

Implementation of Hiv/Aids Syllabus in Primary Teacher Training Colleges in Kenya: An Evaluation Study

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Abstract

The purpose of this study was to evaluate the implementation of Human Immune Deficiency Virus/Acquired Immunodeficiency Syndrome (HIV/AIDS) syllabus in Primary Teacher Training Colleges (PTTCs) in Kenya. The main variables of the HIV/AIDS syllabus which were evaluated consisted of the capacity of teacher trainers, teaching methodologies, assessment methods, teaching/learning materials, students' knowledge and attitude, challenges encountered in the implementation of the syllabus and the adequacy of the syllabus. The study adopted an evaluation design. The target population for the study was 1500 teacher trainers and 21,839 student teachers. The sample size comprised of the 306 teacher trainers and 775 student teachers who were selected through simple random sampling and multistage stratified sampling method from seventeen (17) PTTCs. The research instruments used were questionnaires and observation schedule. Data was analysed using frequencies and percentages. Findings indicate that teacher trainers were academically qualified to teach the syllabus. About 64.2% of the teacher trainers were graduates with bachelor of education degree and 19.4% had master's degree in education. Further, 59.3% of the teacher trainers had attended an in-service seminar/workshop on teaching the syllabus. About 73.0% of the teacher trainers had positive attitudes towards teaching HIV/AIDS syllabus. Teaching methodologies commonly used were discussions (91.6%), question and answer (87.2%) and lecture method (86.6%). Student teachers knowledge about HIV transmission was found high. Overall the student teachers attitude towards the value of HIV/AIDS syllabus was positive. The most commonly used teaching materials /learning resources were Kenya Institute of Curriculum Development (KICD) syllabus (96.0%), KICD Publications (93.6%), textbooks (98.8%), use of resource persons (71.0%) and charts and posters (70.0%) respectively. On adequacy of the syllabus (59.7%) of the teacher trainers felt that the syllabus content was inadequate. From the findings of this study it is apparent that the syllabus was worthy implementing in PTTCs since teacher trainers and student teachers had positive attitudes and appeared to be enjoying teaching and implementing the syllabus. Although HIV/AIDS syllabus is being implemented through other subjects it has been effectively implemented. The study concluded that teacher trainers were well equipped with requisite knowledge to teach HIV/AIDS syllabus, teacher trainers and student teachers had positive attitudes towards HIV/AIDS syllabus implementation. The study recommended that in-service and orientation on professional practices, through guidance and supervision by the Ministry of Education Science & Technology (MOES&T) be carried out on teacher trainers. That participatory method of teaching which include role play, dramatization, visits and discussions should be used more in the teaching/implementation of HIV/AIDS syllabus in PTTCs.

Keywords: Hiv/aids syllabus, primary teacher training colleges, Kenya

Full text: <https://pdfs.semanticscholar.org/12ec/20370fe47892be20d57893f5b185b9f7e077.pdf>