION OF HIV/AIDS EDUCATION PROGRAMME IN SECONDARY SCHOOLS IN THIKA DISTRICT

I am a post-graduate student in the University of Nairobi, undergoing the master of Education degree course. Currently I am carrying out a research on the above named topic. Your assistance in responding honestly to all the items in the questionnaire is likely to generate data that will help in the management of HIV/AIDS programme in secondary schools.

Yours response will be treated as confidential. Therefore DO NOT write your name on the questionnaire. Please complete all the items in the questionnaire. Thank you for your co-operation.

Yours sincerely

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

A. N. Kamau

APPENDIX B(II)

QUESTIONNAIRE FOR THE SECONDARY SCHOOL PRINCIPALS / MANAGERS

Please answer all questions.

Put a tick (✓) where appropriate and write your answers in the spaces provided.

1. Indicate your gender please

- a) Male []
- b) Female []

2. What are your present academic and professional qualifications?

- a) Academic:
 - i) M.ed []
 - ii) B.ed []
 - iii) K.A.C.E. []
 - iv) K.C.S.E. []
 - v) K.J.S.E. []
- b) Professional
 - i) Master in Education []
 - ii) Bachelor of Education []
 - iii) Diploma in Education []
 - iv) Approved graduate Teacher []
 - v) SI Teacher []
 - vi) Other _____

3. For how long have you been a Principal? _____

How long in this district? _____

4. Have you ever attended induction course for HIV/AIDS education management?

a) Yes []

b) No []

5. How many full-time teachers are there in your school?

a) Total number _____

b) Men _____

c) Women _____

6. How many teachers are professionally trained to teach HIV/AIDS education in your school?

7. What are the academic qualifications of the teachers?

Indicate the number of each category

i) Masters _____

ii) Graduate _____

iii) Kenya Advanced Certificate of Education (K.A.C.E) _____

iv) Kenya Certificate of Secondary Education (K.C.S.E) _____

v) Other (specify) _____

8. List down the number of training courses/seminars that your HIV/AIDS education teachers have attended for the last five years?

	Courses/Seminar	Year
a)	_____	_____
b)	_____	_____
c)	_____	_____
d)	_____	_____

9. In your opinion what factors affect management of the HIV/AIDS education?

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

10. What are the teaching aids available for the HIV/AIDS education in your school?

- a) _____
- b) _____
- c) _____
- d) _____

11. What problems do teachers experience in the HIV/AIDS education programme?

- a) _____
- b) _____
- c) _____
- d) _____

12. Suggest how the major problems AID/HIV education programme can be solved

- a) _____
- b) _____
- c) _____
- d) _____

Thank you.

APPENDIX C(I)

A. N. Kamau
University of Nairobi
C/o Department of Education Administration
P.O. Box 30197
NAIROBI

To The Teacher

.....School

Dear Respondent

RE: A QUESTIONNAIRE ON MANAGERIAL FACTORS THAT INFLUENCE THE IMPLEMENTATION OF HIV/AIDS EDUCATION PROGRAMME IN SECONDARY SCHOOLS IN THIKA DISTRICT

I am a post-graduate student in the University of Nairobi, undergoing the master of Education degree course. Currently I am carrying out a research on the above named topic. Your assistance in responding honestly to all the items in the questionnaire is likely to generate data that will help in the management of HIV/AIDS programme in secondary schools.

Your response will be treated as confidential. Therefore DO NOT write your name on the questionnaire. Please complete all the items in the questionnaire. Thank you for your co-operation.

Yours sincerely

A. N. Kamau

APPENDIX C(II)

QUESTIONNAIRE FOR THE AIDS/H.I.V EDUCATION TEACHERS

Please answer all questions.

Put a tick (✓) where appropriate and write your answers in the spaces provided.

1. Please indicate your age in the space provided below

Age _____ years

2. Please indicate your gender by putting a tick (✓) where applicable.

a) Male []

b) Female []

3. What is your present academic and professional qualifications?

Put a tick (✓) where applicable

a) Academic: i) Masters []

ii) Graduate []

iii) K.A.C.E. []

iv) K.C.S.E. []

v) K.J.S.E. []

b) Professional i) Masters in Education []

ii) Bachelors in Education []

iii) Diploma in Education []

iv) Approved graduate Teacher []

v) SI Teacher []

vi) Other _____

4. For how long have you been a HIV/AIDS education teacher? _____
5. How long have you taught this education programme in this school?
6. Have you attended any training in HIV/AIDS education teaching?
- a) Yes []
- b) No []
7. If yes, do you think the training you got was adequate?
- a) Yes []
- b) No []
8. How often does the school principal supervise your work?
- a) Frequently []
- b) Occasionally []
- c) Not at all []
9. Are the HIV/AIDS teaching and learning resources adequate?
- a) Yes []
- b) No []
10. If no, give reasons _____
- _____
11. Which of the following records and documents do you keep in your school?
- a) Student attendance register []
- b) Student progress record []
- c) Ledger books []
- d) Official files []

- e) Journal on HIV/AIDS []
- f) Newspaper scripts on HIV/AIDS []
- g) Video scripts about HIV/AIDS []

12. Where do you conduct your HIV/AIDS classes?

- a) School classrooms []
- b) School hall []
- d) Other (specify) _____

13. What method do you use when teaching?

- a) Songs []
- b) Video tapes []
- c) Discussion []
- d) All the above []

14. Are there any lessons allocated for AIDS in the time-table? If not when do you teach the students? _____

15. What other problems do you have with HIV/AIDS education learners?

- a) _____
- b) _____
- c) _____
- d) _____

16. In your opinion, what factors contribute to lack of interest in HIV/AIDS education by students?

- a) _____
- b) _____
- c) _____
- d) _____

17. In your opinion, what factors do you consider to affect management of the HIV/AIDS education programme?

- a) _____
- b) _____
- c) _____
- d) _____

18. Make suggestions on how management of HIV/AIDS education programme can be improved

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

Thank you

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

Telegrams: "EDUCATION", Nairobi
 Telephone: Nairobi 334411
 When replying please quote



1000 HOUSE "B"
 HARAMBEE AVENUE
 P.O. Box 30040-00100
 NAIROBI

Ref. No. **MOEST/001/35C 12/2**

17th January, 2005, 20.....

Anne Nyambura Kamau
University of Nairobi
P.O. BOX 30197
NAIROBI

Dear Madam

RE: RESEARCH AUTHORISATION

Reference is made to your application for research authorization. This is to inform you that you have been authorised to carry out research in Thika in Central District for a period ending 28th February, 2005.

You are advised to report to the District Commissioner and the District Education Officer, Thika District before embarking on your research project. It is noted that your research title is "Managerial Factors that influence the implementation of HIV/AIDS Education programme in Secondary Schools. Upon completion of your research project, you are expected to submit two copies of your research report to this Office.

Yours faithfully

B. O. ADEWA

FOR: PERMANENT SECRETARY

Cc
 The District Commissioner
 Thika

The District Education Officer
 Thika District

The Principals
 Thika Secondary Schools

APPENDIX E

Research Permit

PAGE 2

PAGE 3

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss ANNE NYAMBURA KAMAU

Research Permit No. MOEST 13/001/35C 12

Date of issue 17th January, 2005

Fee received Shs. 500

of (Address) UNIVERSITY OF NAIROBI

P.O. BOX 30197, NAIROBI

has been permitted to conduct research in

Location,

THIKA

District,

CENTRAL

Province,

on the topic MANAGERIAL FACTORS THAT
INFLUENCE THE IMPLEMENTATION OF
HIV/AIDS EDUCATION PROGRAMME IN
SECONDARY SCHOOLS

for a period ending 28th February, 2005



B. O. ADEWA

Applicant's For: Permanent Secretary
Signature Ministry of Education
For PERMANENT SECRETARY Science and Technology
MINISTRY OF EDUCATION
SCIENCE AND TECHNOLOGY