

**USE OF CONSTRUCTIVIST APPROACHES IN THE TEACHING OF
CHRISTIAN RELIGIOUS EDUCATION - HIV AND AIDS EDUCATION
INTEGRATED CONTENT IN SECONDARY SCHOOLS IN KAMPALA-
UGANDA**

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DECLARATION

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

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DEDICATION

This work is dedicated to all people and organizations committed to the struggle to rid humanity of the HIV and AIDS scourge.

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ABBREVIATIONS AND ACRONYMS

ABC	Abstain, Be faithful, or use Condoms
ACP	AIDS Control Programme
AIDS	Acquired Immune Deficiency Syndrome
BCC	Behaviour Change Communication
CPD	Continuous Professional Development
CLT	Christian Living Today
CRE	Christian Religious Education
CWS	Commonwealth Secretariat
EPRC	Education Policy Review Commission
GOU	Government of Uganda
GWP	Government White Paper (on Education)
HIV	Human Immuno Virus
IEC	International Extension College
IRE	Islamic Religious Education
KMOH	Kenya Ministry Of Health
MOES	Ministry of Education and Sports
MOF	Ministry of Finance
MOH	Ministry of Health
NASCOP	National AIDS and STI Control Programme
NCDC	National Curriculum Development Centre
NGOs	Non-Governmental Organisations
‘O’ Level	Ordinary level; the first four years of Secondary school Education in Uganda.
PIASCY	Presidential Initiative on AIDS Strategy for Communication to the Youth
R.E	Religious Education
S.IV	Senior Four (Final year of Lower Secondary Education)
STDs	Sexually Transmitted Diseases

STF	Straight Talk Foundation
STIs	Sexually Transmitted Infections
UAC	Uganda AIDS Commission
UNAIDS	United Nations Agency for AIDS
UNEB	Uganda National Examinations Board
UNFPA	United Nations Fund for Population Activities
UNICEF	United Nations Children Emergency Fund
USAID	United States Agency for International Development

ABSTRACT

The purpose of this study was to establish whether the constructivist approaches were being used to teach CRE content related to sexuality, HIV and AIDS. The study involved 17 secondary schools, purposively sampled from the five Divisions of Kampala District. The study involved 67 teachers and 668 senior four CRE students. Twelve chaplains and twenty officials from NGOs and Government Agencies and Departments participated in the study. Their contribution to CRE teachers' efforts to help school adolescents to stay safe from HIV and AIDS was regarded as an emerging issue. Questionnaires, FGDs, interviews and lesson observations were used to collect relevant data. Pearson Product Moment Correlation Coefficient (r) was used to establish how often CRE teachers used the constructivist approaches and the attitudes teachers and students had towards constructivist approaches. Descriptive analysis was used for qualitative data. Findings indicated that teachers rarely used constructivist methods although their attitudes towards such approaches were positive. The teachers' positive attitudes were not translated into action because they believed that it was mainly teacher-centred methods that could help students pass national examinations very well. Students' attitudes towards the constructivist approaches were very positive. Students had no chance of translating their positive attitudes into action because they depended on methods selected by their teachers. It was, therefore, concluded that the potential for CRE to help students stay safe from HIV and AIDS was not being fully tapped. Other findings indicated that chaplains only emphasized abstinence as a method of staying safe from HIV and AIDS. Many churches had designed programmes that help adolescents use leisure time constructively. On the contrary, some NGOs were more liberal on the accessibility to condoms by secondary school students. NGOs were also playing big roles in adolescent-related programmes. It was recommended that, in addition to teachers' comprehensive HIV and AIDS related workshops, customized teachers' and students' HIV and AIDS manuals and textbooks be written. UNEB needs to come up with techniques of assessment that expect learners to demonstrate analytical skills. Chaplaincies and Guidance and Counseling Services need to be established and strengthened in schools. Through workshops, parents need empowerment on how to handle adolescent children.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter gives background information that sheds light on the entire research study. The chapter gives information on many issues such as HIV and AIDS, the concept of the term “teaching” and the history and teaching of Christian Religious Education (CRE) in Uganda. Other key features in this chapter are the statement of the problem, the objectives of the study, the research questions, the theoretical frame work as well as the conceptual framework. The chapter ends with the definitions of key terms as they were used in this research.

1.1 Background to the Study

This study shows how the use of the right approaches to teaching Christian Religious Education (CRE) can contribute to identifying measures of preventing HIV infection among secondary school students in Kampala District. In addition to CRE teachers, the research also identified other stakeholders, as an emerging issue, such as Government Agencies, NGOs and School Religious Chaplains, who through the “Whole School Approach” (MOES & USAID, 2007), contribute to the struggle of helping secondary school students stay safe from HIV and AIDS.

HIV and AIDS has been declared a pandemic (Kamuli, 2006), because of its magnitude of spread over space and time. It is found in all the six continents of

the earth (UNAIDS Report, 2010; Kelly, 2010). For three decades, ever since the first cases were diagnosed in 1983 (Bruyn & France, 2001) no vaccines or curative drugs have been discovered yet. All the subgroups of population are vulnerable. Adolescents are one of the subgroups at a high risk of HIV infection (MOF & UNFPA, 2009).

A multi-pronged approach is being adopted, due to the diversity and intensity of the HIV related problems, to address the challenges associated with each subgroup of population at risk of HIV infection (Tumwesigye, 2008; Baguma, 2008). According to the generic methods of the 1980's and 1990's, the HIV and AIDS messages were spread en masse and in a manner of "to whom it may concern" (Okaka, 2009). These messages and strategies are being modified to take care of the different characteristics of each subgroup at risk, (MOF & UNFPA, 2009). One of the multipronged strategies to tackle HIV and AIDS-related problems is "Education" (MOES, 2006; CWS, 2006). Education has been described as a social vaccine against HIV and AIDS. Through secondary school education, different strategies are being put in place to help secondary school students stay safe from HIV and AIDS. One of such strategies was to establish an HIV and AIDS Desk at the Ministry of Education and Sports headquarters, headed by a Technical Advisor on HIV and AIDS.

If the educational strategy to help secondary school students to stay safe from HIV and AIDS involves teaching and learning, then correct methods of teaching

must be used. Effective teaching takes care of both the lower and the higher order educational objectives (Bloom et al, 1956; McBer, 2000). The lower order objectives emphasize memorizing and cramming of facts while the higher order objectives emphasize critical thinking which is useful for analyzing, synthesizing and evaluating issues at hand (Aggarawal, 2001). Every student needs critical thinking skills so as to make informed and sound decisions that will help him/her to stay safe from HIV and AIDS.

Many teachers use teaching methods that promote rote learning due to the emphasis put on passing national examinations (Rutayisire, 2007; Odongo, 2007; Weerhe, 2007). Uganda's education system is examination-dominated (Okonye, 2007). Therefore, everybody is more concerned about the final Uganda National Examinations Board (UNEB) examination results rather than the behaviour change expected of the students who go through the secondary school education system. Weerhe (2007) summarises the influence of examinations on education as follows:

In terms of curriculum implementation, this practice (overdue emphasis on examinations and tests) distorts the curriculum since what is assessed is what is considered important, and therefore that is what teachers teach. Teachers tend to neglect values and skills because these do not feature prominently in national examinations (Weerhe, 2007, p.4).

The final national examinations are not the only factor affecting teachers' methods of teaching. Misconception of teaching as "giving knowledge" (Cambridge Dictionary, 1985) or "inculcating moral, ethical and spiritual values"

(MOES; Government White Paper on Education, 1992:7) leads to teacher-centred methods of teaching (Maani et al, 1999; Aggarwal, 2001). A concept informs and influences practice (Smith, 1995). Therefore if a teacher understands “teaching” as giving, imparting or inculcating knowledge, he/she will choose and implement methods that help him/her to “give” students knowledge. In most cases such methods are teacher-centred.

Teacher-centred methods make learners passive recipients of knowledge (Bishop, 1985; Kyriacou, 1997; Otto, 2000). Such methods promote rote learning. Much of the knowledge acquired through the rote methods is never internalised, owned or applied to new situations by students (IEC, 2002; Callahan & Clark, 1982). This rhymes well with the puzzling question as to why people do not put into practice the knowledge they have about HIV and AIDS (Bruyn & France, 2001; Okaka, 2009). A more acceptable definition of teaching emphasises dialogue and interaction between a teacher and a student (Aggarwal, 2002). This definition requires the teacher to use methods that encourage and allow students to contribute actively to their learning (Bishop, 1985; Twoli et al, 2007). The teacher, more so the CRE teacher, ought to know that students have a lot of experiences, knowledge, feelings, views and interests that need to be shared and utilised to understand better what the teacher has prepared for them. Previous experience helps learners to understand new experiences (Maani & Kenyi, 2005; Goldman, 1965).

The approach to teaching using people's own experiences, is actually not new. Socrates (470 BC-399 BC), (Rusk & Scotland, 1979) and Jesus (United Bible Societies, 1994) guided their inquirers to answer their own questions. Philosophers of Education such as Rousseau (1717 – 1778) and Dewey (1856-1950) emphasised the need to actively involve the students in the teaching/learning process (Callahan & Clark, 1983). Therefore CRE, or any other subject, will not adequately help students on HIV related issues if correct methods, based on the correct concept of teaching, are not used.

Efforts to help the Ugandan secondary school students to stay safe from HIV and AIDS can only be understood better if they are analysed from the global and national contexts of HIV and AIDS related issues. By the end of 2011, there were 34 million people living with HIV (UNAIDS, 2012 Report). Although the rate of new HIV infections has decreased, the total number of people living with HIV continues to rise in Sub-Saharan Africa. Sub-Saharan Africa alone has 22.5 million people living with HIV. This amounts to 68% of the global total number of people living with HIV.

The countries with the highest number of HIV infected people in Africa are Ethiopia, Nigeria, South Africa, Zambia and Zimbabwe. Out of 1.7 million deaths attributed to the epidemic in 2011, 1.3 million (72%), were from Africa. Although the UNAIDS Executive Director, Mr. Sidibe, claims that “we have halted and begun to reverse the epidemic” (UNAIDS 2012 Report: 5), he also

concedes that it is too early to say “The mission is accomplished”. UNAIDS Vision of “Zero new infections” is far from being realized. Similarly, despite the progress made, many countries will fail to achieve Millennium Development Goal (MDG) number Six by 2015 that is, “halting and reversing the spread of HIV” (UNAIDS Report, 2012).

The HIV and AIDS epidemic in Uganda was first identified in 1982. It is believed to have started in Rakai District; South-Western Uganda (Appendix P) (Dyer, 2003). The local people then referred to HIV and AIDS as “slim” because an infected person would emaciate and lose weight before succumbing to death (Dyer, 2003; Tumwesigye, 2008). Like any other typical problem in African Traditional Societies, the occurrence of HIV and AIDS generated a lot of superstitions and myths about its causes and possible solutions. HIV and AIDS was associated with witchcraft and, therefore, it was assumed that the solutions were to be found with traditional medicine men or women (Dyer, 2003; <http://www.aidsuganda.org>). Despite current scientific explanations about HIV and AIDS many people still regard the disease as a mystic problem. They therefore desperately seek mystic solutions such as healing from traditional and Christian religious leaders (Kiirya, 2011).

In the late 1980’s and 1990’s, the HIV incidence rate which stood at 18%, was a catastrophe for Uganda. The political leaders of the day admitted openly that HIV and AIDS was a national tragedy necessitating a comprehensive and a “head-on”

approach. This was in agreement with Kelly's description of HIV and AIDS as a systemic problem and therefore deserving a systemic approach (Kelly, 2010). A Government-funded agency called AIDS Control Programme (ACP) was established in 1986. This was replaced by Uganda AIDS Commission (UAC) in 1992. ACP was to coordinate HIV and AIDS related activities. A strategy referred to as ABC (**A**bstinence, **B**eing faithful to one partner and /or use a **C**ondom) was adopted by ACP and later by UAC. The ABC formula was effective in reducing the HIV incidence from 18% in the 1980's to 6.1 in 2002 (Ouma, 2007).

Uganda attracted international attention for having demonstrated that HIV incidence could be drastically reduced (www.globalhealthfactos.org). However, due to the complacency of the population, the rate of HIV incidence started rising again and reached 7.0 in 2005. According to the Director, UAC, some people started behaving recklessly again because of the existence of the antiretroviral drugs (ARVs) (Mugabi, 2010). The HIV incidence has stabilized at 6.4 -7.0% in Uganda.

There are now over 1.3 million people in Uganda who are infected with HIV and AIDS (GOU &UNAIDS, 2011). The situation is still worrying because 130,000 people are infected with HIV every year (MOF & UNFPA, 2009; Mugabi, 2010). The figure 130,000 includes different subgroups of the population, for example married adults, sex workers, mother-to-child infected children and young people

15-24 years old (Tumwesigye, 2008). Government Agencies and NGOs are putting in place different initiatives to handle each sub-group of the population according to its unique features. Senior Four Students fall within the 15-24 year subgroup. It is a vulnerable group (Tumwesigye, 2008) necessitating different strategies to help them stay safe from HIV and AIDS. Education is one of the major strategies different authorities use to effect any desired social changes (CWS, 2006; MOES, 2006)

One of the ways to operationalise “education” as a strategy to tackle the HIV and AIDS pandemic is to infuse related content and methods in different secondary school academic subjects (CWS, 2006). Christian Religious Education (CRE) has always been cited as one of the best HIV and AIDS message carriers. There is, therefore, need to shed more light on the background of CRE teaching and learning in Uganda if it (CRE) is to be beneficial in the fight against HIV and AIDS.

The teaching and learning of CRE for young children in Uganda can be traced to 1877 and 1879 when the first Protestant and Catholic Christian missionaries, respectively, arrived in Uganda (Ssekamwa, 1997). Missionaries introduced Western formal education to Uganda. During the missionary period, (1877 – 1962) religion occupied a proportionally bigger period on the school time table (Tumwesigire, 1991). Religion on the school time table was used as a method of

converting school children to the religious faith of the School Founders (Okello, 2002).

The methods and approaches used by Missionaries and/or Missionary-appointed teachers have been described by different words such as “catechism” (Cox, 1966); “dogmatic approach” (Smith, 1995) and “proselytisation” (Rutebuka, 1984). The common message behind all these descriptions is that students had to unquestioningly accept and believe what was taught to them. By use of these approaches, the missionaries thought that Africans would relinquish their traditional beliefs and practices and be “civilised” through Christianity (Mugambi, 2000). Many Africans did not abandon their traditional beliefs and practices, despite embracing Christian beliefs and practices (Mbiti, 1969; Mugambi, 2000). The practice of concurrently embracing two or more religions, called syncretism, still persists today (Mbiti, 1969). Christians openly go to churches but also secretly go to shrines and consult African traditional religious officials (Parrinder, 1974). Syncretism is a challenge to CRE teachers because some of the aims and objectives of the CRE Syllabus expect the CRE teacher to promote christian faith (NCDC & MOES, 2008).

The teaching of religion in schools has gone through many changes since Uganda attained her independence in 1962. The 1963 Education Policy Review Commission, chaired by Prof. E.B. Castle recommended that: “The Teaching of religion in schools should be of the highest standard as carefully planned for the

learner, as any other subjects” (Castle, 1963: 14). In effect, this meant that the evangelical approaches used by the missionaries had to give way to educational approaches. This was made possible by the Education Act of 1964 which nationalised the missionary-founded schools. The funding and recruitment of teachers were taken over by Government. The foundation bodies (Churches) still exerted influence on schools because the composition of the school boards of governors were dominated by the foundation bodies (Ssekamwa, 1997; Ntare et al, 1999). Some of the major developments arising from the 1964 Education Act were that students were free to join any school without being asked to convert to the faith of the foundation bodies (Rutebuka, 1984; Ssekamwa, 1997). Another major development since 1964 was the development of a joint CRE syllabus (Tumwesigire, 2008). The current *Christian Living Today* 223 CRE Syllabus was developed in 1975. There are some few schools which still offer an older syllabus, CRE 224, “St. Luke’s Gospel” and other papers. Another optional RE Syllabus is IRE 225 Islamic Religious Education Syllabus (UNEB, 2005).

The CRE Syllabus, at the time this study is carried out, is being reviewed to incorporate the current issues such as HIV and AIDS, child sacrifice, environment, human rights, gender-based violence, democracy and peace education. The Government of Uganda supports and funds the development and implementation of the CRE curriculum as it does for all the subjects and other educational activities in Government-aided schools. One of the biggest challenges that still faces CRE 223 today is the overdue emphasis on the final and

national UNEB Examinations (Rutayisire, 2007; Odongo, 2007; Clegg, 2009). Teachers, parents and students themselves are more concerned about examination results than the behaviour change expected from the study of the CRE subject.

It is not only anxieties about examinations that affect teaching and learning of CRE. The geographical and socio-economic contexts also affect curriculum implementation. This study was carried out in an urban setting, that is, Kampala metropolitan city. It is located in Southern Uganda, near the shores of Lake Victoria. Administratively, Kampala District is divided into five divisions. However, these divisions, including Kampala District Administration Headquarters (Kampala City Council) have no control over secondary schools because they fall under Central Government; specifically under the Ministry of Education and Sports.

The HIV prevalence rate in Kampala is 8.5%. This is above national average of 6.4% (MOF & UNFPA, 2009) (Appendix P). This is no surprise, given the heterogeneity and varying life styles cultures and religions of urban population. Similarly, secondary school students within Kampala metropolitan city exhibit many differences basing on the families they come from and the schools they belong. The only factor where there are narrow differences among students is the age factor. Most S.4 students are around 15-17 years old. Given the complex nature of urban life and environment in which these students live and study, there

is need for research-evidenced intervention to help these students stay safe from sex-related problems including HIV and AIDS.

Many studies have been done on the adolescent sexuality and strategies to help adolescents to overcome sex-related challenges and problems (Kirby 2011, Hyde et al, 2002). Studies done in USA indicate that by the age of 17 years, 50% of adolescents have engaged in premarital sex (Kirby, 2011; Harberland & Rogow, 2009). Similar adolescent behaviour is reported in the Czech Republic, Eastern Europe (Rabusic & Kepakova, 2003). Here, in one study done in 1997, by the age of seventeen, 38% of boys and 33% of girls had engaged in sexual intercourse. By the age of 18 years, in the same study, the percentages increased to 44% and 43% respectively. A similar picture emerged in a research carried out in Ibadan (Nigeria), in 2005, where 69% of secondary school adolescent girls were found to have engaged in sexual relationship by the age of 18 years (Olawale & Ocha, 2008).

The situation in Uganda is not better. According to a study done by Roya in 2005 among the adolescents aged 15-17 years, 34% of girls and 27% of boys had engaged in pre-marital sex. Some of these sexual encounters involve unprotected sex. That is why deaths resulting from abortions have become the greatest killer of adolescent girls in Uganda (MOF & UNFPA, 2009). Adolescents engage in pre-marital sex; at times unprotected sex, despite having “solid knowledge’ about the dangers of such behaviour (GOU & UNFPA, 2007; Okaka, 2009; Rabusic &

Kepakova, 2003). Several studies show that adolescents know basic facts about HIV and AIDS (Hyde et al, 2002; Kirby, 2011), but do not put into practice what they know. The facts have not helped some of them to change behaviour and attitudes related to sex. This is a dilemma common to many countries, Uganda inclusive.

In response to this dilemma, many interventions by government and NGOs have been put in place to help secondary school adolescents to stay safe from HIV and AIDS (Baguma, 2008; MOH, 2004). These include mass media campaigns, formation of Health clubs in schools as well as the introduction of sexuality education into schools (Okaka, 2009). One of the educational strategies envisaged to teach sexuality education is to infuse its content into various subjects (GOU & UNAIDS, 2011). CRE is commonly identified as one of the subjects through which HIV and AIDS messages can be shared between teachers and students (Kamuli & Ruhweeza, 2005; Hyde et al, 2002). No studies have been done to show that it is not the CRE syllabus *per se* but also the methodologies of covering CRE content on sexuality, HIV and AIDS that can help students to stay safe from HIV and AIDS. This therefore, necessitated the need for a study on whether constructivist approaches were being used in CRE to help students acquire and utilise knowledge and skills to personally and continually safeguard themselves from the behaviour and circumstances that lead to HIV and AIDS.

1.2 Statement of the Problem

Uganda is one of the countries worst hit by the HIV and AIDS pandemic. One of the strategies being used to fight HIV and AIDS is to use education by way of integrating HIV and AIDS education in selected subjects and through co-curricular activities. However there is a problem. HIV and AIDS Education is not being taught well in Uganda. Due to the pressure of national examinations and the misconception that teaching is just delivering well packaged content to learners, most CRE teachers largely use the lecture method and dictation of notes to teach CRE in general and HIV and AIDS Education in particular. Such methods may enable students to know a lot about sexuality in general and HIV and AIDS in particular but may not help them a lot in changing their moral behaviour because they would not have been actively involved in generating that content. The failure of CRE to help students change their sex related moral behaviour can be rectified by the use of constructivist approaches. Students internalise and utilise better the knowledge in which they have actively participated to generate. Additionally, attitudes of teachers and students to this approach need to be investigated so as to influence the choice of strategies for improving the teaching and learning of the HIV and AIDS Education. Although the constructivist approach is effective in changing students' behaviour, it is not known how often CRE teachers who teach in secondary schools in the Kampala region use it while teaching about HIV and AIDS. This, therefore, necessitated a research study on the use of the constructivist approaches in the teaching of CRE- HIV and AIDS Integrated Education.

1.3 Purpose of the Study

The purpose of the study was to find out whether the teaching and learning of HIV and AIDS Education, within the CRE 223 (*Christian Living Today*) subject were being done correctly using constructivist approach of teaching and learning.

1.4 Specific Objectives of the Study

The specific objectives were to:

- i. establish how often CRE teachers used the constructivist approaches to teach HIV and AIDS Education.
- ii. investigate teachers' attitudes towards the constructivist approaches.
- iii. establish challenges that affect teachers' application of the constructivist approaches in the teaching and learning of HIV and AIDS Education.
- iv. investigate CRE students' attitudes towards the constructivist approaches to teaching and learning about HIV and AIDS Education.

1.5 Research Questions

The study was guided by the following research questions:

- i. Do teachers regularly use approaches of teaching that give students an opportunity to contribute to CRE lessons and to express, their feelings, opinions and views on sex-related issues including HIV and AIDS? There was need to establish factors that influenced teachers' choice of methods of teaching?
- ii. What type of attitudes do teachers have towards the constructivist approach of teaching HIV and AIDS Education to senior secondary

students? Is it possible for teachers to have positive attitude, but due to other factors, they do not put into practice what they know to be the best approach to teach?

- iii. What challenges hinder teachers from applying the constructivist approach regularly when teaching HIV and AIDS Education? Can reasons for ignoring constructivist approach be partly attributed to teachers themselves and partly to other factors beyond their control? These questions were taken as assumptions that needed investigation.
- iv. What attitudes do CRE students have towards the constructivist approaches of teaching HIV and AIDS Education? Is it correct to assume that since students do not openly complain about teachers' use of teacher-centered methods they do appreciate such methods? Do students' suggestions on how HIV and AIDS Education should be taught reflect the attitude they have towards the constructivist approaches?

1.6 Significance of the Study

This study is important because the findings will be used by teacher educators and school inspectors to help teachers select and use the most effective methods of teaching HIV and AIDS Education. The study will not only help teachers to understand the constructivist theory of teaching and learning CRE, but also help them to translate this theory into good methods of teaching and learning HIV and AIDS Education. The policy makers and educational managers from the Ministry of Education and Sports, Directorate of Education Standards (Inspectorate) and Uganda National Examinations Board (UNEB) will use the findings of the study

to improve on the quality of teaching and assessment in Ugandan secondary schools. Other stakeholders such as NCDC, churches, and NGOs that run HIV and AIDS Education programmes will benefit from this study on how secondary school-based HIV and AIDS programmes should be designed and implemented.

1.7 Delimitation of the Study

This study confined itself to one of the three optional Ordinary Level Religious Education papers called *Christian Living Today* – CRE 223. Emphasis was on the CRE content that covered sex, sexuality and leisure. Only senior four students were involved in the study. The students in this group, were on average 16- 17 years old. This age falls within the 15 – 24 years age group that has been declared to be one of the most vulnerable groups in relation to HIV and AIDS (UNAIDS Report, 2006). The senior four level was selected because students at this level were about to complete the CRE 223 syllabus. Therefore senior four students would be able to give more comprehensive responses on CRE 223 than students of lower classes.

1.8 Limitations of the study

In the course of the study, the following constraints were experienced:

- i. Lack of published and unpublished works on how CRE could be taught well to help adolescents stay safe from HIV and AIDS.
- ii. Reluctance of respondents to share all that they knew, believed or cherished in relation to the CRE subject and sex-related morals. Many people tended to be shy while discussing issues related to sex.

The researcher overcame these limitations in the following ways:

The lack of published works on the integration of HIV and AIDS into CRE in Uganda was solved by surfing on the related topics from websites and reference to several journals. The information obtained was contextualised to the Ugandan situation.

The reluctance by respondents, to share information on sex-related issues was solved by creating a rapport with the respondents and giving them assurance about the confidentiality of whatever they would say. The researcher also trained his research assistants on how to create rapport with respondents. When the researcher and his assistants opened up and conducted discussions in a lively manner, the respondents also opened up and freely shared their views, feelings and opinions on sex-related issues, HIV and AIDS inclusive.

1.9 Assumptions of the Study

This research was conducted on the assumptions that:

- i. CRE was one of the subjects through which information on HIV and AIDS could be shared with students. If CRE was to make a unique contribution to students' sexual lives, it was assumed that, teachers would have to use methods different from the evangelical methods used by church leaders.
- ii. Respondents would freely share their views and attitudes on HIV and AIDS. For adequate information to be obtained, it was assumed that all the respondents would overcome myths, taboos, conservative ideas and

shyness that usually inhibit people from sharing all that they know or feel about HIV and AIDS.

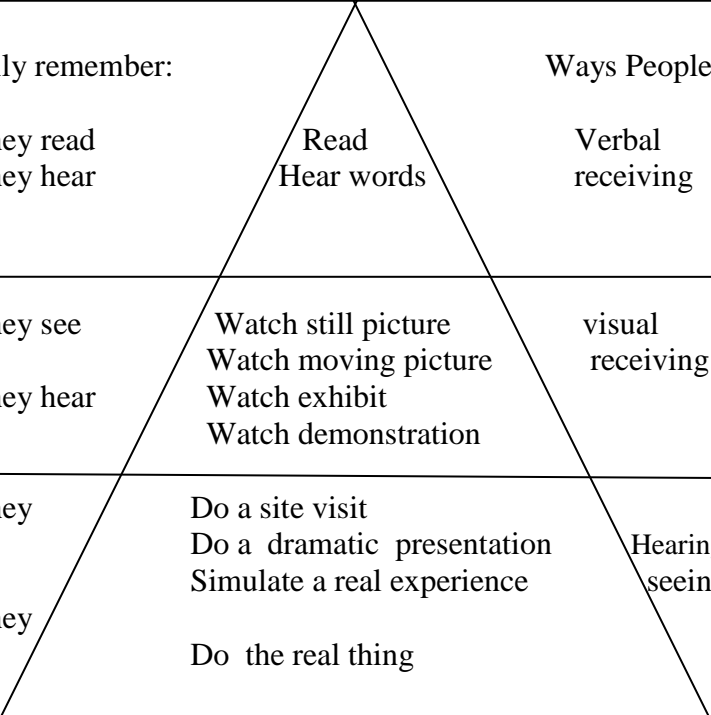
- iii. Teachers would accept to teach using their usual methods of teaching without making adjustment to meet the researchers' expectation. At times some teachers prepare and perform (teach) well only for the sake of impressing officials, guests or researchers.

1.10 Theoretical Framework

Among the many cognitive theories of learning is the Gestalt Theory of learning, propounded by Max Werthem, a German Psychologist, in 1944. According to this theory the learner perceives the learning situation as a whole and responds to each element of the whole accordingly (Callahan & Clark, 1983; Kellough & Carjuzaa, 2009). For example sex and sexuality is a major issue to adolescents. It is a life experience that includes physiological, moral, social, spiritual and psychological factors. Sexuality needs to be understood as a whole, that is, growing towards a healthy, productive and respectable personality. In this theory a teacher's role, is not to lecture to students, for example, about sex and sexuality but to develop their capacity to think, discover and make wholesome rational decisions for their lives (Kirby, 2011). This is possible when constructivist approaches are used. All modern theories of learning for example constructivist and gestalt theories, emphasise active learner involvement, because, by merely listening to the teacher, the learner retains only 10%, while by talking and doing

something the learner would retain 80% (Aggarwal, 2001). This is best illustrated by Figure 1.1

Fig: 1.1: How People Learn

1	People generally remember: 10% of what they read 20% of what they hear	 Read Hear words	Ways People learn Verbal receiving
2	30% of what they see 50% of what they hear and see	Watch still picture Watch moving picture Watch exhibit Watch demonstration	visual receiving
3	70% of what they say or write 90% of what they say as they do a thing	Do a site visit Do a dramatic presentation Simulate a real experience Do the real thing	Hearing saying seeing & doing

Source: MOES & USAID (2007)

Fig.1.1 summarizes the effectiveness of different theories about teaching and learning. In Row 1 where the teacher-centered approach is dominant, the teacher does a lot of talking and students do a lot of listening (hearing). This contributes to 20% of students' learning. Constructivist approach, applicable in Row 3, helps students to use most of their senses which in turn leads to effective learning of 70% and above.

The constructivist approach gives learners more opportunities to learn how to make informed decisions that affect their own lives (Roya, 2005; Bishop, 1985).

It requires that the learners construct and formulate their own ideas, attitudes and self-advice. The teacher's role, under the constructivist approach, is to create scenarios, challenges, case studies or educative tasks that will provoke the learners to generate the relevant knowledge, values or skills.

Constructivism can be a good approach in CRE because it helps learners to think (Rutayisire, 2007) and make their own rational decisions for example those decisions that concern sex, sexuality, HIV and AIDS. This study, with special reference to CRE, established the progress made, methods being used and explored opportunities for cooperation, by all stakeholders to generate synergy against HIV and AIDS.

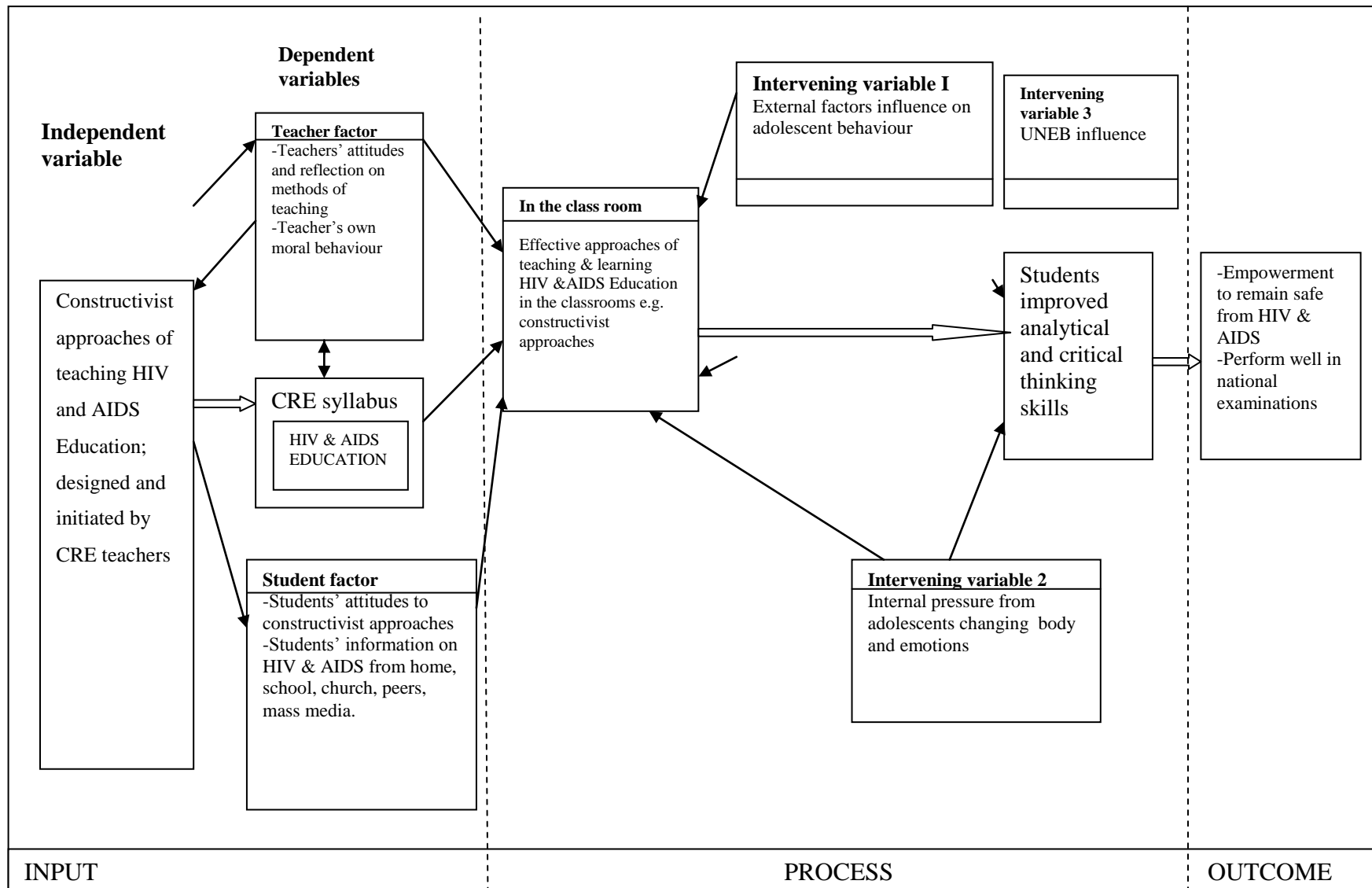
1.11 Conceptual Framework

The conceptual framework is a representation of variables and the relationship between them. The traditional approaches to teaching CRE which are confessional and indoctrinatory in nature (teacher-centered) can no longer help today's adolescents to change their behaviours. Constructivist approaches help the CRE teachers and CRE students to analyse and reflect on different sources of information about sexuality in general and HIV and AIDS in particular. Students get information about sexuality from churches, schools, peers, home, NGOs and the mass media. This information becomes more useful to the students' lives when it is processed through critical thinking and reflections during CRE lessons.

This is possible when constructivist approaches are used in the teaching-learning process. It is more effective for CRE students to be guided on how to formulate their own ideas, mottos and philosophies to guide them in managing their lives holistically, as emphasized by the Gestalt theory of learning than to be given “ready-made” knowledge by their teachers.

In fig 1.2 constructivist approaches is an independent variable that acts as a basis and foundation for guiding CRE students to create (construct) knowledge, values and skills of managing their sexual lives. The dependent variables are CRE teachers’ and students’ attitudes towards constructivist approaches of teaching and learning HIV and AIDS Education. The CRE 223 syllabus is the main source of HIV and AIDS content over which CRE teachers and students interact. The effectiveness of the constructivist approaches depends on what happens in the classroom. In the CRE classroom learners develop skills of using diverse information they have about sexuality to make rational and sound decisions that will eventually direct their behaviour pattern. Some of the elements of the intervening variables that are not handled in the classrooms will be personally and individually handled by the students using the analytical and critical skills a learner has developed from the CRE lessons. The ultimate outcome of the use of constructive approaches is the students’ empowerment to remain safe from HIV and AIDS and other sex-related problems.

Fig 1.2: Relevance of constructivist approaches in HIV and AIDS Education



1.12 Operational Definition of Terms

Adolescents: are young people in the age range of 12-19 years. Senior Four adolescents are about 16-17 years old.

Catechism: refers to the unquestioned and unchallengeable syllabus content and methods used by Church Leaders to convert and strengthen the faith or prepare people (especially children) for baptism or confirmation.

Chaplain: A religious official, in most cases an ordained person, responsible for the spiritual welfare of students and teachers within the school setting.

Church: This is a body / organization of Christian believers.

Confessional approach: Is the practice of teaching and learning where the learner accepts (or is expected to believe) all that he or she is being taught.

Constructivism: Refers to a theory and practice where the learner uses previous knowledge, and experience to build more knowledge, skills and values in relation to the new scenarios or stimuli he or she is currently confronted with.

Constructivist approaches (to teaching and learning). This is a group of related styles of teaching and learning that expects the students to build their own

knowledge. An approach is a collection of several related methods/styles or ways of teaching/learning.

Constructivist method. This is any one specific method/style of teaching or learning, for example group discussion that gives students opportunity to think and create relevant ideas. The terms “approach” and “method” are times used interchangeably, although a method is a subset of an approach.

Cult: This is a group of religious people with extreme and unconventional religious ideas, beliefs, practices and rituals that distance them from established religions.

Didactic approaches: are teaching methods where the teacher transmits/gives prepackaged content to learners without allowing them to make a contribution.

Dogmatic approach: Is a teaching approach where the students have to accept without questioning, given institution, organization or authority.

Evangelical methods/approaches. These are methods of teaching that put emphasis on persuading students to abandon or ignore their own views, opinions and beliefs and take on those of the teacher or preacher. Persuasion downplays critical thinking skills.

Heresy / Heresies: Religious belief(s) that contradict or challenge the belief(s) or teachings of a particular religion.

HIV and AIDS Education: This is an integrated academic content, knowledge, values, skills and methodologies drawn from both CRE and sexuality-related topics designed to help senior secondary school students to avoid HIV and AIDS. HIV and AIDS Education in this study includes the sexuality-related behaviour that may cause one to (or not to) contract HIV.

Indoctrination: refers to a practice of leading learners to believe and accept only one version of an issue, a topic or controversy which by its nature has several versions.

Mystic (disease /solution): This is a disease, a problem, an issue, a solution or an answer that cannot be explained logically or scientifically. It can only be explained in spiritual and magical terms. HIV and AIDS is a scientific and medical disease and therefore its solutions cannot be mystical in nature.

Post-lesson conference: is an analysis of a lesson that has ended by both the teacher and a researcher in order to assess its successes, weaknesses, challenges and possible remedies. In a post-lesson conference what transpired during lesson presentation is analysed vis-à-vis what is included in the lesson plan.

Senior Four (S.4) in the Ugandan context, refers to the fourth and final year of Ordinary Level secondary school education. From Senior Four most students go for a two- year Advanced Level (S.5 and S.6) before proceeding to universities and other tertiary institutions.

Sexuality is the manhood and womanhood; behaviour, issues, practice, aspects of human beings in relation to being male or female. Biological, psychological and personality factors arising from or looked at in relation to one being male or female shape one's sexuality.

Syncretism: A practice of being loyal to and concurrently practicing two different religious faiths. Syncretism weakens one's Christian faith because one's Christian failures are defended using African Traditional Religion or other religions. For example a man who is a Christian can attempt to justify his adulterous behavior claiming that as an African man, he is practising polygamy (African Traditional Religion).

“Tabula rasa”: literally means an “erased table”. It refers to a blank (empty head) mind that is, a child assumed to be without knowledge or feelings of his/her own.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter focuses on the review of literature related to the study, basing on the following themes. The importance of HIV and AIDS education to secondary school students, the concept of teaching, approaches of teaching CRE, teachers' attitudes to constructivist approaches of teaching, HIV and AIDS Education and students' attitudes towards the constructivist approaches of teaching and learning HIV and AIDS education.

2.1 Importance of CRE in the moral development of secondary school students.

Christian Religious Education contributes significantly to the moral development of the secondary school students (Smith, 1995; cooling, 2003). In their taxonomy of educational objectives, Krathwohl, Bloom and Masia identified three domains of learning objectives. These were the cognitive domain, the affective domain and the psychomotor domain (Krathwohl et al, 1964). The affective domain involves feelings, attitudes and values (Kellough and Carjuzaa, 2009; Otto 2000). Many scholars agree that CRE is one of the subjects that contribute significantly to the affective development of the child (Bishop, 1985; Waston, 1993; Aggarwal, 2002). CRE contributes to different moral aspects of the students, for example self

respect and respect of others (Wright & Vale, 1997), effective use of leisure and therefore guarding against pornography, drug abuse and dangers of alcohol (Sharkey & Welch, 1979). CRE helps students to develop values related to money, work, social justice and human rights (Sharkey & Welch; Field, 1983)). CRE also equips learners with knowledge, values and skills on how to manage their sexual lives and relationships as they grow up (Kirby, 2011). CRE prepares students in advance on how they will manage their lives as married people (Chapman, 1975; Smith, 1995).

CRE does not only contribute to the affective domain but also to the cognitive domain by developing students' critical thinking skills (Cox, 1983; Rutebuka, 1984, Maani & Kenyi, 2005). Learners are helped on how to make rational and informed decisions in relation to different ethical, religious, social and economic challenges they face. The constructivist approach to teaching also enables students to discern and shun heretical teaching and false religious claims or prophecies; a case in point being the claim by Harold Camping, a radio broadcaster and President of Family Radio based in U.S.A, who had "prophesied" that the world would have come to an end on 21/15/2012 (Tumwebaze, 2011). In the same article Tumwebaze reminds her readers that on 31/12/2000 a certain Joseph Kibwetere, a Roman Catholic break away cultic leader, predicted the end of the world and ended up burning to death five hundred people in a wooden church in Kanungu District, Western Uganda. It is only CRE, as a subject, that can effectively counteract false teachings that target vulnerable people including

secondary school adolescents. False explanations, stories and myths are created on many different aspects of life such as love (relationships), money/wealth, health, politics and academics. African Traditional Religion is taught in CRE to promote the African identities and some values that had been suppressed by foreign religions and cultures. In this research study, discussion on the importance of CRE was restricted to HIV and AIDS as a very important issue in the lives of secondary school students. For purpose of in deep analysis and the urgency involved, constructivist approach was applied only to the HIV and AIDS content, though this approach is applicable to all the themes and sub themes of the CRE 223 syllabus.

2.2 The relevance of HIV and AIDS Education to secondary school students

One of the strategies to help secondary school adolescents to stay safe from HIV and AIDS is to train their teachers on issues related to HIV and AIDS. The Commonwealth Secretariat and ADEA workshop that took place in Johannesburg from 12-14/9/2006 resolved that “every teacher should be competent in life skills and HIV and AIDS education by 2015” (CWS 2006: 78). Though Uganda was represented in this workshop, very little since then has taken place in Uganda to improve teachers’ knowledge and skills of teaching HIV and AIDS Education. This was confirmed by PIASCY Monitoring Report (MOES, 2009) which indicated that some secondary school teachers lacked basic scientific and general

facts about HIV and AIDS. The same reports indicate that teachers are usually shy or usually feel uneasy to discuss sex-related issues with their students.

Lack of teachers who are competent on sexuality issues is a common problem not only in Uganda but the whole of Africa (UNAIDS, 2010; Tumwesigye, 2007). One way to train teachers on HIV and AIDS related issues is to incorporate these issues in their subjects of specialization, for example, CRE. This approach, known as infusion or integrated approach is more convincing to the Ministry of Education & Sports than proposing an additional subject, known as stand-alone approach, to the already over-crowded curriculum (Clegg, 2009; GOU & UNAIDS, 2011). Similarly, the Kenyan Ministry of Education, under the HIV/AIDS education sector policy, identified CRE as one of the subjects through which HIV/AIDS education could be integrated in the school curriculum (Ruto et al, 2009). In addition to information on global and national perspectives of HIV and AIDS, a CRE teacher needs to know much more about HIV and AIDS-related issues concerning secondary school students. A teacher's knowledge about his/her students enables him/her to help them better (MOES & PIASCY Reports, 2009; Fontana, 1983). CRE teachers should be familiar with the following HIV and AIDS-related facts in regard to senior four students.

Senior four students belong to the 15-24 year sub-group of population. This subgroup is one of the groups most vulnerable to HIV and AIDS (Tumwesigye, 2007; Rabusic & Kepakova, 2003). Primary and secondary school students are

the first and second “windows of hope” respectively, (MOES, 2006). This means that, if in future Uganda is to have a population free of the HIV and AIDS, then these two groups must be helped not to contract the HIV virus (UNAIDS, 2010 Report). However, the fact is that senior four adolescent students are vulnerable as far as HIV and AIDS is concerned. Some of them have been engaged in pre-marital sex as a result of rape, defilement, peer pressure and desire for easy cash and gifts. A *Straight Talk Foundations (STF)* research (2003) found out that 75.3% of the 1865 girls (from 24 secondary schools) had had sex in the last twelve months. This agrees with Roya’s findings that among the sexually experienced adolescents aged 15-19 years old, 76% (females) and 57% (males) were currently sexually active (Roya, 2005). Similarly in Ibadan, Nigeria, Olawale and Ocha found out that out of their 928 respondents 69% of them had engaged in unprotected sex (Olawale and Ocha, 2008). Some of these sexually active adolescents engage in unprotected sex (Hyde et al, 2002).

The fact that fourteen primary school girls missed their 2008 final and national Primary Leaving Examinations in Apac District, in Northern Uganda, due to being pregnant (Opio, 2008) shows that teenage pregnancy is more widespread than is usually presented. Olawale and Ocha (2008) provide information that by the age of 18 years 70% of the girls have been pregnant at least once. The possible explanation of this unsafe sex behaviour is that, as Hyde et al (2002) found out, 80% of the students interviewed said that topics on HIV and AIDS were not taught in their schools. Additionally students have not been equipped

with risk analysis and life skills to help them perceive and avoid sex-related problems (UNAIDS Report, 2006). This is why due to “blind trust” some girls have been defiled by the least suspected people in society such as priests, teachers, uncles and “family friends”. This, among other reasons, explains why HIV infections in girls is 4-6 times more than that of boys of the same age, (Dyer, 2004; MOES, 2005; Tumwesigye, 2007; KMOH, 2005)

The researches and literature quoted above are descriptive. They describe and explain adolescents’ sex-related behaviour. They fell short of prescribing solutions. They do not show how the identified adolescent problems should be addressed. While a lot is being done under co-curricular activities in secondary schools, the potential of using time-tabled CRE lessons to protect students from HIV and AIDS has not been investigated; thus the urgency and importance of this research study.

2.3 Concept of Constructivist Approach

The term “Constructivist” comes from the word “construct”. To “construct” is to build something; to form something such as an argument (Cambridge Dictionary, 1985). Therefore, Constructivism, as applied to the learning-teaching situation, refers to the idea that learners construct knowledge for themselves (Hein, 1996). By reflecting on their experiences, learners construct their own understanding of the world they live in (www.wikipedia). Constructivism focuses on the “meaning - making activity of the individual mind” (Crotty, 1998). Prior knowledge,

attitudes, beliefs or experiences are used to construct and understand the new situation or information the learner comes into contact with (Thanasoulas – <http://www3.telus.net>; Kyriacou, 1997)

Constructivism can be categorized into two. Cognitive constructivism, associated with Piaget, emphasizes the fact that a child can learn (construct) a lot individually depending on his/her age and on the environment with many stimulating objective materials or situations (Fontana, 1983; <http://webs.syr.edu/-walker/cognitivismtheories.htm>). Cognitive Constructivism enables individuals to reflect and construct knowledge that enables them make good and informed decisions in light of the prevailing situations, challenges or temptations (IEC, 2002; Epstein, 2002). Using cognitive constructivism, a student can think critically on his/her own and avoid sex-related risks for example free gifts (Kirby, 2011; Tumwesigye, 2008).

The other type of Constructivism is “social constructivism”. This type, associated with Lev. Vygotsky, a Russian psychologist, places a lot of emphasis on the social context of learning (Vygotsky, 1978; Thanasoulas, 2006). Social constructivism stresses the importance of peers, adults and teachers in helping learners grasp concepts and ideas that they cannot understand on their own (Hein, 1996; Vygotsky, 1978). The role of the teacher in guiding the learners is important in social constructivism (Kim, 2001). Some of the methods that emphasise social constructivism are “cooperative learning” (MOES & USAID, 2007), discussion

and value clarification (Groenwegen, 1993). Together, learners can achieve a lot compared to individual and competitive efforts.

Constructivist theories of learning are both old and new (Mahoney, 2006). Constructivist principles, that is, letting or challenging the learners to make discoveries (of knowledge or skills) themselves, can be traced to the Greek period. Socrates (470 BC– 399 BC) used well organized and sequenced questions to help his students or other inquirers to provide answers to their own questions (Aggarwal, 2002; Bishop, 1985). Instead of providing “ready-made” answers, Socrates used questions to help his clients think, reflect and construct their own solutions (Rusk & Scotland, 1979; Kellough & Carjuzaa, 2009). This approach is also used by counsellors today (Opiro, 2002; MOES & USAID, 2007). Jesus Christ used the same constructivist approach on several occasions during His Ministry. Through the use of their own coin, Jesus helped Pharisees and Priests to sort out their own confusion on the payment of taxes to the Roman authorities (United Bible Society, 2004). On another occasion, Jesus used the parable of the Good Samaritan to help a Pharisee (a teacher of the Jewish Law) to define for himself who a neighbour is (United Bible Society, 2004).

Constructivist approach to learning was boosted by the 18th and 19th century philosophers of education (IEC, 2002; Rusk & Scotland, 1979). For example, Rousseau in (Aggarwal, 2002) emphasises the use of heuristic methods, that is,

teaching and learning by doing; while Dewey's pragmatist philosophy is opposed to the idea of coming to class with fixed truths and fixed values (Akinpelu, 1981).

On the other hand constructivism is also regarded as a recent theory of learning (Mahoney, 2006; Huitt, 2003). The first major contemporary philosophers and educationalists to develop a clear idea of what constructivism consists were Dewey, Piaget and Vygotsky (Thanasoulas, 2006; Epistein, 2002). Many educationists today are adopting constructivist approaches as the best approaches of teaching and learning (IEC, 2002; Good & Brophy, 2008).

Why is constructivism becoming a popular learning theory in different education settings? Mahoney (2006), in fact, argues that the term "constructivism" has become so popular that from 1974 to 2002, the usage of the term in abstracts of articles appearing in psychology cumulatively increased from less than 1000 in 1974 to over 4500 in 2002. Epistein (2002) and Hein (1996) share the same view that the latest catchword in educational circles is "constructivism". Constructivism is applicable in all aspects of the teaching-learning process (Appendix1) Educationists from different disciplines are trying to apply constructivist approaches to improve the learning and teaching of their respective subjects/disciplines. Similarly, constructivism is relevant in CRE because students need to be trained on how to make informed and rational personal choices in all aspects of life, sex and sexuality inclusive (Cooling, 2003; Haberland & Rogow, 2009).

According to Jaworski (1996), it has recently become fashionable to talk about constructivism in relation to the teaching and learning of mathematics. According to her, pre-existing mathematical knowledge is used to construct new mathematical knowledge. The constructivist approach is also advocated in ICT classes (Ng'ambi & Johnston, 2006; Newhouse et al, 2002). Students will gain more ICT knowledge and skills if they are given an opportunity to interact with computers than teachers giving them well prepared ICT knowledge. The foregoing discussion shows how constructivist approach has gained currency and is being used in other subject areas. The relevance of constructivism in CRE has not attracted many CRE specialists. There was need to investigate the attitudes of CRE teachers and those of senior four CRE students towards the constructivist approach as an effective approach of teaching and learning HIV and AIDS Education. CRE equally needs the constructivist approach because students have a lot of opinions, beliefs and knowledge which can be utilised to generate more sexuality-related knowledge. (Wright & Vale, 1997).

The concept of constructivism cannot be concluded without commenting on what happens in a constructivist classroom in comparison with the traditional, teacher-centred classroom. The fundamental challenge of constructivism is in its “changing locus of control over learning from the teacher to the student” (Hein, 1996:3). Arising from Hein’s assertion, learners must, with the help of previous knowledge add skills, actively and participatively construct their own knowledge

and improve on their skills in relation to the new challenges or problems that are laid before them or those they are confronted with (Twoli et al, 2007; Maani & Kenyi, 2005; Aggarwal, 2001). Within the constructivist paradigm, the accent is on the learner rather than the teacher (Thanasoulas, 2006). The emphasis is on what students can do by themselves to improve on their knowledge, skills and values (Epstein, 2002; Kyriacou, 1997). This is why constructivism is more on learning (epistemology) than on teaching (pedagogy) (Hein, 1996; Jaworski, 1996). What has been described about a constructivist classroom contrasts sharply with what happens in a traditional classroom where learners passively receive “ready-made content from the teacher (Otto, 2000; Kelloug & Carjuzaa, 2009).

In addition to the constructivists approach to learning, educationists also recognise that there is the “constructivist – approach to teaching” where the teacher sets the climate, the environments, challenges, tasks or problems to help learners construct new knowledge (<http://www.exploratorium.edu>). A constructivist teacher prepares tasks and monitors students’ exploration, guides the direction of student inquiry and promotes new patterns of thinking (Huitt, 2003). Such a teacher does not come with pre-determined, prepackaged content to give or dictate to students (Cooling, 2003) as the case is in teacher-centred methodologies. Instead, he/she guides and facilitates students to make meaning out of the new challenges that they face.

2.4 The relationship between definitions of “teaching” and constructivist approaches

Constructivism cannot be adequately applied in the teaching-learning process unless the concept of teaching is clear to teachers. Our concepts influence our practice (Smith, 1995; Kirby, 2011). Formal classroom teaching contributes to the general education of the learners. Education itself has been described as a life-long process from infancy to old age or from womb to grave (Aggarwal, 2002; Castle, 1976). Therefore learners come to the classroom, not with an empty mind (*tabula rasa*) (Kagoire, 2000; Bishop, 1985), but with a lot of knowledge, beliefs, skills and interests that they gathered from many informal educational sources (Twoli et al, 2007; Maani & Kenyi, 2005). Some of these sources are referred to as the “hidden Curriculum” (Bishop, 1985; Kagoire, 2000). The contribution of the hidden curriculum to the education of the child should not be under-estimated (Kyriacou, 1997; MOES & USAID, 2007).

Formal education aims at developing in the child capacities that can enable him or her to control his or her environment and fulfill his or her responsibilities (Dewey in Aggarwal, 2002). One of such capacities to be developed is the thinking capacity (Nacino-Brown et al, 1982). The thinking capacity is developed when critical questioning skills are developed among students. Thinking capacity enables the learners to make sound and rational decisions that they use to overcome any dilemma in their lives (Bishop, 1985; Opiro, 2002; Weerhe, 2007).

Contrary to popular opinions, teaching is a complex activity (Kaahwa, 2002; Cooling, 2003; Perrot, 1996). Therefore the terms “teaching” and “effective teacher” are difficult to define because different people understand them differently (McBer, 2000; Perrot, 1997). Peters (1973), describes teaching as a polymorphous activity. Peters used that term to mean that teaching is an activity with different forms or shapes. Other scholars have referred to it as a multifaceted activity (Kaahwa, 2002; Otto, 2000). This view is not different from the explanation of Good and Brophy (2008) that in any one day a teacher may engage in more than a thousand interpersonal exchanges with students.

Cooling (2003) uses the famous analogy of “Three blind men and an elephant” to illustrate the argument that many people understand the term “teaching” differently. Each blind man claimed to understand an elephant basing only on the part of the elephant he touched. This, according to Cooling, shows that there is no one standard and universally accepted definition of “teaching”. Similarly, few people understand the holistic meaning of teaching. They understand only one or few “faces” (facets) or activities of teaching and use this or these for the whole concept of teaching (IEC, 2002). Some scholars also include many educational activities done by teachers outside the classroom in the analysis of what teaching entails. Examples of such activities include making schemes of work and lesson plans, marking students’ exercises, guidance and counseling of students and conducting co-curricular activities. (Kyriacou, 1997; Perrot, 1996).

Definitions and concepts of teaching can be put in two main categories. The first category is the traditional understanding of the term “teaching”. This is best represented by a dictionary definition as “to give someone knowledge” (Cambridge Dictionary; 1985). Similarly teaching is regarded as imparting knowledge values and skills (Wilkins; 1994; Otto, 2002). The same understanding is portrayed in the Uganda Government White Paper on Education (GWPE) 1992:7) which uses the word to “inculcate” in one of its Aims of Education as reproduced here: “To inculcate moral, ethical and spiritual values in the individual and to develop self-discipline, integrity, tolerance and human fellowship” To “inculcate” is to “fix ideas, beliefs and facts in someone’s mind”, (Cambridge Dictionary, 1985). This definition contradicts current participatory approaches of dealing with adolescents (GoU & UNFPA,2007; KMoH,2008). According to these definitions, the learner receives passively, whole-heartedly and faithfully all that is passed on to him (Nacino-Brown et al, 1982; IEC, 2002). This kind of approach to teaching was also found in African Traditional Society. Young people were supposed to follow, without questioning, the wisdom, advice or instruction given by elders (Callahan & Clark, 1982; Ssekamwa, 1997; Mbiti, 1975).

Similarly, Christian approach to Christian values and morals in the past dictated that learners follow instructions as given by Christian leaders basing on the scriptures that “What I am teaching you is good, so remember it all” (Proverbs, Ch.4:2, Good News Bible). This understanding of teaching is rooted in the

philosophy of education called perennialism (Ntare et al, 1999; Aggarwal, 2002). One of such philosophies is idealism associated with the Greek Philosopher, Plato (Rusk & Scotland, 1979). According to idealism a teacher is a model and an authority and therefore should decide and dictate what students learn (Akinpelu, 1981). The curricula and methods in idealism are fixed and pre-determined (Bishop, 1985; Ntare et al, 1999; Aggarwal, 2002). Few researchers and scholars have ventured into studies that help chaplains, parents and teachers realise that authoritative and threatening approaches that “worked” during their youthful days may not be as effective with today’s youths. There is need to investigate more on how students’ own input can be used to help them change behaviour.

Methods of teaching which follow the traditional meaning of teaching use direct teaching approaches where teachers “tell” pupils directly, (Callahan and Clark, 1982; IEC, 2002; Perrot, 1996) what they should know or believe. By use of dictation or lecture, a teacher passes on, that is, delivers prepackaged content to students (Twoli et al, 2007; Maani & Kenyi, 2005). Such methods are referred to by different phrases such as transmission model (IEC, 2002; McBer, 2000), expository model or didactic methods (Bishop, 1985; Twoli et al, 2007). Kellough and Carjuzaa (2009) also refer to such methods as the “delivery mode” and “traditional style”. In summary, the traditional meaning of teaching therefore leads to teacher-centred methods of teaching.

The inadequacy and limitation of teacher-centred methods of teaching is summarised by the story quoted here below;

There is an old joke about a little boy who was proudly telling his friend that he had just taught his dog to whistle. “Let’s hear him whistle, then” said the friend, somewhat skeptically. “Oh” replied the little boy, “he cannot whistle”, I said I had taught him to whistle not that he had learned to do it (IIEC, 2002, p.92).

There is now a heated debate among educationists whether all teaching ends in a change of behaviour on the part of learners or whether some teaching as implied in the story above has no significant impact on the learners (Nacino-Brown et al, 1982). There is a lot of “talking to students” but without corresponding amount of learning (Perrot, 1996; Bwayo, 2009). “Talking to students” compared to “talking with students” is a traditional approach to teaching (Aggarwal, 2001; Good & Brophy, 2008). Unless teachers and other authorities “talk with students” on HIV and AIDS students’ sex-related behaviour will not change (Okaka, 2009)

Some of the main criticisms against teacher-centred methods of teaching and, therefore, traditional meaning of teaching are that learners are denied a chance to think, create, internalize, own and apply ideas or knowledge (McBer, 2000). Giving or transmitting information to people, students inclusive, is not enough, otherwise HIV and AIDS would have been stamped out of Uganda since 90% of the population have basic knowledge about the causes and consequences of HIV and AIDS (GOU & UNFPA, 2008). Different research studies and surveys show that students’ knowledge about sex-related issues, HIV and AIDS inclusive, is

high (Okaka, 2009). It is reported that 80% of student knew the causes of HIV and AIDS and 70% knew the main strategies of prevention of the HIV virus and yet 70% of them engage in risky sexual behaviour (Kagoro, 2012). Many researchers and scholars have acknowledged that a high level of knowledge does not automatically lead to a change in students' behaviors (Kirby, 2011; Ruto et al 2009). These studies however do not show why secondary school students did not put into practice what they knew about sex, relationships and about HIV and AIDS. Investigation into why they never practised what they knew would guide teachers and curriculum developers to repackage HIV and AIDS education and devise new approaches of teaching. There was need to investigate teachers' and students' attitudes to constructivism as one of the possible approaches of helping students put into practice what they learn in HIV and AIDS Education.

The other category of definitions of teaching are described as modern and technical. It is not a lay person's definition as given in the dictionary quoted above. The modern definitions of teaching are based on the current educational theories that refer to teaching as indirect teaching (Flanders, 1970; Callahan & Clark, 1982). Flander's analysis of teaching categorises all teaching into direct and indirect teaching (Flanders, 1970; Perrot, 1996). Indirect teaching allows students to be actively involved in their learning because, by tackling the tasks given to them, they improve in their knowledge, skills and values (Kellough & Carjuzaa, 2009).

Teaching is perceived as an interaction between a student and a teacher over a selected subject (Kyriacou, 1997; Aggarwal, 2001). Teaching therefore becomes a dialogue where a good teacher must be a good listener (Good & Brophy, 2008; McBer, 2000). Listening to students is pedagogically important because among other things it gives them opportunities to think and articulate their views (Bwayo, 2009; Ngambi & Johnston, 2006). It also gives a teacher an opportunity to assess students' strengths, weaknesses and attitudes and, therefore, an opportunity for the teacher to respond accordingly (Ntare et al 1999).

Regarding teaching as interaction or dialogue between a teacher and students means that the teacher does not just transmit or give knowledge. Instead he/she helps students to change a skill, attitude or perception (Nacino-Brown et al, 1982). A teacher is an "enabler" (Wilkins, 1994; Otto, 2000), and also a catalyst (Farrant, 1980). According to constructivist theories, a teacher does not give knowledge but produces situations that help student construct their own knowledge (Thanasoulas, 2006; Epistein, 2002) A teacher is therefore a facilitator (IEC, 2002; Odongo, 2007). Instead of giving "ready made" knowledge he/she helps students learn how to learn (Ntare et al 1999; Wilkins, 1994). He/She challenges but also enables students discover more on their own, (MOES & USAID, 2007; Watson, 1993). Therefore, this definition promotes heuristic approaches to teaching and learning (Twoli et al, 2007; Groenwegen, 1993).

Learner-centered (heuristic) approaches help learners to construct, remember and apply knowledge to new situations (Perrot, 1996; Otto, 2000).

The concept of and attitudes towards teaching one has influence his/her methods of teaching. A teacher who knows that teaching should be responsive and sensitive to students' many learning styles (Cooling, 2003; Kellough & Carjuzaa, 2009) will vary his/her methods to satisfy all types of learners. Similarly different teachers have different styles of teaching (Cooling, 2003; Good & Brophy, 2008). So the concept of teaching cannot rigidly and uniformly be applied to all teaching-learning situations. There should be appropriate mix of expository and heuristic approaches to teaching depending on the prevailing circumstances (Callahan & Clark, 1982; Kirby, 2011). However, given the controversies that characterize religion and religious education (Watson, 1993; Cooling, 2003) and the unpredictable behaviour of adolescents, the more the constructivist approaches are used the more the 'relevance of CRE at secondary school level (Maani & Kenyi, 2005; Goldman, 1965).

A research done in UK in 2000 for the Department for Education and Employment (DfEE) about teacher effectiveness discovered that effective teachers employed a variety of teaching strategies and asked a lot of questions to involve pupils in class discussion (McBer, 2000). The opposite is true in most Ugandan secondary school classrooms according to Odongo's research with UNEB Examiners where "teachers spend an appropriate amount of time drilling

their students on what they perceive as examinable and ignore what is not (in their opinions) examinable (Odongo, 2007:10). A lot has been written on how teachers are letting down the Uganda education system (Okonye, 2007; Odongo, 2007). However there has been little effort, through research, to “hear” from teachers themselves whether they ignore learner-centred methods and if so, why they do so despite knowing their advantages of over teacher-centred methods (Weerhe, 2007). This research endeavoured to fill this gap in respect to HIV and AIDS Education as one of the content areas in CRE.

2.5 Approaches of teaching CRE

2.5.0 Introduction

In the previous sub-section, the concept of the term “teaching” and its implications, as contained in literature, was analysed. Therefore, there is need to narrow down and apply these general concepts about teaching to a specific subject (CRE), and to a specific problem, that is, preventing HIV and AIDS among secondary school adolescents.

If CRE is taught using the constructivist approach, students will be empowered to make correct decisions in all situations they find themselves in. Empowered girls can resist temptations and seductions from many categories of men, their priests and pastors inclusive (Muhumuza, 2007). Some Pastors and traditional healers claim to have the ability to heal HIV and AIDS (Kiirya, 2011). Such claims

contribute to the increase in the HIV infection rate (Lanyero, 2011). A CRE teacher who uses correct methods of teaching, such as the constructivist approaches, empowers students to analyse and resist such claims which, otherwise, would have misguided students into making wrong decisions (Cox, 1983; Maani & Kenyi, 2005). Secondly, some mysteries of life such as mystical diseases, disaster and death and other realms of meaning about life can only be handled by religion as long as it is taught well (Bishop, 1985; Groenewegen, 1993; Grimmitt, 1973). Thirdly, because of the pedagogical approach, CRE would rather be taught in schools than left to churches where the confessional approach stifles the learners' chance to analyse, question or assess what is presented to them (Rutebuka, 1984; Groenewegen, 1993; Wright & Vale, 1997).

2.5.1 Confessional approach

If CRE is to be effective in helping adolescents to remain safe from HIV and AIDS, good approaches of teaching and learning it must be used (Maani & Kenyi, 2005; Kamuli, 2006). From the Missionary period, that is, since 1877, up to the early 1970's confessional and dogmatic approaches were used to teach religion in schools (Rutebuka, 1984; Tumwesigire, 1991). Missionaries used these approaches to decampaign African Traditional Religion and evangelize the masses through school education (Mugambi, 2000).

When a teacher uses a confessional approach he or she presents and promotes only one side or version of an issue which has many other sides or versions (School council, 1971; Watson, 1993; Tumwesigire, 1991). The confessional approach leads to indoctrination. The confessional approach is usually used when the teacher's purpose is to convince and convert students to a set of beliefs or philosophy of living. Examples of topics that generate controversy in the wider christian community, and consequently, become inevitable in the school CRE syllabuses include issues to do with abortion, family planning, adolescent-access to condoms, alcohol, healing miracles, wealth, politics, fashions (dress code) marital and sex-related issues (Kaije & Twesigye, 2004; Cox, 1983).

The confessional approach and indoctrination in general are not acceptable to modern educators because of several reasons such as denying students critical thinking skills, (Watson, 1993) and promoting blind loyalty (Chapman, 1975). They clash with modern democratic trends of allowing students to contribute to programmes that affect their lives (Smith, 1995; KMOH, 2008). The confessional approach is not acceptable in schools and classes which are religiously pluralistic (Tumwesigire, 1991). The confessional approach would be aimed at encouraging students of other faiths be converted to the faith that is being promoted (Smith, 1995; Cox, 1966). Where confessional approaches are used, "the Secondary school RE classroom can easily become a very chilly place" (Cooling, 2003, p.5). Generally, modern pedagogy does not allow indoctrination, which is a didactic and spoon-feeding type of teaching (Bishop, 1985; Watson, 1993; MOES, 2007). The teachers' code of conduct of the MOES does not allow indoctrination

(MOES, 1996). No surveys or researches have been conducted to establish teachers' responses on the teachers' code of conduct that prohibits indoctrination.

Different approaches of teaching RE have developed as a reaction against the weaknesses of the confessional approaches (Cox, 1983; Groenwegen, 1993). Such approaches include the following:

2.5.2 The Phenomenological Approach:

The term "Phenomenological" comes from the word "phenomenology" which is a branch of philosophy that deals with people's feelings, thoughts and experiences (Cambridge Dictionary, 1985). The phenomenological approach becomes relevant to religions if people's feelings, thoughts and experiences have a religious dimension. The leading exponent of this approach was Ninian Smart (Wright & Vale, 1996; Smith, 1995). According to Smart (1971) all major religions have the following religious dimensions: Ritual, Mythological, Doctrinal, Ethical, Social and Experiential. Therefore, effective CRE should contain reference to the multi-dimensional nature of religion, (Wright & Vale, 1997; Cooling, 2003; Watson, 1993). The Phenomenological approach is the objective study of all religions from the point of view of the adherents of a given faith (Smart, 1971; Wright & Vale, 1997). It involves putting oneself in the shoes of the other (Cooling, 2003). For example, Christian children should study and empathise Islamic teaching and practice about fasting. This should not be interpreted as converting to another

faith. This approach can, therefore, also be referred to as multi-faith approach (Watson, 1993).

One of the advantages of the phenomenological approach is that it helps students to study, understand, appreciate and tolerate people with different faiths (Groenwegen, 1993). One of the limitations of the phenomenological approach is the emphasis on the academic side of religion and therefore leading to “Religious Studies” at the expense of the spiritual and nurturing components of religion which leads to “Religious Education” (Cooling, 2003; Cox, 1966; Maani & Kenyi, 2005). CRE 223 is not designed along the phenomenological approach, except for the little content on African Traditional Religion which is incorporated in the CRE syllabus. That is, CRE 223 is not a multi-faith syllabus. Besides this, CRE 223, as shown in its aims stated below, aims at nurturing students into the Christian faith UNEB (2005).

Aims:

- i. To enable the student to grow towards responsible Christian maturity.
- ii. To enable the student to see more clearly the elements of his/her faith in his/her life.
- iii. To enable him/her make his/her own the values he/she now considers worthwhile.
- iv. To enable him/her bring these values to the world by relating his/her Christian faith to his/her life in the changing and developing society of which he/she is a member (UNEB, 2005, p.62).

CRE 223 does not promote “indoctrination” as an approach to learning because a student is supposed to own and relate values to his/her own life. The fourth aim gives leeway to both CRE teachers and CRE students to interpret and apply Christian faith to the situations prevailing in society. This observation agrees with Kelly’s (2010: pp 236-237) advice to church leaders to avoid handling HIV and AIDS related issues with rigid Christian teaching about sexuality.

2.5.3 Experiential Approach

This approach emphasises the need to understand the inner spiritual aspects of religion (Watson, 1993; Wright & Vale, 1997). The inner spiritual world lies at the heart of ‘every religion (Cooling, 2003). Unlike the phenomenological approach which emphasises the “publicly visible aspects of religion” (Wright & Vale 1997, p.17), the experiential approach “re-awakens that spiritual world which lies dormant and is suppressed within all of us” (Cooling, 2003). The experiential approach, through meditation and stilling exercises, helps students to understand their own inner world, that is, spiritual experiences which in turn helps them to value other people’s spiritual experiences (Groenwegen, 1993)

2.5.4 Ethnographic Approach

The Ethnographic approach takes care of the multiplicity of interpretations and expression within a faith tradition (Wright & Vale, 1997; Cooling, 2003). Christianity as a religion has many denominations that agree and disagree on some doctrine and rituals (Smart, 1971; Field, 1983). For example, the Anglican

and the Roman Catholic Christians agree on infant baptism but disagree on other aspects and interpretations such as divorce, family planning and sacraments (Smith, 1995). The Seventh Day Adventists (SDA) and Pentecostals' interpretation and implementation of the baptism ritual differs from that of Anglican and Catholic Christians, (Smart 197; Field, 1983). The Ethnographic approach helps to overcome prejudices that may arise out of these differences. A joint CRE Syllabus takes care of the interdenominational differences (Smith, 1995).

2.5.5 Thematic Approach

This approach teaches religious content by themes cutting across several religions. Such themes include pilgrimage, religious buildings, sacred books or celebrations" (Wright and Vale, 1997 P.18). Thematic Approach is also possible within the same religion (Chapman, 1975; NCDC & MOES, 2008); for example in Christianity where the life-themes approach helps students to explore different human experiences (Rutebuka, 1984; Groenwegen, 1993). CRE 223 follows this approach (NCDC & MOES, 2008). The thematic approach makes CRE more relevant to the lives of the learners (Rutebuka, 1984; Maani & Kenyi, 2005; Groenwegen, 1993).

2.5.6 Religious Literacy Approach

This approach helps learners to understand the way in which religion works in people's lives. It enables the learner to make religious decisions himself/herself (Goldman, 1965; Cox, 1983). The Religious Literacy Approach equips students with key skills which they use to explore and understand religious explanations about different aspects of life before they make their own conclusions (Cooling, 2003). In a "religious literacy" lesson, students relate the knowledge given, for example on HIV, to what they already know so as to make better judgement on HIV (Butler & Hudson, 2003). This approach is therefore similar to the constructivist approach because in both approaches the student is encouraged to contribute to his/her own learning (Epstein, 2002; Kyriacou, 1997)

2.5.7 Learner-Centred Approach

Learner-centred approaches, under which falls heuristic or discovery methods (Twoli et al, 2007; Callahan & Clark; 1982; Aggarwal, 2001), are emphasised in all subjects. But given the subjectivity of religion, and therefore the subjectivity of Religious Education (Cooling, 2003; Watson, 1993), it is possible to use learner-centred methods without giving students freedom to critically explore all versions or "truths" about an aspect of life that is being studied. The teacher makes up his/her mind in advance on what students should discover, (Cox, 1983). For example, "Why should abstinence be the only method of HIV prevention that should be promoted in secondary schools?" This kind of approach has been referred to as "neo-confessionalism" because essentially, it is a new way of

converting students to one's line of thinking or beliefs (Watson, 1993; Cox, 1983). The constructivist approach allows more openness of approach to religious, moral and pedagogical issues (Maani & Kenyi, 2005; Groenwegen, 1993)

In addition to effective approaches to teaching, teachers and students need up-to-date instructional materials – text books inclusive, (Clegg, 2009). Unfortunately, the CRE 223 syllabus and the accompanying text books, that is, *Christian Living Today* (CLT) Books 1 & 2 were written in 1975 before HIV and AIDS had become a global pandemic. HIV was first identified in Uganda in 1982, (Dyer, 2003). CLT books 1 and 2 have never been revised. Competent teachers only slot information on HIV and AIDS in the appropriate sub-themes as they teach CRE (NCDC & MOES, 2008) because UNEB includes questions on HIV and AIDS in examination questions (UNEB, 2005). NCDC has not comprehensively revised the CRE Syllabus to include content on HIV and AIDS.

Teachers and students are more pre-occupied with UNEB examinations results (Rutayisire, 2007; Odongo, 2007; Weerhe, 2007) than with the moral aspects of the syllabus. Therefore methods and content related to HIV and AIDS may not be taken seriously. Besides the “UNEB (Examination) influences” many teachers have not been adequately trained to handle HIV and AIDS content (MOES, 2008; CWS, 2006). Many of them, are not liberated from myths and taboos associated with sex and growing up and therefore cannot freely and competently help

secondary school students (Kamuli & Ruhweza; 2005; Hyde et al, 2002; STF, 2000; MOES Reports, 2009). This research endeavoured to find out how, through CRE, teaching and learning about HIV and AIDS can be improved upon.

2.6 Teachers' attitudes towards the constructivist approaches to teaching HIV and AIDS Education.

The teachers' attitude towards constructivists approaches to teaching is affected by many factors. Many teachers have a negative attitude towards teaching because of the low salary and the few fringe benefits they get (Farrant, 1980; Kaahwa, 2002). This attitude, in turn, makes teachers avoid stimulating but demanding methods of teaching (Bishop, 1985; Otto, 2000). Additionally, teachers' choice of methods is affected by their understanding of what "teaching" is. Despite the training they receive, some teachers still equate teaching with imparting knowledge and inculcating values (Maani et al, 1999; MOES, 1992; IEC, 2002). This misconception of teaching leads to the use of teacher-centred and didactic methods of teaching (Perrot, 1996; Kyariacou, 1997). Teachers, as a result of their training, know that students are not *tabula rasa* but still treat them so while teaching (Smith, 1995; Ntare et al, 1999).

Teachers are conservative with traditional teacher-centred methods. They resist innovation because they feel more comfortable with traditional ways of teaching and learning (Bishop, 1990; Nacino-Brown et al, 1982; Kellough & Carjuzaa, 2009). The other cause for teaching using teacher-centred methods are external factors. External factors such as pressure from national examinations tempt

teachers to drill students for purposes of passing examinations (Odongo, 2007; Rutayisire, 2007). Students are therefore not given enough opportunities to contribute ideas on HIV and AIDS issues. Instead they are given “pre-packaged” information on HIV and AIDS (UNESCO, 2005; UNAIDS Report, 2006). There is need to find out the teachers’ attitude, and the underlying causes, towards the constructivist approaches to teaching about HIV and AIDS.

In his research involving teachers who were UNEB examiners, Odongo discovered that teachers were using “drilling” methods to help students gain good grades in the final national examinations (Odongo, 2007). However Odongo’s research did not go far enough to show why teachers of senior one students were also using teacher- centred (“drilling”) methods and yet these students had more than three years ahead to do final and national examinations. Similarly, the MOES PIASCY Monitoring Reports indicated that teachers had a negative attitude towards sexuality education because it was regarded as an added, non-payable responsibility. The reports do not indicate whether if sexuality education was taught during time-tabled lessons (“working hours”) teachers would teach it willingly and teaching it using correct methods (MOES, 2008). These two observations made it imperative for the researcher to investigate the deep-rooted attitudes towards the more demanding and yet stimulating constructivist approaches of teaching HIV and AIDS Education.

2.7 Challenges of applying the constructivist approaches in the teaching of HIV and AIDS Education

Apart from attitudes, there are other challenges that impede or affect teachers' use of the constructivist approaches in teaching HIV and AIDS Education. One such challenge is the courage of resistance of the tradition of "spoon feeding" students with the content required to pass examinations (Maani & Kenyi, 2005; Bakaira, 2006; Odongo, 2007). In Uganda, national examinations dictate methods of teaching and learning (Otto, 2000; Rutayisire, 2007; Weerhe, 2007). Teachers' and students' obsession with final and national examinations impede creativity in the teaching and learning of CRE. In addition to dictated notes from teachers, students rely on pamphlets. Pamphlets encourage cramming of well organised and summarized facts. The style of writing used in pamphlets does not encourage creativity and critical thinking (Nsimomwe, 2012). Any teacher who deviates from these two factors is regarded as incompetent by students and administrators.

Teachers' personal faith may itself be a challenge to the application of the constructivist approaches in teaching (Rutebuka, 1984; Cox, 1966). A staunch christian teacher (to whom "sex outside marriage is sin") may emphasize abstinence for students as the only method of staying safe from HIV and AIDS and yet research shows that in some schools over 50% of students get involved in

sexual relationship (STF, 2003; Owale & Ocha, 2008). While the aims of CRE the 223 syllabus expect teachers to promote Christian faith and values, the teachers' code of conduct (MOES, 1996) expects the teacher to teach objectively in all matters including politics, religion, race, tribe and sex (MOES, 1996). The CRE teacher is therefore obliged to help students on all methods of avoiding HIV and AIDS.

Other challenges affecting the application of the constructivist approaches are the limited time on the school time table (MOES, 1992). The official two lessons per week allocated to CRE (NCDC & MOES, 2008) are inadequate. Teachers are forced to use the lecture method to complete the syllabus (Maani & Kenyi, 2005; Nacino-Brown et al, 1982). Inadequate instructional materials and large class size also pose a challenge of selecting the best methods of teaching. CRE teachers find it hard, under such circumstances, to be creative and innovative. Taboos and teachers' inadequate basic information on HIV and AIDS are another challenge that hinder effective teaching of HIV and AIDS Education (UNAIDS Report 2006; MOES & USAID, 2008; CWS, 2006).

The CRE 223 syllabus and its accompanying textbooks, that is, *Christian Living Today* Books 1 and 2 have not been revised since 1975. They therefore lack content that explicitly refers to HIV and AIDS. This is a challenge because it is very demanding for CRE teachers, on their own, to apply constructivist approaches while teaching HIV and AIDS Education. Competent teachers slot information on HIV and AIDS in the appropriate sub-themes as they teach

because the syllabus and the standard textbooks were written before HIV and AIDS emerged as a national and global problem (NCDC & MOES, 2008). Though there is now abundant literature on HIV and AIDS, it is not easily accessible to teachers and students, nor is it contextualised to the formal secondary school teaching process (Okaka, 2009; Roya, 2005). Overreliance on individual teacher whims on such an important topic is not good. The question that should attract any researcher is whether if all the necessary requirements for effective teaching were put in place the teachers would use constructivist approaches of teaching. The reasons, usually given by teachers why they rely on teacher-centred methods needed to be justified or disproved through research

2.8 Students' attitude towards the constructivist approaches to learning about HIV and AIDS

Senior four students' attitude towards constructivist approaches of teaching and learning about HIV and AIDS education are affected by two main factors. First, due to examination pressure, students see constructivist approach as time wasting (Rutayisire, 2007). They pressurize teachers to give them "ready-made" notes and use any method of teaching as long as it helps them pass CRE examinations well (Otto, 2000; Maani & Kenyi, 2005). Secondly, CRE teachers are pre-occupied with helping students to pass examinations rather than getting content and methods that help them (students) overcome other challenges in life such as dangers associated with misuse of sex or leisure. Students' attitudes may be

justified on the grounds that the UNEB's regulation requires them to do 8-10 subjects (UNEB: 2005). So, this is a heavy workload on their part. Therefore any method of teaching that would seem to be easing their "workload" such as dictation and copying notes would be welcome.

On the other hand, students' attitudes towards the constructivist approaches of teaching and learning HIV and AIDS Education are positive because they are eager to explore and contribute ideas on how they should behave in relation to the opposite sex. They shun adult-dictated morals because there is a generation gap between them and adults (Sharkey & Welch, 1979; Callahan & Clark, 1982). They take the message from their peers more seriously than they do with the message from adults (Wilkins, 1994; Byamugisha, 2005). Results from a research done in Kampala in 1994, revealed that peer influence was one of the leading factors that influence adolescent sexual behaviour (Namayanja, 1995). Adolescents are keen to understand, through discussion, their growing bodies and associated challenges and emotions (MOES, 2006; Roya, 2005). Therefore, constructivist approaches give them a good platform to share, internalise and own the ideas they generate (Good & Brophy, 2008)

2.9 Prevention strategies of HIV and AIDS among Secondary School

Students

Many interventions have been put in place to help youths to remain safe from HIV and AIDS. At a global level, UNAIDS, formed in 1996, has among other strategies and programmes those that concern youths. At regional level, the Commonwealth countries that attended a workshop in Johannesburg in 2006 recognised the importance of using the education sector to help in-school youths to stay safe from HIV and AIDS (CWS, 2006). At national level, the Government of Uganda put in place the Education Sector Policy on HIV to guide the MOES officials and other stakeholders on how to manage interventions on HIV and AIDS in the Ugandan education system (MOES, 2006). One of the objectives of the policy is to raise the knowledge base of secondary school students. The Uganda government is also funding other activities and programmes related to HIV and AIDS prevention. These include the PIASCY activities in schools and programmes in the media. NGOs such as STF and UNICEF are also playing a part in the prevention of HIV and AIDS. At school level, clubs, debates, music, dance, drama, art competitions and exhibitions, have been put in place to inform, educate and communicate to the youths (students) about HIV and AIDS (GOU & UNFPA, 2007).

One of the strategies to help youths to stay safe from HIV and AIDS is to use peer education and the peer counselling strategy (Tumwesigye, 2008; Bakaira, 2006; Walker et al, 2003). Adolescents, due to the generation gap, do not want to listen

to parents' advice (Kaije & Twesigye, 2004; Sharkey & Welch, 1979). Even if adolescents were eager to listen, most parents and teachers are either too shy or not informed enough to help them (Kamuli & Ruhweza 2005, CWS, 2006; UNAIDS Report 2010). Adolescents resort to peers and the media to satisfy their curious minds about growing up and sexuality (GOU & UNICEF, 2002). Adolescents need to be empowered with evidence – based knowledge on HIV and AIDS and skills of sharing knowledge with peers (CWS, 2006; Walker et al 2003; MOES, 2005).

Adolescents respect their peers because they believe that they are realistically quoting and sharing their life experience and not dogma or traditions as parents, priests and teachers do (Sharkey & Welch, 1979; Tumwesigye, 2008). Peers can educate each other at various levels: informal, through co-curricular activities and through academic work. Through cooperative learning as a method of teaching and learning HIV and AIDS Education, students can share ways of avoiding sex-related problems. Peer education is catered for in the life skills education such as empathy, friendship formation and peer resistance (GOU & UNICEF, 2002, Bakaira, 2006). Life skills, as an intervention is not wide spread nationally because it depends on the co-curricular activities of individual schools. Peer education fits well in Vygotsky's social constructivism because, together, youths can construct useful knowledge and strategies to stay safe from HIV and AIDS (Vygotsky, 1978).

The use of condoms as one of the strategies to protect the adolescents from the HIV virus has generated a lot of controversy despite strong evidence for its risk reduction (CWS, 2006; UNAIDS Report, 2006). The MOES policy on HIV and AIDS is reluctant to promote condom use in secondary schools by encouraging only “age appropriate” HIV prevention services. According to the policy abstinence is emphasised for primary and secondary school students while a full ABC formula is acceptable for tertiary institutions (MOES, 2006). Kamuli & Ruhweza (2005) regard this as being unrealistic because students will eventually get information on condoms; some of which will be misinformation. UNAIDS recognises and actually emphasises consistency and proper use of condoms as one of the preventive strategies (UNAIDS Report, 2006).

People and organisations which oppose accessibility to condoms by the adolescents say that condoms are not 100% safe. They continue to argue that promotion of condom use by adolescents will promote promiscuity (Kamuli and Ruhweza, 2006; Roy, 2005). Many religious leaders are flatly opposed to the idea of students accessing condoms because “Sex outside marriage is sin” (Field, 1983:38). Kalinaki (2007) argues that due to “pressure” from the USA Government, the Government of Uganda now emphasises abstinence and de-emphasises the use of condoms in the fight against HIV and AIDS. Those who support condom use cite the success of the ABC formula in Uganda in the late 1990s in reducing the infection rate from 18% in the 1990s to 6.4% in 2005

(Kalinaki, 2007). The effectiveness of the condom, put at 80%, is regarded good enough not to be ignored (UNAIDS Report, 2006).

Abstinence is 100% safe but promoting it as the only way for the unmarried youth to go is to ignore facts about today's adolescent behaviour and therefore putting them at risk (UNAIDS Report, 2006; Rabusic & Kepakova, 2003). Some Religious leaders, for example the late Bishop Kawuma of Namirembe Diocese, and Rev. Ruteikara have come out to accept the full ABC formular in the fight against HIV and AIDS (Dyer, 2003). The statement of Pope Benedict XVI, that in "certain circumstances" condoms should be used was received with cheers by HIV and AIDS activists (Smith, 2010). This will reduce the Church's obstacles to the use of condoms to fight HIV and AIDS.

2.10 Emerging issues: The Role of Government Agencies, NGOs and Churches in the HIV and AIDS Education initiatives.

The importance of government agencies, NGOs and churches in the struggle to defend and protect school adolescents from HIV and AIDS was frequently referred to by respondents during the pilot study. The researcher decided to take this as an emerging issue other than taking it as an independent objective of study because they (Government agencies and NGOs) do not directly affect methods of teaching. CRE teachers' classroom-based efforts to save adolescents from HIV and AIDS are affected by other initiatives of Government Agencies, NGOs & the Church. In this research, churches were represented by their respective chaplains

in schools. This therefore necessitated investigation of their contributions to the struggle to help school adolescents to avoid HIV and AIDS.

The significance of HIV and AIDS Education outside specific curriculum subjects was one of the findings of Ruto, Chege and Wawire (Ruto et al, 2009). In their research on Kenya's HIV/AIDS Education sector policy they discovered that primary school pupils received a lot of messages on HIV and AIDS from Guest Speakers (during Open day forums), from clubs and literature on AIDS and from a mobile donkey Library. This research finding does not show how these interventions and initiatives, implicitly linked to some NGOs and Agencies, complement what is covered in CRE

Similarly, the Government of Uganda has formulated many policies relevant to Adolescent Sexual Reproductive Health. Consequently, Government initiated the PIASCY for both primary and secondary school levels. The PIASCY initiative developed age- appropriate and strategies to help students to stay safe from HIV and AIDS (MOES, 2008). NGOs, such as Straight Talk Foundation (STF), Naguru Teenage and Information Centre and Reproductive Health, Uganda and agencies such as Red Cross, UNFPA and UNICEF support HIV and AIDS-related and peer education clubs in schools. Others offer reproductive health services, guidance and counselling and free condoms to sexually active students who visit their premises (Kimumwe, 2007; UNESCO, 2005). CRE teachers and students also emphasized the need to use Resource Persons from NGOs, Ministries of

Education and Sports, Health, Youths and Gender and from Faith-Based Organisations (FBOs) on some subtopics of HIV and AIDS Education where the teachers may lack confidence and competence. Resource Persons also may use new methods of presentations that captivate students' interests in the subject (Kirby, 2011; Maani & Kenyi, 2005).

The contribution of the church in the HIV and AIDS Education for secondary school adolescents is significant. Churches promote beliefs and values that form the basis for HIV and AIDS Education in the schools (Wright & Vale, 1997; Kelly, 2010). Some schools have chaplains who represent their respective churches. The "Abstinence- only Approach" used by churches is usually received with reservations by CRE teachers and HIV activists who prefer a more liberal and comprehensive approach (Kelly, 2010; Lanyero, 2001). The controversial nature of religion in the fight against HIV and AIDS is summarized by Uganda Young Positives Associations who included Religion in both lists of facilitating and hindering factors (Young positives, 2005. 49). That is, religion can be both an asset and a liability in the fight against the HIV scourge. It is the duty of CRE teachers to help students respond appropriately to claims by some pastors that they can help people get healed of the HIV virus (Tumwesigye, 2008; Baguma, 2008).

CRE teachers, students and school administrators need to be aware of NGOs whose main motives are not to promote HIV and AIDS Education *per se* but to

generate personal incomes from donors in the name of implementing several HIV and AIDS- related programmes in schools (MOES, 2006; Mugabi, 2010). Some of the NGOs act as agents for marketing condoms. It is therefore not surprising that there is stiff rivalry and duplication of services in schools by some NGOs (Baguma, 2008; Mugabi, 2010). Some NGOs' interest is to advance foreign ideologies and practices such as homosexuality. They regard schools as a good entry point (MOES & USAID, 2007; Ladu, 2010). Effective CRE teachers need to know the positive and the questionable contributions of NGOs and use this knowledge to help CRE students analyse and respond appropriately to whatever information and services they get from different organisations outside schools. The Constructivist approach is a good strategy to help students develop these skills. There is need for CRE teachers and NGO officials to know what the other says or emphasises in HIV and Education so as to avoid creating confusion among students (Baguma, 2008).

Many authors and researchers have written a lot on what NGOs do in schools. The emphasis is always on what NGOs do during schools' co-curricular activities and school assemblies. The linkage of what NGOs, FBOs, UN and Government agencies do with any selected classroom-based subject such as CRE is never given due attention. This therefore emerged as one of the issues for investigation in this research.

2.11 Conclusion

Unless correct approaches to the teaching and learning of CRE, such as constructivism, are used, CRE will have little impact in helping students on issues to do with sexuality, in general and HIV and AIDS in particular. Teachers need to change from the didactic methods which only aim at super grades in national examinations to constructivist approaches because they promote holistic education.

CRE is widely believed to be one of the subjects through which students can be helped to avoid sex-related problems, such as HIV and AIDS. Many people confuse CRE in schools with evangelisation in churches (Rutebuka, 1984; Smith, 1995). CRE, unlike church sermons which are intended to evangelise, promotes critical thinking; a skill that is essential in making rational and informed decisions especially on matters related to sexuality.

HIV and AIDS still remains a big challenge nationally and globally. Adolescents are one of the sub groups at high risk of being infected and affected by HIV and AIDS (Hyde et al, 2002). There is, therefore, need for current, contextualized adolescent-friendly and appropriate interventions to help them on reproductive health issues (MOH, 2004). Government agencies, religious bodies and NGOs are putting in a lot of efforts, through the multi-sectoral approach, to tackle challenges associated with HIV and AIDS. Stakeholders differ in their approaches, for example, on condoms as a strategy to protect school youths. The

monotonous, “one-size-fits- all” type of mass media messages, Information, Education and Communication (IEC), and the ABC formula need to be supplemented by innovative CRE teachers’ efforts. The “total war” on HIV and AIDS as declared by President Kibaki of Kenya (KMOH, 2008) must also be fought using classroom-based subjects such as CRE. The war can be won, and should be won, because as President Museveni of Uganda is reported to have said, HIV and AIDS is a “good disease” because it can be avoided since about 80% of its transmission mode is through hetero-sexual relationship (Dyer, 2003).

Many authors and researchers have mentioned CRE as one of the subjects through which HIV and AIDS Education can be taught (Kamuli & Ruhweza, 2005; MOES, 2005; Ruto et al, 2009). However these authors and researchers have not shown exactly how CRE should be taught so as to help students to benefit from the HIV and AIDS content that is integrated into the subject. This is supported by an observation that “An individual may possess a substantial amount of subject matter knowledge, yet be unable to design and implement instructional methods to enhance student learning due to a lack of pedagogical ability (Bulger, et al, 2002.2). This means that CRE teachers need both content and pedagogical skills for teaching HIV and AIDS content (MOES, 2008). Secondly, a lot has been said and written about what Government and UN Agencies, NGOs and FBOs are doing to help school adolescents on sexuality-related issues but they have not gone far enough to show how their interventions link with subjects that contain HIV and AIDS messages such as CRE. These observations made it imperative to

do a research study on whether an integrated CRE- HIV and AIDS content is being taught well in selected Kampala Secondary Schools.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes how the research was carried out, that is, how the data were collected and analysed. The chapter shows the research design, study area, target population, sampling procedures, instruments, piloting, data collection and analysis ethical considerations and variables that were used in the study.

3.1 Research Design

A Research design is a plan of action for research (Holloway, 1997; Enon, 1998). There are many types of research designs. This study largely followed a descriptive research type of design. A descriptive research design was used to establish whether the types of methods used in the teaching and learning of HIV and AIDS Education within the CRE subject were in line with constructivist theories of learning. A descriptive study design describes a situation as it exists (Kombo & Tromp, 2006; Best & Kahn, 1993). However, a descriptive research does not only concentrate on describing situations as they are but it also goes further to analyse, explain, identify and suggest solutions (Babbie, 2010).

The descriptive research design was used because of its potential to generate rich qualitative data (Mugagga, 2006). Descriptive research methodology helps to

discover the true picture of what is on the ground instead of manipulating variables or respondents (Mugenda & Mugenda, 2003). One of the examples of the true pictures on the ground that this research study covered was the appropriateness of the CRE teaching and learning methods. The other advantage of descriptive research design is that its results can be generalized to include other areas or regions (Best & Kahn, 1993).

The researcher selected and used a descriptive research design because such a design would help him discover a lot of details on how HIV and AIDS issues were being taught through CRE lessons. The researcher applied this design through the use of questionnaires to establish the teachers' and students' attitudes towards constructivist approaches. More details on how HIV and AIDS Education is taught were investigated through observation of CRE lessons. Focus Group Discussions were also used to get more views and opinions from students about HIV and AIDS Education. The Descriptive research design was a good choice of a design because, in addition to investigating details about HIV and AIDS Education, the researcher went ahead to give recommendations on how HIV and AIDS Education can be taught better to help secondary school adolescents to avoid the HIV virus.

Qualitative research methodology included the use of interviews, focus group discussions, observation (check list) and open-ended questionnaire items. Qualitative data helps the researcher to gain deeper understanding of the causes of

a social phenomenon (<http://en.wikipedia.org/qualitative>). Quantitative research methodology involved the use of close-ended questionnaire items to establish the magnitude of attitudes and views of teachers and students towards CRE teaching methods vis-à-vis the sex-related issues. The use of a multi-method approach in the research study enables triangulation to take place and thus increase the validity of the findings (Saunders, et al 2000).

Both qualitative and quantitative methodologies were used because of the nature of the problem that was being investigated. HIV and AIDS education is a complex topic involving many controversies and conflicting opinions. Quantitative data reflected teachers' and students' magnitude of attitudes, views and opinions about pedagogical and HIV and AIDS – related issues. Qualitative methodologies were used to obtain data on the type of attitudes teachers and students had towards constructivist approaches of teaching and learning HIV and AIDS Education. The use of both qualitative and quantitative methodologies would generate more enriched data which, in turn, would lead to more comprehensive findings on HIV and AIDS Education as covered under CRE lessons. After obtaining comprehensive findings it would be easier to give more pertinent suggestions on how HIV and AIDS Education can be taught better.

3.2 Variables

In this study the independent variable was the constructivist approach as used in the teaching and learning of CRE-HIV and AIDS Education integrated content. Correct application and how often the constructivist approaches were used were considered under this variable. Teachers' attitudes, students' attitudes and teacher-centred methods were the dependent variables. Correlation coefficients between independent and dependent variables were calculated so as to establish the approaches the CRE teachers were using to teach HIV and AIDS Education.

3.3 Location of the Study

The location of the study was Kampala District. Kampala is the capital city of Uganda. It is located in the southern part of Uganda. Kampala City, also regarded as a district, has five divisions. These are; Central Division, Kawempe Division, Makindye Division, Nakawa Division and Rubaga Division. Kampala District was selected because it has many secondary schools where, curricular activities, co-curricular activities and challenges that face secondary school students can easily be established. Kampala District was also selected as the location of the study because, as a region, it holds the highest HIV infection rate, standing at 8.5% compared to the national average of 6.4% (MOF & UNFPA, 2009). Refer to Appendix P. The study therefore targeted the worst hit part of the country.

3.4 Target Population

The target population for the study was 4590 respondents. A target population refers to the population from which a sample is taken (Kombo & Tromp, 2006). It

is a group of individuals that have one or more characteristics in common that are of interest to the researcher (Best & Kahn, 1993). In this study, the target population included all 340 CRE teachers in secondary schools in Kampala (Table 3.1). The target population also included senior four CRE students in Kampala secondary schools. The total number of senior Four CRE students in the 85 schools was 4250 students.

Table 3.1: Summary of Target Population

No. of schools	S.4 CRE students	CRE Teachers
85	4250	340

Source: Primary data

Table 3.1 shows that the majority of the target population were students because in any school, students form the biggest percentage of the school population.

3.5 Sampling Techniques and Sample Size

This section presents the sampling techniques that were employed and the sample size that was used in this study. A sample is a collection of some (a subset) of elements of population. The sample elements represent the population (Amin, 2005). A sampling procedure is the process of getting the sample subjects (Kaahwa, 2002).

3.5.1 Sampling Techniques

A quota sampling technique was applied to ensure that all the five divisions of Kampala District were proportionally represented. This technique was used because it helps to divide the population into relevant strata such as age, gender or geographical regions (Kombo & Tromp, 2006). In this study, the identifiable criterion (Mugenda & Mugenda, 2003) was the geographical region factor; that is, the five divisions of Kampala City.

The researcher further used a purposive sampling technique to get a variety of schools to participate in the study. A purposive sampling technique is one of the examples of non-probability sampling techniques (Kombo & Tromp, 2006; Babbie, 2010). This sampling technique enables the researcher to get varieties of samples that have enough information (Mugenda & Mugenda, 2003) that suits the purpose of the study (Babbie, 2010). Purposive sampling technique had to be used to take care of the differences among the secondary schools in Kampala District. These differences included; gender, location, accommodation, status and founding bodies of different schools.

Table 3.2 Schools Involved in the Research

S/N	Division	School	Description
1.	Central	1. Old Kampala S.S 2. Kololo S.S 3. City High School	Day School – Government founded Day school – Government founded Day School – Government founded
2.	Kawempe	1. Brilliant High School 2. Mbogo High School 3. St. Emmanuel - Kazo	Boarding/Day – Private Boarding/Girls only – private & Moslem Day – Private/Catholic
3.	Makindye	1. St. Peters, Nsambya 2. Makindye S.S 3. Kibuli S.S	Day – Government/Catholic Boarding/Day Private/Catholic Boarding Government/Moslem
4.	Nakawa	1. Luzira S.S 2. Lakeside College 3. Nabisunsa Girls S.S 4. Kyambogo College school	Day – Government /CoU Boarding/Day – Private/SDA Boarding(Girls) – government/Moslem Day – Government
5.	Rubaga	1. Rubaga Girls 2. Mengo S.S 3. Lubiri S.S 4. Mackay Memorial College	Boarding (girls only) – Private/Catholic Day – Government/CoU Day – Government Boarding/Day – Government/CoU

Source: Primary data

N.B:

- i. Some Government aided schools are strongly attached to religious foundation bodies while others are not.*
- ii. Some privately-funded schools are attached to religious denominations while others are not.*
- iii. There is no “Boys-only” Secondary school.*
- iv. CoU = Church of Uganda (Anglican); SDA = Seventh Day Adventist.*

Various techniques were used to sample students who participated in the study. From schools, with more than one stream of CRE students, one stream of Senior Four was randomly sampled. In some schools, students from various streams combined to form one CRE class. From the sampled stream, in each school, two Focus Group Discussions, each comprising six students were organised. In single sex schools, simple random sampling was applied to get students for the FGDs and for filling the questionnaires. Stratified random sampling technique was used in mixed schools to take care of gender balance in each group and in each stream. Students were involved in this study because any discussion and innovations in teaching cannot be regarded complete unless students' characteristics and views are considered. The study specifically targeted senior four CRE students because they were about to complete CRE 223 syllabus and were, therefore, in a better position, than students of lower classes, to discuss how and whether HIV and AIDS Education - related content was being taught well.

There was no special sampling technique to get teachers who participated in the study because in each secondary school there were few CRE teachers. Therefore all CRE teachers in selected schools participated in this study. There are many reasons why teachers were involved in this study. The Constructivist theory, like other theories of teaching and learning, recognises the crucial roles teachers play in the education of the child (McBer, 2000). An educational innovation that excludes teachers is bound to fail (Bishop, 1990; Clegg, 2009). That is why the

ADEA/Commonwealth Secretariat Workshop in Johannesburg in 2006 recommended that “Every teacher should be competent in Life Skills and HIV and AIDS education by 2015” (CWS, 2006:78).

3.5.2 Sample Size

The study used 20% of the population of secondary schools found in Kampala. According to Dale (1979), a sample of 10% to 30% of the total population is appropriate for the study. It is generally agreed that the larger the sample size the greater the generalisability of the research findings (Amin, 2005; Best & Khan, 1993). As shown in Table 3.2, 20% of the 85 secondary schools found in Kampala (MOES, 2008), that is, 17 schools participated in the study.

Table 3.3: Distribution of Schools in Kampala

	Division	Number of Secondary schools	Number of Sampled Schools
1	Central	16	3
2	Kawempe	15	3
3	Makindye	18	3
4	Nakawa	18	4
5	Rubaga	18	4
	Total	85	17

Source: MOES (2008) Information Guide for primary seven candidates for entry into post primary institutions: 2008 edition, Kampala.

Although 20% of the secondary schools found in Kampala District was decided as the sample size of the study, there were variations in percentages from Division to Division. Makindye had the lowest percentage, that is, 16.6%, while Nakawa and

Rubaga had the highest, that is, 22.2%. Six hundred sixty eight students from sampled streams in the sampled schools filled questionnaires. The details on the number of students from each division are presented in Table 3.4.

Each school had four CRE teachers. Therefore the sampled teachers were 4 teachers x 17 schools =68 CRE teachers. In practice, 67 teachers participated in the study. Through a questionnaire, teachers gave their views and assessment on students' behaviour in relation to sex, HIV and AIDS, CRE content and methods of teaching.

Table 3.4: Summary of Respondents

	Division	Sample schools	Students	CRE teachers
1	Central	3	114	10
2	Kawempe	3	125	10
3	Makindye	3	130	14
4	Nakawa	4	146	16
5	Rubaga	4	153	17
	Total	17	668	67

Source: Primary data

Table 3.4 shows the categories and the number of participants who participated in the study. Divisions such as Nakawa and Rubaga had more students and teachers than other Divisions because they had more schools.

3.5.3 Respondents on emerging issues

During the pilot study teachers and students constantly referred to Chaplains and officials from Government agencies and NGOs as some of those who help and advise secondary school students on HIV and AIDS-related issues. Although these officials do not teach CRE they contribute to the achievement of some of the

CRE aims and objectives namely the moral development of the child. Their contributions were therefore investigated as an emerging issue.

All schools ought to be having several chaplains, representing several denominations that students belong to. However, some schools had two chaplains or only one depending on the policies of the Foundation bodies. Some schools had no chaplains. Similarly, the number of Government agencies and NGOs with HIV and AIDS-related programmes continue fluctuating as some new ones come on board whereas others cease to operate. In such circumstances, the researcher used both purposive sampling and snowball sampling techniques to get 12 chaplains and 20 officials from various Government agencies and NGOs to participate in the study as summarized in Table 3.5. Note that, Central Division had the greatest number of officials because most headquarters of NGOs are in Central Division.

Table 3.5 Summary of Respondents on emerging issues

No.	Division	Chaplains	Government and NGOs officials
1	Central	1	6
2	Kawempe	2	3
3	Makindye	2	3
4	Nakawa	4	4
5	Rubaga	3	4
6	Total	12	20

Table 3.5 shows the number of respondents who participated on an issue that emerged during the research. The issue was about other stakeholders that supplement CRE teachers' efforts to help Senior Four students stay safe from HIV and AIDS. Note that, Government and NGO officials are not evenly distributed in the Divisions and, therefore, the variation in sample size. Most schools in Central Division are Day schools and not church-founded. Such schools tend to ignore chaplainancies.

3.6 Research Instruments

The following instruments were used to collect data.

3.6.1 Questionnaires

Questionnaires, as data collecting instruments, have many advantages such as allowing respondents to freely give the required information (Mugagga, 2006) since they allow respondents to remain anonymous (Amin, 2005) and saving time

(Best and Khan, 1993; Salkind, 2000). The other advantage of questionnaires, as Ndawula (2009) argues, is that a lot of data over a broad range of topics or variables may be collected. There was one questionnaire for CRE teachers and one questionnaire for CRE students. Likert scale type of items were included in both questionnaires because they help to measure the intensity of attitudes towards a selected variable (Babie, 2010) or the degrees of one's opinions (Enon, 1998) on selected issues or variables.

The first part of the teachers' questionnaire was a brief assurance to the respondents (teachers) that their views would be accorded maximum confidentiality. Teachers' biographical data solicited by this questionnaire concerned gender, age, qualifications, experience as CRE teachers and their denominations. A likert scale type of rating was used to collect quantitative data on teachers' views and opinions on the CRE 223 syllabus and methods of teaching HIV and AIDS Education. The last two items in the questionnaire were used to collect qualitative data on challenges and suggestions of teaching HIV and AIDS Education using the CRE subject.

The students' questionnaire had an introductory part giving details on what the questionnaire was about and assurance that their views would be kept confidential. The biographical data about students were on gender, age and denominations. The students' questionnaire also used the likert scale type of rating to collect quantitative data on their views and opinions on the CRE content,

methods of teaching, their relationship with peers and HIV and AIDS. The last three items in the questionnaire were used to collect qualitative data on methods of teaching and learning CRE.

3.6.2 Interviews

Interviews, in qualitative research, produce “rich” data (Holloway, 1997). They are used to gather information regarding an individual’s experiences, knowledge, opinions beliefs and feelings (Best & Kahn, 1993). Interviews, as instruments of data collection, have many other advantages. They are flexible. The researcher can rephrase the interview item for the interviewee; a situation referred to as “on-the-spot adjustment” by Amin (2005: 178). Once a good rapport is created between the interviewer and interviewee, the exchange of ideas will flow easily. An interview, as an instrument, can also be useful for studying sensitive topics such as sexuality (Kombo & Tromp 2006). There were two sets of interviews; one for the NGOs and Government officials involved in HIV and AIDS activities and one for Chaplains. Both sets of interviews had an item on programmes for school adolescents. In addition to this similar item, the interview guide for NGO officials had, among others, an item soliciting for their knowledge about adolescents while the interview guide for chaplains, among others, had an item on the controversial ABC formula vis-à-vis secondary school students.

3.6.3 Focus Group Discussions (FGDs)

Focus Group Discussions (FGDs), are also called “group interviewing” (Babbie, 2010: 322). FGDs are used by researchers to elicit ideas from people who have

similar or common background and experiences (Mugenda & Mugenda, 2003; Amin, 2005). FGDs enable the researcher to gather valuable information because the focus group members brainstorm on the issues the researcher is interested in (Amin, 2005). In a Focus Group Discussion, those who are shy or have forgotten certain ideas are also motivated to contribute (Best & Kahn, 1993). FGDs have many more advantages according to Babbie (2010). They capture real-life data in a social environment. From FGDs a researcher gets more relevant information than he/she had anticipated. The main issues which were tackled during the FGDs concerned students' attitude towards sex and sexuality, HIV and AIDS attitudes towards methods of teaching CRE and the relevancy of CRE in the fight against HIV and AIDS. With input from the researcher's supervisors, senior colleagues from the Faculty of Education and pilot study, good FGD guiding questions were constructed and used for the study (Appendix D).

3.6.4 Observation Guide

There was an observation guide (checklist) to help the researcher observe and compare teacher's and students' contributions in the CRE lessons. The instrument had three main components, that is, how the teacher prepared to teach, how he or she would teach and his or her own assessment of his or her lesson. Observation involves examining and recording what is happening in a real-life situation (Amin, 2005). This instrument was used for data collection because it provided first-hand and rich information (Babbie, 2010; Holloway, 1997). Effective methods of teaching and learning cannot be identified unless one observes lessons

in progress. The observation guide also had items that were used by the researcher, research assistants and the teachers for the post lesson conferences.

Five Assistant Researchers were selected to help the researcher on observing CRE lessons. These assistants were reliable because they were secondary school CRE trained teachers. They were first trained by the researcher on how to use the observation guide during the progress of CRE lessons. Each of the five Divisions of Kampala City was assigned an Assistant Researcher. The researcher also observed some lessons in each of the divisions. A rapport with teachers before observing their lessons had to be created. Teachers were requested to teach the way they usually taught in the absence of visitors, inspectors or researchers. They complied. The lessons observed by the researchers were, therefore, typical CRE lessons. Prior arrangement between the researcher and teachers in participating schools was made for them to cover the theme “Man and Woman” and the sub-theme “Sex Differences and the Person” (Appendix: H) during the time of data collection. HIV and AIDS Education is mainly covered under this theme. Each teacher was observed two times while teaching. Therefore, thirty-four lesson observations were made during this study. Teachers’ lesson presentation and post – lesson conferences were tape recorded and later transcribed.

3.7 The Pilot Study

Piloting involves pre-testing the instrument (Amin, 2005; Onen & Oso, 2005). Pilot study helps to discover and rectify in advance problems that may affect the

research study (Holloway, 1997; Kombo & Tromp, 2006; Amin, 2005). In order to carry out the pilot study successfully, the researcher followed these steps. The draft instruments were given to senior members in the Faculty of Education and to some other members in the Religious Studies Department (Faculty of Arts and Social Sciences) for their analysis of the consistency, relevance and adequacy of the items in the questionnaires, interview guides and lesson observation guide. The researcher's supervisors gave very useful comments on how to refine the instruments further.

Four secondary schools from three Divisions of Kampala City were used for piloting. The selection of the schools took into consideration the criteria that would be used in sampling schools for the main study. The characteristics which were considered while selecting pilot schools included; the status (grade) of the school, the Foundation body and location of the school. Table 3.6 gives a summary of schools that were used for piloting.

Table 3.6 Pilot study schools

S/No.	School	Division	Characteristics
1.	Makerere College school	Kawempe	High status, big Government founded school
2.	Oxford High School	Kawempe	Moslem founded, private lowly ranked school.
3.	Tropical High School	Makindye	Middle status, private school.
4.	Kalinabiri	Nakawa	Middle status, church of Uganda founded school.

Table 3.6 shows the schools that were involved in the pilot study. Many variables (characteristics) such as location, status and foundation bodies were considered so that the results of the pilot study guides the sampling of schools and refinement of research instruments. Pilot schools were not involved in the main research study. From each school, two CRE teachers and twenty Senior Four CRE students were sampled for the pilot study. Data collected during piloting were analysed to find out how each item was interpreted. Items that were ambiguous were refined while those that were irrelevant were removed from the instruments.

During the piloting exercise, respondents frequently referred to several government ministries, government agencies, NGOs, chaplains and the mass media as some of the other sources of information that influenced their understanding of sex-related issues including HIV and AIDS. The researcher therefore, identified the roles of NGOs, Government ministries and agencies and Chaplains in the struggle to protect students from the HIV and AIDS scourge as an emerging issue that had to be incorporated in the main research study. The contribution of these organisations would be regarded as a factor that compliments, and at times intertwines with CRE teachers' efforts to help school adolescents to avoid HIV and AIDS.

3.7.1 Validity

Validity is the degree to which an Instrument measures what it is supposed to measure (Amin, 2005; Kombo & Tromp, 2006). For the data to be credible, the validity of the instrument must be established first before the data is collected. Experts in research from the Faculty of Education and experts from Religious Studies Department, Faculty of Arts and Social Sciences at Kyambogo University, were given the questionnaires to assess the quality and relevancy of individual items in relation to the research questions and objectives.

The identified experts were then asked to independently evaluate each item in the questionnaires in relation to the research objectives. The Content Validity Index

(CVI) given here below was used to test the appropriateness of the items in the questionnaires:

$$\text{CVI} = \frac{\text{Number of items declared valid}}{\text{Total number of items}}$$

The CVI for teachers' questionnaire was found to be 0.82 while that of the students had 0.78. Both of these are above 0.7 which, according to Amin (2005), makes the instruments accepted as valid.

More refinement of the instruments was done with the assistance of the researcher's supervisors.

3.7.2 Reliability

A pre-test is useful in testing the reliability of the instruments (Mugenda and Mugenda 2003; Holloway, 1997). Reliability is a degree of consistency that the instrument demonstrates (Best & Kahn, 2003). Reliability is the dependability or trustworthiness and consistency of the Instrument used to measure what is being measured in the questionnaire (Muggaga, 2006). The questionnaires were administered to the pilot group. The responses from the pilot study helped the researcher to improve on individual items in the questionnaires so as to measure the same characteristics, that is, teachers' and students' attitudes to sex-related issues and methods of teaching and learning CRE. By applying the SPSS Programme (Version 12) the researcher established the reliability of the Instruments by using Cronbach Alpha Co-efficient. The Cronbach's Alpha for

teachers' questionnaire was 0.8 while for the students' questionnaire, it was 0.75. Both of these meant that the instruments were reliable.

3.8 Data Collection Techniques

3.8.0 Introduction

With introductory letters from the Academic Registrar of Kyambogo University and the Dean of Graduate school, Kenyatta University, the researcher sought clearance from the Ministry of Education and Sports to access secondary schools (Appendices Q&R). The letter from the Academic Registrar of Kyambogo University was also used to seek permission from National Curriculum Development Centre to use the CRE 223 Syllabus and text books in this research. Similarly, the researcher obtained a letter from the Kyambogo University Academic Registrar introducing him to Chaplains and officials of government Agencies and NGOs with HIV and AIDS Programmes. The data required in relation to the research objectives and research questions were collected with the help of the instruments as explained here below. Before data collections were done, Research Assistants were given guidelines on their roles and areas of operations.

3.8.1 CRE Teachers' and Students' Questionnaires Administration.

The researcher visited and introduced himself to the school administrators with the help of the introductory letters from the Ministry of Education and Sports and from the Dean Graduate school of Kenyatta University and Academic Registrar

Kyambogo University. Clarification of what the research was about was made to the school administrators before seeking permission to interact with the CRE teachers and students. Thereafter, the researcher and research assistants planned with the Head of CRE Department on how the questionnaires for CRE teachers and for students would be administered. Arrangements, would then be made to set the date, time, sampling techniques and venue for students FGDS during each school visit. At an appointed date selected CRE teachers helped in administering the questionnaires. Questionnaires were distributed to students towards the end of a CRE lesson. Students filled the questionnaires and handed them in immediately. This approach helped the researcher to retrieve all the questionnaires issued out. The researcher collected the teachers' filled questionnaires on an agreed date.

3.8.2 Administration of Students' Focus Group Discussions

Focus Group Discussions (FGDs) were organized for CRE students. After getting permission from the school authorities, the CRE Head of Department would be contacted to organise a convenient venue for the FGDs. From each school two FGDs were conducted concurrently by the researcher and an assistant researcher. Each FGD would consist of six students and would last for one hour. This is an ideal number in Focus Group Discussions (Best and Kahn, 1993; Holloway, 1997). In case of mixed schools, gender balance in each group was taken care of. After explaining to students what the research was about and the confidentiality of their contributions, the researcher would seek their permission to tape-record the

proceedings. The explanation about the importance of the research, the assurance of confidentiality and the jovial mood of the researcher helped the students to open up and share freely and openly their feelings and opinions about issues to do with CRE and sexuality.

3.8.3 Data from Chaplains, Government and NGO Officials.

The roles of chaplains, Government and NGO officials in the effort to save adolescents from HIV and AIDS were incorporated in the research study as an emerging issue. Although they did not teach CRE, what these officials do contribute a lot to CRE content on HIV and AIDS.

The researcher introduced himself to each of the Chaplains, Government and NGO officials who were sampled to participate in the research using the introductory letters from Kenyatta and Kyambogo Universities. Consent to interview chaplains and other officials was sought after clarifying what the research was about. An appointment for a one-hour interview would then be made. Open interviews, following an interview guide, were used to obtain information from Chaplains Government and NGO officials on issues related to adolescent sexual behaviour and the plans they had to help students stay safe from HIV and AIDS. Twelve Chaplains, ten officials from NGOs and ten from Government Departments and Agencies were interviewed.

The focus of the interview was on the programmes (messages and strategies) they had put in place, or intended to put in place, to help secondary schools students to

stay safe from HIV and AIDS. The degree of collaboration between these respondents and CRE teachers also featured in the interviews. After assuring the respondents of confidentiality of their views, the researcher would seek their permission to tape-record the interviews. Consequently the progress of each interview was tape-recorded for transcription. Interviews, as Nelson (1992) observes, help the interviewer to get more information than he or she would have got from documents.

3.9 Data Analysis

From the respondents the researcher collected both quantitative and qualitative types of data before the analysis of the data was done. The researcher first sorted out and discarded CRE teachers' and CRE students' questionnaires which were poorly and inadequately filled. The CRE teachers' and students' questionnaires had both closed-ended and open-ended questions. Data collected from these questionnaires were analysed using the Statistical Package for Social Sciences (SPSS) version 12 for the closed questions. The qualitative data from the same questionnaires were categorised according to the objectives of the study. This was coded and analysed using SPSS programme to generate the descriptive statistics such as the frequency distribution percentage. This was useful in the data reduction and item analysis.

The data for each objective were analysed separately. Objective one was about how regularly the constructivist approaches were being used to teach about HIV

and AIDS during the CRE lessons. Teachers' and students' attitudes (assessment) of how regularly constructivist approaches were used while covering HIV and AIDS related content in CRE were analysed using both percentages and Pearson Product Moment Correlation Coefficient of data analysis. Objectives 2 and 3 concerned the teachers' and students' attitudes towards the constructivist approaches respectively. Similarly, percentages and Pearson Product Moment Correlation Coefficient types of data analysis were used to analyse these attitudes. Using the qualitative research data type of analysis, challenges of applying the constructivist approaches in teaching about HIV/AIDS as indicated in objective 3 were analysed.

Data from interviews on how other organizations such as NGOs, churches (represented by chaplains) and Government ministries and departments contribute towards the fight against HIV and AIDS among secondary school students were analysed using the qualitative type of data analysis.

3.10 Logistical and Ethical Considerations

The research study was carried out within the available funds and time without compromising its quality. Ethical considerations are important in research (Amin, 2005; Mugenda & Mugenda, 2003; Holloway, 1997). In view of the principles that govern research studies, the researcher first sought and was granted permission from National Council of Science and Technology (Appendix T), the

Ministry of Education and Sports (Appendix S), and the Dean, Graduate school of Kenyatta and the Academic Registrar Kyambogo University to carry out the research study. The researcher first sought the consent of the respondents after informing them what the research study was about. Emphasis was put on confidentiality or anonymity in case of sensitive or gazetted data. The respondents were assured of access to the research findings before they are published so that their personalities and or jobs would not be put at risk (Mugenda & Mugenda, 2003; Holloway, 1997). Other ethical issues are explained under each method of data collection.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents the data analysis, results and discussion. This study aimed at establishing whether constructivist approaches were being used to teach and learn CRE as one of the ways of helping secondary school students from being infected by HIV and AIDS. The study also investigated the role played by Government Agencies, NGOs and the Church in helping school adolescents on issues related to sexuality, HIV and AIDS as an emerging issue.

The findings are presented in six sections. Section one is the demographic information concerning the respondents. The next four sections represent the four research objectives respectively. The sixth section concentrates on roles played by Government, NGOs and the church as an emerging need. The first objective was on the teachers' use of constructivist approaches while the second objective was on the teachers' attitudes towards constructivist approaches. The third objective was on the challenges of using constructivist approaches in teaching HIV and AIDS Education. The fourth objective was on students' attitudes towards the constructivist approaches. Section six analyses what other stakeholders such as Government Agencies, NGOs and churches (represented by chaplains in this study) are contributing to help in-school adolescents stay safe from sex-related problems such as HIV and AIDS.

4.1 Demographic Information

Details about the respondents who participated in this research are presented in Tables 4.1 – 4.5. These included CRE teachers, Students, Chaplains and officials from selected Government Departments, Agencies and NGOs.

4.1.1 Demographic details of Teachers

The Gender and Age of CRE teachers are presented in table 4.1

Table 4.1: Gender and Age of CRE Teachers

Gender			Age		
N		%	Age Range	No	%
Male	28	41.8	Below 30 years	21	31.3
Female	38	56.7	30 – 40	24	35.8
Missing	1	1.5	41 – 50	16	23.9
			Above 50	6	9.0
	67		Missing	-	-
Total	-	100		67	100

Source: Primary data.

Table 4.1 shows that there were more CRE female teachers (56.7%) than CRE male teachers (41.8%). This is a result of the fact that Arts subjects attract a bigger number of female students than Sciences. Most teachers' age falls within 30-50 years (62%). More demographic information concerning teachers includes their qualifications and experiences. This is presented in Table 4.2 below.

Table 4.2: CRE Teachers' Qualifications and Experience

Qualification			Experience		
Highest Qualification	N	%	Experience (years)	N	%
Diploma (in Secondary Education)	4	6.0	Less than 5 years	14	21.0
Bachelors' Degree (B.Ed)	40	59.7	5 – 10 years	23	34.3
Bachelors Degree (B.A)	17	25.3	11 – 15 years	9	13.4
M.Ed	2	3.0	Above 15 years	21	31.3
M.A	1	1.5			
Ph.D	1	1.5			
Missing	2	3.0			
Total	67	100		67	100

Source: Primary data.

Table 4.2 shows that most of the teachers (57 or 75.1%) who participated in the study were first degree holders. Teachers with a teaching experience of five or more years were 53 (79%). A lot would be expected from such teachers' in-terms of quality of teaching, role modeling and mentoring. Another demographic factor about teachers is their religious denominations. This is presented in Table 4.3

Table 4.3: CRE Teachers' Religious Denominations

Denomination	Frequency (N)	Percentage
Roman Catholic	29	43.3
Anglican (C.O.U)	27	40.2
Pentecostal	4	6.0
SDA	3	4.5
Other	3	4.5
Missing	1	1.5
Total	67	100

Source: Primary data.

Table 4.3 shows that most teachers belong to the Roman Catholic and Anglican Church denominations, with 45.2% and 38.7% respectively. This is not a coincidence because the Ugandan Population Census of 2002 summarised the religious composition of the Ugandan population as shown in Table 4.4

Table 4.4: The 2002 Census Distribution of Population by Religion in**Uganda**

Religion	Number (000s)	Percentage
Roman catholic	9,921.7	41.6
Anglican (church of Uganda)	8,756.5	36.7
Moslems	2,951.8	12.4
Pentecostals	1,122.4	4.7
SDA	369.5	1.5
Orthodox	35.0	0.1
Other Christians	284.9	1.2
Bahai	16.8	0.1
Others	383.0	1.6
Total	23,841.5	100

Source: Uganda Bureau of Statistics, 2002.

Table 4.4 shows that, in 2002 the biggest religious denominations in Uganda were Catholics (41.6%) followed by Anglicans (36.7%). The table also shows that 85% of the Ugandan population were Christians in 2002. This information, to some extent, tallies with the information given in Table 4.3 concerning teachers' religious denominations. Most teachers belong to the Catholic and Anglican denominations. A study involving CRE has a lot of multiplier effects on the Ugandan population because the majority of the Ugandans are Christians. However, this does not alienate the moslem population because this study can be replicated using IRE to protect moslem adolescents from HIV and AIDS. Replication, and not duplication, in research is allowed (Amin; 2005).

4.1.2 Demographic details of Students.

Students' behaviour is influenced by many factors. Some of these factors are gender, age and religion. The gender, age and denominations of students who participated in the study are presented in Table 4.5

Table 4.5: Students' Gender, Age and Denominations

Gender			Age			Denomination		
N		%	Age Range	N	%	Types of Denomination	No.	%
M	247	37	Below-17 years	294	44.0	Roman Catholic	210	31.4
F	421	63	17-18 years	306	45.8	Anglican	221	33.1
			19-20 years	55	8.2	Pentecostals	117	17.5
			Above 20 years	13	2.0	SDA	25	3.8
						Islam	44	6.6
						Others	51	7.6
Total	668	100		668	100		668	100

Source: Primary data.

Table 4.5 shows that the majority (63%) of respondents were girls. The girls were much more than boys because three of the seventeen participating schools were “Girls-only” schools. These are Nabisunsa Girls School, Rubaga Girls S. S and Mbogo High School. The rest were mixed (both Girls and Boys) schools. Note that there is no “Boys only” secondary school in Kampala. The same table shows that over 90% of the students fall within the teenage group. Table 4.5 also shows that the majority (64.5%) of the students belong to the Catholic and Anglican denominations because, as Table 4.4 shows, the majority of the Ugandan population are Catholics and Anglicans.

Note that CRE female students in some Islamic founded schools are expected to dress like Muslim girls (Appendix M).

Other respondents were included in this study to investigate a need that emerged during the pilot study. Though they do not participate in CRE lessons in the classroom, some people's ideas and efforts influence what teachers and students discuss on HIV and AIDS. Such people included chaplains. Two female Anglican reverends/priests were among the twelve chaplains who were interviewed during the research study. The Chaplains interviewed belong to the following denominations: Roman Catholic= 5, Anglican=5, SDA=1 and Baptist=1. Only two officials among the NGO and Government officials are females. The gender imbalance was not the researcher's making. Most leaders of these organizations are males. Secondly, with snowball type of sampling a researcher does not determine in advance some features of the respondent(s) he/she wants (Babbie, 2010).

4.2 Teachers' use of Constructivist Approaches in the teaching of HIV and AIDS Education.

4.2.0 Introduction

The first objective of this study was to establish how often teachers used the constructivist approaches to teach HIV and AIDS Education. Data, to establish how often CRE teachers' methods of teaching actively and constructively involve students in identifying problems and solutions associated with HIV and AIDS, were collected from teachers and students. In this research the constructivist approach was regarded as an independent variable; while other factors that affect

the teaching and learning of CRE were regarded as the dependent variables. The dependent variables are teachers' and students' attitudes to CRE, CRE Content, instructional materials and time.

A questionnaire, with closed likert scale type of items and two open-ended items, was administered to CRE teachers to establish how often they were using the constructivist approaches while teaching. Through the use of this instrument, data on how often teachers use the constructivist approaches, were obtained. From the frequency data obtained, it was observed that teachers were inconsistent in their response on whether they often use the constructivist approaches when teaching CRE.

The Constructivist approach, as already explained under theoretical framework, conceptual framework and literature review, is a very good approach of teaching CRE in general and HIV and AIDS content in particular. The research study was about how often constructivist approaches were being used to teach HIV and AIDS Education. The results under this objective are presented under three categories: the use of teacher-centred methods, the use of constructivist approaches and the correlation between these two models of teaching.

4.2.1 The use of teacher-centred methods in teaching HIV and AIDS

Education.

Data about methods that CRE teachers were using to teach HIV and AIDS Education were collected using different instruments. Data collected showed that the commonest methods of teaching HIV and AIDS Education were the teacher-centred type. A questionnaire, with closed likert scale type of items and two open-ended items was administered to CRE teachers to establish the methods they commonly use to teach HIV and AIDS Education.

Table 4.6: Teachers' responses on the use of the Constructivist approaches

Teacher-centred methods			Constructivist approach		
Teachers' response on whether they used teacher-centred methods to help them complete CRE the syllabus			Teachers' response on whether teaching about HIV and AIDS they frequently used methods that allowed students to generate their own ideas on how to avoid HIV and AIDS		
Response	Frequency	%	Response	Frequency	%
Strongly Agree	7	10.5	Strongly Agree	26	38.8
Agree	24	35.8	Agree	29	43.2
Undecided	9	13.4	Undecided	4	6.0
Disagree	16	23.9	Disagree	4	6.0
Strongly disagree	8	11.9	Strongly disagree	3	4.5
Missing	3	4.5	Missing	1	1.5
Total	67	100	Total	67	100

The responses of CRE Teachers on teacher-centred methods are shown in Table 4.6. The majority of CRE teachers (46.3%) were not keen about the constructivist methods because they were more concerned about the completion of the CRE 223

Syllabus. The same teachers, (82.0%) as Table 4.6 shows, apparently and overwhelmingly claimed to be using constructivist approaches when teaching HIV and AIDS Education.

According to the questionnaire, teachers' responses showed that the majority of them (46.3%), supported the use of teacher-centred methods to help them complete the syllabus. Those whose response showed that they did not use teacher-centred methods to help them to complete the syllabus were 35.8%. Those who were undecided were 13.4% while those who never indicated any response at all were three (4.5%). Some teachers were more concerned with the completion of the syllabus and obtaining good final grades than the students' behaviour change. This was expressed through a relevant questionnaire item where 55.2% agreed with the statement that "As long as methods make students pass final O-level CRE examination they are okay".

Teachers' reliance on teacher-centred methods was also observed in the lessons that the researcher and his assistants attended. In 28 out of 34 (82.4%) lessons observed, teachers were dictating notes as they elaborated on what they considered to be the abstract points. During the post-lesson conference, teachers defended their use of teacher-centred methods. According to them, it is teacher-centred methods that would help them get good or excellent grades in the final national examinations. Such achievements, according to the CRE teachers, would guarantee job security and even increase the possibility of being promoted.

Teachers' views during the post-lesson conference were consistent with their responses in the questionnaire.

The high frequency of using teacher-centred methods was also implied in the students' comments during FGDs on methods teachers were using to teach HIV and AIDS Education. Students pointed out that they hated lectures as a method of teaching because it caused them to doze. Others "pleaded" with the researcher that "Let teachers allow us to contribute ideas on sexuality education topics because we are not young".

Teachers used an excuse of national examination as the main cause for their use of teacher-centred methods. In fact in one post-lesson conference one teacher said that she was more bothered by the final results than the moral development of students because the only proof that one taught well was good results and not students' behaviour. This was not an isolated opinion though it was said by one teacher. This finding agrees with many other research findings that most teachers concentrate on "spoon-feeding" students for purposes of helping them pass national examinations (Odongo, 2009; Perrot, 1996; Okonye, 2007).

Teacher-centred methods have been criticized as being "one-size-fits-all" type of teaching. Examples of such types are lecture method and dictation of notes. These methods contradict the differentiation theory which states that different methods of teaching should be used to benefit students' different learning styles (McBer, 2000; Cooling, 2003; SPW, 2009). Teachers assume that, by giving a lot of

knowledge on a topic like HIV and AIDS, students will not only pass highly the UNEB questions on HIV and AIDS but will also change their sexual behaviour accordingly. They may pass the UNEB questions very well, because the UNEB questions tend to concentrate on factual knowledge (Weerhe, 2007). However this kind of knowledge may not necessarily change students' sexual behaviour (Kirby, 2011; Kelly, 2010). By downplaying the moral growth of their students CRE teachers were not implementing fully the CRE 223 syllabus (UNEB, 2005; NCDC & MOES, 2008). This needs to be rectified.

4.2.2 Reasons why Teachers rarely use constructivist approaches.

Data on how often CRE teaching HIV and AIDS Education were collected using teachers' questionnaire and Lesson observation check list. Teachers were asked to respond to this statement; "when teaching about HIV and AIDS I frequently use methods that allow students to generate their own ideas on how to avoid HIV and AIDS". This statement represented the meaning of the constructivist approach. Teachers who agreed with this statement, therefore claiming that they were frequently using constructivist approach to teach HIV and AIDS Education, were 55 (82.0%). This was disputed by data collected using other instruments.

To establish how often CRE teachers use the constructivist approaches in teaching, the researcher also referred to the qualitative part of the questionnaire. From the open-ended items in the teachers' questionnaire, four major factors hinder the application of the constructivist approaches. These are:

- Lack of teaching materials – such as text books, stationery, charts, audio and visual electronic media. This was stated by 25.4% of the respondents.
- Sympathy for HIV infected students. According to 49.3% of teachers, teacher-centred methods help HIV positive students not to be exposed.
- Students' indifference to messages on HIV and AIDS. Messages according to teachers have become so common, obvious and therefore bore students. This observation was made by 16.4% of the teachers.
- Limited time: The Constructivist approaches, according to 5.9% of teachers, are time consuming and yet the CRE 223 Syllabus is long. This factor featured more prominently during post lesson conferences than it did in the questionnaire.

From these freely given responses one can conclude that the use of the constructivist approaches in teaching CRE is minimal.

The claim by CRE teachers in the questionnaire that they frequently used constructivist approaches to teach HIV and AIDS Education was not backed by action in the classroom. Few teachers use constructivist approaches. Out of the 34 lessons that were observed, it was only in six lessons (17.6%) that constructivist approaches were being used. The reasons given, during post lesson conference why they were not using constructivist approaches are the same reasons as to why they were using teacher-centred methods. The few who were using constructivist approaches admired and valued highly students' own contributions in the HIV and AIDS Education lessons. However, to compensate for the time they used for

such approaches, they had to arrange for extra CRE lessons. Some CRE teachers in Church founded schools had been given the position (teaching) of the church on the certain sexuality issues which they had to promote in CRE lessons. As far as the Christian faith is concerned, the use of constructionist approach would be interpreted as being liberal. Teachers would therefore be risking their jobs if they adopted this approach.

Another way to verify whether the constructivist approaches were being used by CRE teachers was to attend and observe live CRE lessons. Thirty four Lesson observations were made, that is two lesson observations in each of the 17 participating schools. After each lesson presentation, a post-lesson conference (analysis) followed. Teachers agreed to teach the way they usually teach in the absence of “visitors” such as Government officials and researchers. The lessons the researcher observed were, therefore, typical CRE lessons. Most lessons observed were based on the theme “Man and Woman”. The sub-themes, under this theme, (Appendix H) are the best entry points for messages on sexuality, HIV and AIDS.

During the lesson observations and post-lesson conferences, the researcher discovered that CRE teachers, like other subject teachers, made only schemes of work. They did not make lesson plans as stipulated in the “Teachers Code of Conduct” (MOES, 1996). There was no apology about lack of lesson plans. It has become “a norm” in Kampala secondary schools not to make lessons plans.

The commonest method of teaching was to dictate notes and once in a while elaborate on some technical or abstract points. The constructivist approaches, were, therefore, not being used by the majority of teachers to teach CRE, despite 78.8% of teachers agreeing with a statement that “students own generated ideas help them to change their behaviour positively towards the opposite sex”.

In some lessons, teachers “actively” involved learners in the lesson but in a manner which falls short of the constructivist approaches. This was happening whenever a teacher presented simple factual (lower order type of) questions followed by the teacher’s elaborate explanation and application of the facts given by students. Some teachers were zealous in “preaching”, advising or persuading students on how they should conduct themselves in relation to the sexuality-related points they were presenting. This could possibly explain why students in the FGDs said that their teachers should also allow them to talk during CRE lessons. This finding is in agreement with the findings of Ruto, Chege and Wawire (Ruto et al, 2009.141) where “Learners openly preferred HIV education in science which sought to explain as opposed to CRE that stressed on moral issues”.

Few teachers regularly use constructivist approaches because they are more demanding to plan and implement than teacher-centered methods. Under constructivist approaches a teacher has to prepare sceneries, case studies, stories tasks, instructional materials over which students will interact to generate ideas

under teachers' supervision. All this cannot effectively happen unless a teacher makes lesson plans. Lesson plans help teachers identify, apply and critique different teaching methods (Kirby, 2011; MOES, 2008). Lesson plans help teachers to reflect on lesson content and methodology before, during and after a lesson has been presented (Maani and Kenyi, 2005; Twoli et al, 2007). This is what makes teaching a complex activity (Cooling 2003, Good and Brophy 2008). Most teachers did not give students chances to analyse, contextualize and reflect on HIV and AIDs messages because they themselves had not done so. They had no lessons plans to prove that they had reflected on the content and methodology before coming to teach. Having lesson plans does not guarantee that the teacher will use constructivist approaches, but those who are convinced about the importance of using constructivist approaches find it inevitable to make CRE lesson plans. This research finding agrees with the research done in the UK which established that an effective teacher carefully and regularly made good lesson plans (McBer, 2000)

4.2.3 The relationship between teacher-centred methods and constructivist approaches of teaching HIV and AIDS Education

Teacher responses in the questionnaire on the type of methods they used in teaching apparently contradicted each other. The majority supported teacher-centered methods while at the same time claiming to be using constructivist approaches when teaching HIV and AIDS Education (Table 4.6).

It should be noted that in the CRE 223 Syllabus “HIV and AIDS” is not a stand-alone topic or sub-theme of which a teacher would change from didactic (teacher-centred) methods when handling other topics, to constructivist methods when handling HIV and AIDS. HIV and AIDS, as an area of interest, is spread or can be spread to many themes and sub-themes such as; *Living in a Changing Society, Leisure, Happiness, as well as Sex Difference and the Person* (Appendix H). Therefore it was a contradiction for teachers to claim that they use teacher-centered methods to help them complete the syllabus while at the same time using constructivist approaches to teach HIV and AIDS Education.

To resolve the apparent inconsistency in the teachers’ responses, the data collected were subjected to a Pearson Product Moment Correlation Co-efficient Statistical analysis, using SPSS version 12. This helped the researcher to establish whether the differences and similarities between the constructivist approaches and the teacher-centred approaches are significantly different. In this analysis, the constructivist approach is regarded as the independent variable. It is represented by one of the key statements in the questionnaire that reads: “When teaching about HIV and AIDS, I frequently use methods that allow students to generate their own ideas on how to avoid HIV and AIDS”.

This was correlated with other variables shown in Table 4.7 to establish whether there was any statistical difference between the independent variable and other variables. A summary of correlations among different variables is given in Table

Table 4.7: Correlations between Methods of Teaching

		As long as methods make students pass final 0' level CRE examinations they are acceptable	I use teacher centered methods to help me complete the syllabus	Teacher centred methods help students acquire the feelings, attitudes and values expected of them by society	Interactive learner-centred methods help students internalize CRE better	Teachers use methods that allow students to build their own knowledge and value related to sex	Teachers should use methods that allow students to build their own knowledge and values related to sex	Teacher generated ideas help students change their behaviour regarding sex related issues	Students own generated ideas help them change positively their behaviour towards the opposite sex	When teaching about HIV and AIDS I frequently use methods that allow students to generate their own ideas on how to avoid HIV and AIDS
As long as methods make students pass final 0' level CRE examination they are acceptable	Pearson Correlation Sig.(2.-tailed) N	1.000 .64	.284* .032 57	.130 .331 58	.134 .317 58	.156 .241 58	-.017 .904 53	.203 .126 58	.096 .471 59	.168 .204 59
I use teacher-centered methods to help me complete the syllabus	Pearson Correlation Sig.(2.-tailed) N	.284* .032 57	1.000 .000 65	.614** .000 64	.001 .991 64	-.144 .255 64	-.014 .917 58	-.004 .974 64	.046 .718 65	-.030 .814 65
Teacher-centred methods help students acquire the feelings, attitudes and values expected of them by society	Pearson Correlation Sig.(2.-tailed) N	.130 .331 58	.614** .000 64	1.000 .000 66	-.080 .527 65	.137 .275 65	-.136 .305 59	-.015 .907 65	.083 .508 66	-.051 .682 66
Interactive learner- centred methods help students internalize CRE better	Pearson Correlation Sig.(2.-tailed) N	.134 .317 58	.001 .991 64	-.080 .527 65	1.000 .000 66	-.108 .391 65	.248 .059 59	-.179 .155 65	.037 .769 66	.060 .631 66
Teachers use methods that allow students to build their own knowledge and values related to sex	Pearson Correlation Sig.(2.-tailed) N	.156 .241 58	-.144 .255 64	.137 .275 65	-.108 .391 65	1.000 .000 66	.046 .730 59	.180 .152 65	.251* .042 66	.134 .283 66
Teachers should use methods that allow students to build their own knowledge and value related to sex	Pearson Correlation Sig.(2.-tailed) N	-.017 .904 53	-.014 .917 58	-.136 .305 59	.248 .059 59	0.46 .730 59	1.000 .000 60	.114 .391 59	-.139 .289 60	-.028 .833 60
Teacher-generated ideas help students change their behaviour regarding sex-related issues	Pearson Correlation Sig.(2.-tailed) N	.203 .126 58	-.004 .974 64	-.015 .907 65	-.179 .155 65	.180 .152 65	.114 .391 59	1.000 .000 66	.031 .804 66	.297** .016 66
Students own generated ideas help them change positively their behaviour towards the opposite sex	Pearson Correlation Sig.(2.-tailed) N	.096 .471 59	.046 .718 65	.083 .508 66	.037 .769 66	.251* .042 66	-.139 .289 60	.031 .804 66	1.000 .000 67	.110 .374 67
When teaching about HIV and AIDS I frequently use methods that allow students to generate their own ideas on how to avoid HIV and AIDS	Pearson Correlation Sig.(2.-tailed) N	.168 .204 59	-.030 .814 65	-.051 .682 66	.060 .631 66	.134 .283 66	-.028 .833 60	.297** .016 66	.110 .374 67	1.000 .000 67

The correlation between the constructivist approach and the teacher-centred approach represented by the statement “I use teacher-centred methods to help me to complete the syllabus” is negative, that is $r = -.030$ and is not statistically significant at $P = .814$). This means that the more the teachers used the teacher-centred methods, the less they used the constructivist approaches. Therefore the outcome of the analysis shows that teachers did not regularly use the constructivist approaches. This can be seen by the statistically insignificant value of $p = .814$. Teachers seem to be more concerned about completion of the syllabus which, according to them, necessitates teacher-centered methods.

Similarly, the correlation between teacher-centred methods and other statements that support teacher-centred approaches was significant. For example:

- i. There is a very strong correlation, $r = .614^{**}$ which is statistically significant at $P = .000$ between “I use teacher-centred methods to help me complete the Syllabus’ and “Teacher-centred methods help students acquire the feelings, attitudes and values expected of them by society”.
- ii. There is a positive correlation, though not a strong one, where $r = .284^*$, which is statistically significant at $P = .032$ between, “I use teacher-centred methods to help me complete the Syllabus” and “As long as methods make students pass final O Level CRE examinations, they are acceptable”.

These two examples imply that teacher-centred methods, according to the respondents (teachers), are acceptable and useful in terms of completion of the

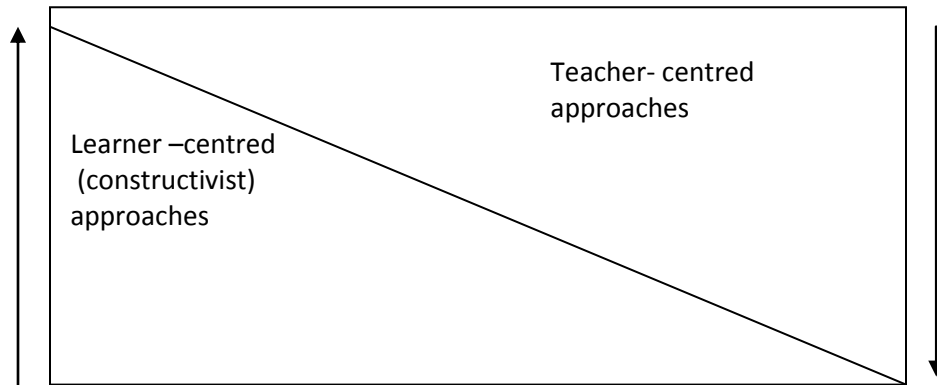
syllabus and making students pass examinations. In practical terms, it means that the constructivist approaches do not feature much in the teaching-learning process, because teacher-centred methods help teachers to get what they want, that is, helping students get good grades in national examinations.

The research findings also show that there is a positive correlation, though not a strong one where $r = .297^{**}$ which is statistically significant at $P = .016$ between what students do (constructivist approach) and the teachers' contribution in the lesson. That is the independent variable "when teaching about HIV and AIDS, I frequently use methods that allow students to generate their own ideas on how to avoid HIV and AIDS" correlates positively with the observation that "Teacher-generated ideas help students change their behaviour regarding sex-related issues". This means that a combination of students' input and that of the teacher enables CRE to guide students on sex-related issues including HIV and AIDS.

The claim by teachers, basing on the frequency data, that they use both teacher-centred methods that help them complete the syllabus and at the same time use the constructivist approaches when teaching content on HIV and AIDS is disputed basing on statistical analysis. A negative correlation of $r = -.030$, at $P = .814$ meant that an increase on one variable leads to a decrease on the other. A relationship between teacher-centred and learner-centred methods is usually of a continuum type. That is, the more one type of methods are used, the less of the

other type is used. (Callahan & Clark, 1982; Twoli et al, 2007). This is diagrammatically presented as in figure 4.1

Fig. 4.1: The relationship between constructivist-and teacher-centred methods



Source: Callahan and Clark; 1982

Figure 4.1 shows that the more learner-centred or Constructivist approaches are used the less the teacher-centred methods are used. For example the more chances students are given to talk the less the teacher talks.

The correlations between teacher-centered methods and constructivist approaches will vary from one CRE lesson to another depending on the nature of the topic and students learning styles. This was supported by the teachers' response during the post lesson conferences. They responded to the questions "What would you prefer and why: either the students to generate their own ideas or you the teacher to give them well organized ideas or content" (Appendix G) by saying that they would use both approaches. The use of both approaches is defensible on two main grounds. Some concepts in HIV and AIDs Education or other topics in CRE

may be so abstract that teachers' detailed explanations may be the best starting point before eliciting students' responses (Ntare et al, 1999; Kellough & Carjuzaa; 2009). Secondly, as already explained, the differentiation theory emphasises the need for the teachers to use different methods of teaching to take care of students' different learning styles. Some students' sexual behaviour can be positively influenced by what they hear from the teachers.

Teacher-centred methods should be used in "exceptional cases" and not as the "norm" as was the case with teachers who participated in this study. In other words, constructivist approaches should dominate the teaching-learning styles because, as Fig 1.1 (page 21) shows, people learn more (70%) when they are given chance to write, say, do a site visit, do a dramatic presentation and simulate real experiences, (MOES & USAID, 2007; Aggarwal, 2001)

4.3 CRE Teachers' attitude towards constructivist approaches to teaching HIV and AIDS Education

4.3.0 Introduction

The research study on teachers' attitudes to constructivist approaches of teaching and learning was guided by the second objective which was an investigation into CRE teacher attitudes' towards constructivist approaches to teaching HIV and AIDS Education

One of the first strategies to improve the teaching of HIV and AIDS Education is to establish the CRE teachers' attitudes to constructivist approaches. This would be a good starting point of establishing whether or not constructivist approaches were being used to teach HIV and AIDS Education. Teachers' attitudes to constructivist approaches were investigated using two different methods of data collection. These were the teachers' questionnaire and lesson observations

4.3.1 Teachers have positive attitudes towards constructivist approaches

Frequency data arising from the Likert scale type of questionnaire administered to teachers showed that teachers have a positive attitude towards the constructivist approaches. This attitude is best depicted by two statements adapted from the questionnaire as presented in Table 4.8

Table 4.8 Teachers' Attitude Towards Constructivist Approaches

Teachers' opinions on whether Interactive learner-centred methods help students to internalize CRE better			Teachers' opinions on whether they should use methods that allow students to build their own knowledge and values related to sex		
Response	Frequency	%	Response	Frequency	%
Strongly Agree	40	59.7	Strongly Agree	27	40.2
Agree	22	32.8	Agree	25	37.3
Undecided	1	1.5	Undecided	4	6.0
Disagree	1	1.5	Disagree	2	3.0
Strongly Disagree	2	3.0	Strongly Disagree	2	3.0
Missing	1	1.5	Missing	7	10.5
Total	67	100	Total	67	100

Source: Primary data.

From Table 4.8, it can be observed that 62 (92.5%) teachers involved in the study agreed that “Interactive learner-centred methods help students internalise CRE better”. This shows that teachers' attitudes to the constructivist approaches are highly positive. From the same table, teachers who agreed that: “Students should be allowed to build their own knowledge and values related to sex” were 52 (77.5%). This percentage also shows that teachers have a highly positive attitude towards the constructivist approaches. However according to CRE teachers,

basing on the data given in Table 4.9, their positive attitude towards the constructivist approaches does not stop them from contributing academic and moral content to the students.

Table 4.9 Teachers’ attitudes towards teacher-centred and constructivist approaches

Teachers’ opinions on whether Teacher-generated ideas help students change their behaviour regarding sex-related issues			Teachers’ opinions on whether students’ own generated ideas help them change positively their behaviour towards the opposite sex		
Response	Frequency	%	Response	Frequency	%
Strongly Agree	11	16.4	Strongly Agree	18	26.9
Agree	30	44.8	Agree	34	50.7
Undecided	9	13.4	Undecided	5	7.5
Disagree	10	14.9	Disagree	8	11.9
Strongly Disagree	6	9.0	Strongly Disagree	1	1.5
Missing	1	1.5	Missing	1	1.5
Total	67	100	Total	67	100

Source: Primary data.

The teachers’ positive attitudes towards “teacher-generated ideas” (61.2%) and “students own generated ideas” (77.6%) respectively are not a contradiction, but as already explained under Objective 1, an indication that teachers also have important roles to play in a constructivist classroom. Although both teacher-

generated and student-generated ideas are important, the support for student-generated ideas (77.6%) is higher than the support for teacher-generated ideas (61.2%) as a factor that helps students on sex related issues.

Open-ended items in the teachers' questionnaire also showed that the teachers' attitude to constructivist approach is positive. While they would have liked to use interactive-learner centered methods, they are constrained by lack of instructional materials and the limited time they have to cover the syllabus. During the post-lesson conference, teachers revealed that, as trained teachers, they were aware of the advantages of letting students analyse moral issues and identify their own solutions to sex-related challenges. This view was confirmed by the fact that when teachers were asked, during post-lesson conferences, whether they preferred learner-centred (constructivist) approaches or teacher-centred approaches, their response was that they valued and used both approaches.

In fact, many teachers used lower order questions to involve learners in the lesson. Examples of such questions included; "What is homosexuality"? "What does each letter in the formulas 'A, B, C, HIV, AIDS stand for" "What is virginity"?. Teachers largely limited themselves to such questions so as to save time for dictating pre-compiled notes.

Teachers' positive attitudes towards constructivist approaches should be regarded as important potential for teaching HIV and AIDS Education. Attitudes influence action (Smith, 1995; Kirby, 2011). A positive attitude will encourage people to act in a certain way while a negative attitudes will dissuade or discourage someone from acting or responding positively to the issues at hand (Cooling, 2003). Teachers' attitudes towards different aspects of education affect their actions and methods of teaching. However, there are many other forces and factors that influence and affect teachers' behaviour and performance such as financial motivations and prospects for promotions (Kaahwa, 2002; Farrant, 1980). Under objective one, research findings showed that teachers rarely used the constructivist approaches while teaching. In this second objective, the research study investigated teachers' attitudes towards the constructivist approaches as one of the possible explanations why they were not regularly using them in teaching.

The positive attitudes to the constructivist approaches of handling HIV and AIDS content demonstrates how teachers are different from preachers. Teachers were more conversant than chaplains on how adolescents learn and behave. Teachers were aware of the importance of guiding students to generate their own advice through reflection and critical thinking. These teachers' positive attitudes are in line with the MOES Teachers' Code of Conduct which forbids indoctrination and instead promotes objectivity on issues where people usually have different

opinions (MOES, 1996). Although teachers are trained, they still need support through continuous professional development workshops in order to put into practice what they know about effective methods of teaching and learning (MOES, 2008)

The positive attitude to both teacher- and student-generated ideas, as shown in Table 4.9 is not a contradiction but an indication that in an effective lesson, teachers share ideas with their students. That is why some educationists refer to teaching as a dialogue between students and teachers (Aggarawal, 2002; Good and Brophy, 2008). This was confirmed during the post-lesson conference between the researcher and the teachers. On whether teachers preferred “either the students to generate their own ideas or you the teacher to give them well organized ideas or content”; all the teachers’ responded by saying “both”. In effect, this meant that the constructivist approach does not stop them from giving their own ideas in the lesson. A teacher may be justified to use teacher-centred methods, with modification, in some CRE 223 dimensions that are unpopular to students such as Church History and the Bible. This observation shows that there is no one perfect approach or method of teaching and learning HIV and AIDS Education. A teacher who is concerned not only with final examinations but also with students’ sexual behaviour will use many different methods and instructional materials to build their capacity to help themselves (Kamuli, 2006). Teachers were therefore right to say that their own ideas were helpful to students as long as they guarded against indoctrination.

4.3.2 Reasons why teachers don't put into practice their attitudes towards constructivists approaches

As shown in the Table 4.8 and Table 4.9 and the foregoing discussion, most teachers had high positive attitudes towards constructivist approaches as the most effective approaches of teaching and learning HIV and AIDS education. This research study endeavored to investigate why CRE teachers were not putting into practice the positive attitudes they had on constructivist approaches. The data that were used to resolve this dilemma were got from the open ended items in the questionnaire, lesson observations and post- lesson conferences.

Teachers blamed the lack of instructional materials as one of the causes for not using constructivist approaches in teaching HIV and AIDS. To some extent this may be true because most schools do not have facilities that can enable learners to view and discuss educative films. Few schools can afford enough text books or facilities to enable CRE teachers produce passages (stories or case studies) and charts that contain HIV and AIDS messages. However there is no guarantee that if these facilities were available CRE teachers would be using them because, in the lessons that the researcher attended, teachers never attempted to present orally any educative stories or case studies. Secondly the CRE teachers never used their chalk boards to illustrate any HIV and AIDS concepts. The dangers of unfaithfulness and having multiple partners, under the slogan "Avoid social network" are displayed on bill boards every where in Kampala city. Teachers

could not modify and reproduce these on the chalk boards to initiate class or group discussions. Simple diagram like the UNAIDS logo (Appendix N) can be used to generate a lot of discussion on HIV and AIDS. However there wasn't such or similar cases. Teachers need to be reminded the common adage that "One picture speaks more than one thousand words".

The time factor was given as another cause for not translating positive attitudes towards constructivist approaches into practice. The two periods per week allocated to CRE (NCDC & MOES, 2008) are too few to enable teachers and students complete CRE 223 syllabus by the time national (UNEB) examinations are administered. There were two main ways, according to teachers, of overcoming this problem. One was to avoid constructivist approaches because they "consume time". There were some exceptions of teachers who were "actively" involving learners in their lessons, though they were concentrating on the lower order types of questions. High order questions that emphasize application, analysis, synthesis and evaluation were being avoided because they need more time during the lesson presentation.

The second strategy teachers used to overcome the problem of time was to cover more lessons before and after official time gazetted on the time table. In some schools there are more formal lessons before 7.00am and after 7.00 pm. Some teachers referred to such lessons as "Extras". It was not surprising that in some

lessons, which the researcher attended, some students were dosing. In some schools by end of Term I of Senior Four or mid-term II, the CRE 223 syllabus should have been completed. In such circumstances, the moral aspects of the CRE syllabus are not regarded as a critical issue, as one teacher put it “Who is going to notice that your teaching of CRE 223 has improved on students’ morals. The only visible indicators of your effective teaching are UNEB results”.

The nature of UNEB CRE questions was given as another factor that demotivated teachers from applying the constructivist approaches in teaching HIV and AIDS Education. CRE teachers were unanimous in response to the researcher’s question that “Does UNEB have an influence on your methods of teaching?” Teachers do their best to meet UNEB’s expectations. According to one teacher, “Teachers update their CRE notes in view of what UNEB wants”. UNEB, according to many critiques, concentrates on theoretical knowledge (Odongo, 2007; Weerhe, 2007). Practical aspects of teaching and learning CRE such as, field visits, projects, debates, role plays, case studies and story telling do not feature significantly in UNEB’s style of assessment. Therefore, teachers ignore such methods and mainly use those that they think will help students to cram facts and highly pass UNEB examinations. Such methods include dictation of notes, drilling students and emphasizing what UNEB examiners expect. This is why Aggrawal (201.348) describes examinations as “an enemy of true education”.

Expectations of school administrators also contributed to the choice of methods of teaching that teachers used. According to teachers, there is a lot of pressure from the school administrators for the teachers to “produce good, in fact, excellent results”. The “big” schools involved in this study expect nothing less than distinctions from the teacher and his/her students; while the “small” schools, (nicknamed “third world schools”) the determination is to make sure that the failure grade, (F9), does not appear in their results. Teachers’ job security, promotions, financial rewards and recognition depend on the final UNEB results. One teacher put it this way “The only proof you taught is the UNEB results”

The teachers’ positive attitude towards the constructivist approaches is also affected by their work load. Some teachers have an official work load of 24 lessons per week. On top of this workload, teachers have more payable part time lessons from other schools to make ends meet. That is to say that they do part-time teaching in other schools. These teachers have to give exercises and mark them. Therefore teachers confessed that they are normally too tired to make lesson plans and also to use the more demanding constructivist methods. This is why they regularly resort to dictating notes.

CRE Teachers have positive attitude towards constructivist approaches. However these teachers do not regularly use these approaches to teach HIV and AIDS education. The main reason given for not using constructivist approach was the

pressure from school administrators to get excellent grades in the national examinations. The over emphasis on national examinations represent a fundamental problem in the Uganda education system (Weerhe, 2007). National examinations influence curriculum implementation instead of being the other way round (Okonye, 2007). There is also much emphasis on the theoretical knowledge at the expense of values and practical skills (Clegg, 2009). The findings in this research agree with Odongo's research finding, that some UNEB questions are "recall questions with little emphasis on practical skills"(Odongo, 2007.9).

The Government of Uganda is planning to reform the secondary schools education system. The examination system will be part of the reform (Clegg, 2009). The concerns and the excuses attributed to UNEB will be addressed by the reform. The fact that 17.5% of the teachers were applying the constructivist approaches is indeed encouraging. It is therefore possible to conclude that, despite the weaknesses in the education system, teachers can on their own initiative, creativity use constructivist approaches. Students can still perform well in the national examinations using having been taught using these approaches.

4.3.3 Correlations between constructivist approaches and other methods of teaching HIV and AIDs

Relying on teachers' response in the likert part of the teachers' questionnaires would not give a comprehensive picture on the teachers' attitude concerning constructivist approaches. The frequency data given in Table 4.8 and Table 4.9, without more statistical analysis or reference to other type of data, would give an impression that CRE in general and HIV and AIDS Education in particular was being well taught. Highly positive attitudes to constructivist approaches could be associated with good methods of teaching. This was not the case in the schools where this study was carried out.

The frequency data, therefore, were subjected to a Pearson Product Moment Correlation Coefficient Statistical analysis using an SPSS version 12 programme to establish the statistical significance of the data shown in the frequency tables. The Constructivist approach as an independent variable was represented by an item that read: "Teachers should use methods that allow students to build their own knowledge and values related to sex". Table 4.7 shows that there is no strong correlation between the independent variable and other variables both at $P=0.05$ and $P=0.01$ levels. This means that other factors that affect the teaching of HIV and AIDS such as examinations, syllabus coverage and teachers' own knowledge do not strongly relate or affect positively or negatively the independent variable.

However, some correlation, though not strong, exists between the independent variable and some variables. There is a positive correlation, at $r = .248$, at $p = 0.059$ between the independent variable and the “interactive-learner centred methods” as a dependent variable. That is, the more positive the attitudes towards constructivist approaches are, the more the interactive-learner centred methods will be used. The more teachers value the constructivist approaches, the more they use interactive learner-centred methods of teaching. On the other hand, there is a negative correlation with $r = -.017$ at $p = .904$ between the independent variable and the dependent variable that reads “As long as methods make students pass final ‘O’ level CRE examination they are acceptable”. This means that the two variables, are negatively correlated, though not strongly. The more positive the attitude towards the constructivist approaches, the less the emphasis or anxieties about methods that make students pass final ‘O’ level CRE examinations.

The high positive teachers’ attitude towards the constructivist approach as shown by the frequency data decreases when this data is subjected to statistical analysis. This means that when the positive attitude, as per the frequency counts, is analysed in the context of other factors that affect teaching, it ceases to be an influential factor in teaching. The positive attitudes are not significantly translated into action because, as discovered under objective one, the constructivist approaches were not being frequently used.

The negative correlation, of $r = -.017$, at $p = .904$ between the positive attitude towards the constructivist approach and the emphasis on the 'O' level examinations, to some extent, represents the "reality on the ground" as per the teachers' views during the post-lesson conferences. In an examination-dominated education system, like that of Uganda, the emphasis is more on examination results than on the effective constructivist type of methods of teaching. Schools in general, and teachers in particular, are more concerned about examination results than the moral and spiritual development of the learner (Okonye, 2007; Odongo, 2007 because as one teacher put it, "the measure of success and the indicator of effective teaching are the number of distinctions students get". This finding, unless CRE teachers change their attitudes and methods, is disheartening for HIV activists who had a lot of hope in CRE as one of the subjects that can be used to reduce sex-related problems including HIV and AIDS among secondary school students. The practices observed in the schools show that the potential of CRE to contribute in the fight against HIV and AIDS has not been fully exploited. (Kamuli & Ruhweeza, 2005; CWS, 2006).

On a positive note, the positive correlation of $r = .248$ at $p = 0.059$ between the positive attitude towards the constructivist approaches and the interactive-learner centred methods shows that, for some teachers, the positive attitude is being translated into positive action; that is, the use of the interactive learner-centred methods of teaching. Once in a while, teachers put aside the problems of time,

UNEB styles of examinations and pressure from schools for good results and gave students chances to contribute their opinions and feelings during the lesson presentations because most of them knew the value of actively involving learners in the lesson. This is supported by the fact that 93.5% of them agreed with a statement in their questionnaire that “Helping students to discuss issues (matters) related to sex, HIV and AIDS is more effective than telling them how to behave in relation to such issues”. Arising out of the negative correlation coefficient of -0.017 , shown above, it can be argued that more constructivist involvement of learners is needed if CRE is to make a big impact on the morals of secondary school students (NCDC & MOES, 2008).

4.4 Challenges that affect teachers’ application of the Constructivist

Approaches in the teaching and learning of HIV and AIDS Education.

4.4.0 Introduction

The third objective was on challenges that teachers faced as they tried to use constructivist approaches regularly in teaching HIV and AIDS Education.

Data to establish the challenges that hinder teachers from applying the constructivist approaches in teaching HIV and AIDS Education were obtained from the open-ended item in teachers’ questionnaire. More data about the challenges of applying the constructivist approaches were obtained from lesson observations and post-lesson conferences. The summary of the factors identified

by teachers regarding the use of the constructivist approaches in teaching and learning CRE are given in Table 4.11. Each factor is expanded and elaborated upon under the subsequent subheadings.

Table 4.10 Factors that affect the use of constructivist approaches

Item		No.	%
1.	Fear to talk about HIV and AIDS and Stigmatization	33	49.3
2.	Inadequate teaching content on HIV and AIDS	21	31.3
3.	Lack of Instructional Materials	17	25.4
4.	Students' lack of attention/indifference	11	16.4
5.	Limited time for teaching about HIV and AIDS	4	5.9

4.4.1 HIV and AIDS-related stigma

The challenge identified by most teachers (49.3%) as shown in Table 4.11 was the fear to talk about HIV and AIDS and HIV-related stigma. This finding is based on teachers' response to a question in a questionnaire (Appendix B) that was stated this way; "What challenges do you face in teaching about HIV and AIDS in CRE lessons?" Teachers' opinion was that; "students who have lost close relatives to AIDS or are HIV positive themselves feel bad" when this topic is taught using the constructivist approaches. Discussion on HIV and AIDS can evoke bitter memories among some students and stigmatizes the affected and infected

students. Teachers claimed that they were being cautious and sensitive to such students by avoiding open discussion.

Teaching is a complex job (McBer, 2000), and more so teaching a subject such as CRE that attracts controversies on HIV and AIDS-related content. Therefore, CRE teachers face many challenges especially when teaching on controversial and delicate topics such as those that concern sexuality, HIV and AIDS. While students criticised their teachers for being shy on sexuality issues, teachers, on their part, defended themselves by saying that they restrict content and methods to avoid stigmatising infected students. Constructivist approaches would lead some students to blame, condemn and promote discrimination against HIV positive people, students inclusive. A student whose parent(s) died of AIDS or who contracted it through the “Mother-to-Child” mode of transmission would get more alienated. In one FGD, one girl shed tears, only to disclose to the researcher (after other students had gone away) that her mother had died of AIDS. At times shedding tears is a better evil than silently burning with the problem.

Instead of shying away from the right methods of teaching CRE, CRE teachers can guide and counsel students, initiate programmes or activities that would enable students to know and accept their HIV status including positive-living for those who are HIV positive. All students should be sensitised about accepting and caring for those who are positive. During FGDs many students talked about the acceptance and care of HIV positive students, although the researcher’s focus

was on prevention. In the absence of stigma, there will be more interaction between and among students and teachers and, therefore, help students to stay safe from HIV and AIDS.

4.4.2 HIV and AIDS Education content

Inadequate teaching content on HIV and AIDS was another big challenge; identified by 31.3% of the teachers involved in the study. The CRE 223 syllabus has not yet been officially revised by NCDC to incorporate content on HIV and AIDS. However, UNEB includes questions on HIV and AIDS in CRE examinations. Therefore, teachers, out of their initiatives, teach about HIV and AIDS in a way that will help their students pass UNEB questions.

There are no text-books on HIV and AIDS that have been written specifically for CRE 223 teachers and students. CRE teachers, being Arts (Humanities) related subject teachers, find some scientific points about HIV and AIDS too complicated for them, although 93.4% claimed to be conversant with the causes of HIV and AIDS. Using the Constructivist approaches will expose teachers' limited knowledge, on HIV and AIDS. In two of the thirty-four lessons that the researcher observed, the teachers could not confidently answer students' inquiries on whether mosquitoes can carry the HIV virus from one person to another, or whether HIV is a virus, a germ or a bacterium. Teacher-centred methods can protect a teacher by hiding his/her weakness. Therefore, teachers avoid or limit

students' active participation on this topic because they may raise technical and scientific issues too complicated for the teacher.

Inadequate and inaccessible content on HIV and AIDS is a handicap to CRE teachers. Although a lot of content on HIV and AIDS exists in many books, journals and on the websites it is not CRE teacher- and CRE student-customised. Therefore, accessing and understanding such content is not very easy. This problem is worsened by the fact that due to heavy work loads and lack of a reading culture, teachers do not refer to many types of literature. The *Christian Living Today* Books 1 & 2 that accompany CRE 223 syllabus do not have content on HIV and AIDS. Therefore, the CRE students' suggestion that CRE teachers should invite resource persons, for example, doctors or biology experts to handle some content on HIV and AIDS should be accepted and implemented. However, it is also possible to enhance teachers' capacity by holding teachers' Continuous Professional Development Seminars (Refresher courses) and developing CRE Teachers' HIV and AIDS Manuals.(CWS, 2006).

4.4.3 Use of Instructional Materials.

The third challenge of using the constructivist approach in teaching is the lack of instructional materials. This was mentioned by 25% of the teachers. In addition to lack of relevant text books, there are no charts, posters, CDs, video tapes or films which can be used to teach certain concepts or values. Therefore, teachers are forced to describe or narrate what students would have observed from a video

tape or other materials. The researcher never witnessed any usage of instructional materials in all lessons observed.

Instructional materials make it easier for students to comprehend certain concepts (Kyriacou, 1997, Twoli et al, 2007). They can be used to initiate a discussion, a debate and any other constructivist method of teaching (Kirby 2011). Many factors explain why instructional materials are not being used by CRE teachers. Some schools cannot provide the materials and equipment due to limited budgets. Some instructional materials like a video show/film may need more time to be effectively used.

Other factors are attributed to the teachers themselves. They underestimate the importance of instructional materials in CRE. That is why most of them are contented with their abstract presentations. During the post-lesson conferences, they said that instructional materials and lesson plans are for primary school teachers. This explains why the researcher never saw any chart, poster or chalkboard illustrations during the CRE lesson observations. Teachers have forgotten the adage that “one picture speaks more than one thousand words” (Aggarwal, 2001). The current advertisement by the mass media about avoiding sexual network can best be understood by students when it is presented pictorially on a chart or chalkboard.

During the FGDs students expressed the desire to be taught some of the concepts related to sex and HIV and AIDS through the use of instructional materials like video shows or demonstrations on how condoms are used. One student confessed that his memory of a poster in the classroom about an old woman trying to sexually seduce an innocent adolescent boy had helped this student to keep away from sugar mummies. The poster was no longer in the classroom but it still had a positive effect on this student. Verbal description of such an incidence would already have been forgotten. Therefore students whose learning style is mainly through seeing and touching should also be catered for. The non-usage of instructional materials may be more of an attitude than a shortage of materials. The equipment used to entertain students over the weekends can be utilised for CRE lessons. During post lesson conferences no teacher complained about lack of instructional materials.

4.4.4 Students' attitude towards HIV and AIDS messages

According to some teachers, students lack attention and interest in the topic and some are indifferent to HIV and AIDS messages. Students claimed that the messages about HIV and AIDS were not new. They continued to say that the messages have become obvious and therefore boring. According to teachers students ask "What don't we know?" According to teachers some students "take it as a joke and laughter"; while to some students, HIV and AIDS is not a reality. Teaching students with such fixed attitudes and misconceptions, using the

constructivist approaches is not easy because they are not anxious to learn new concepts or strategies to help them stay safe from HIV and AIDS.

If constructivist approaches were used students wouldn't get bored by HIV and AIDS messages. The didactic, expository and indoctrination methods used by CRE teachers bore students. The generic types of communication or communication en masse to students can no longer work. The simple A, B, C formula no longer has the kind of efficacy it used to have in the 1990's. In Kenya, they have added a "D" to mean Diagnosis (testing) (NASCO, 2005), while in Uganda many teacher respondents said that they had also added a "D" to mean "Die"; that is, you follow A, B, C or "Die". The basic messages about sexuality and HIV and AIDS are still and will always be needed. However, they need "repackaging" in terms of content and methodology. The Constructivist approach has room for innovative methods to be used (Good & Brophy, 2008; Hein, 1996). Therefore students (and adults) will no longer say "What don't we know about HIV and AIDS?" The Constructivist approaches help students to put into practice that which they claim to know about sex, HIV and AIDS.

4.4.5 Limitation of time for HIV and AIDS Education

The factor of time as a hindrance to the use of the constructivist approach in teaching did not come out strongly (6%) from the questionnaire as it did in the post lesson conference between the CRE teachers and the researcher. According to the teachers, CRE 223 is too long a syllabus compared to the two periods, per

week, allocated to it. Therefore they restrict students' contribution in all CRE lessons to "save time".

The limited time allocated to CRE on the timetable needs to be maximized. However, this does not justify the use of teacher-centred methods. If students are equipped with study skills and well structured homework they can cover a lot of content on their own (Aggarwal 2002). Students are not lazy as claimed by some teachers. Teachers must minimize time loss. In about four schools, the researcher noticed that a lot of CRE time was lost as CRE students moved from Science Laboratories to attend CRE lessons. The CRE aims and objectives that concern the moral development of the students will not be achieved if teachers are more concerned about time than the methods they use to teach CRE.

4.4.6 Other factors that affect the teaching of HIV and AIDS Education

There were other isolated challenges identified by teachers. The debate about condoms makes teachers confused on what to emphasize or how to conduct the same debate among students. The CRE syllabus and churches emphasise Christian teaching/faith. Therefore, pre-marital sex is sin and unacceptable (Field, 1983). The issue of condoms in relation to secondary school adolescents does not therefore arise. All NGOs emphasise "abstinence" although some of them also emphasise that adolescents who need condoms should have a chance to access them. According to the Ministry of Education and Sports policy, students should be given "condom education" but not supplied with condoms as some

NGOs would want to do (MOES, 2006). Teachers as individuals, also have their personal opinions. These debates and contradictions make teachers' work more complicated.

As long as the subject is called "Christian Religious Education" acceptance or promotion of condoms for secondary schools students will contradict the same teaching and values advocated by the subject. Chaplains clearly opposed this idea. According to them, such practices promote promiscuity among students. If teachers were to follow the educational, and not the evangelical line, they would help students access "all facts" (Cox, 1983; Cooling, 2003) about sexuality, HIV and AIDS and leave them to make up their own minds on what to do. The pro-condom camp argue that since condoms have proved 80% and above effective (MoH, 2004) and over 30% of adolescents engage in pre-marital sex (GOU & UNAIDS, 2011) then it would be unrealistic to ignore condoms as one of the methods of protecting adolescents from HIV and AIDS. Some boys, in the presence of girls, in the FGDs said that "Even when I have told the teacher that I can't abstain, the teacher insists that I must abstain instead of advising me to use condoms". If the bottom line is to protect all students from HIV and AIDS, a more open ended strategy must be adopted (Haberland & Rogow, 2009; Kirby 2011).

During post-lesson conferences teachers shared the challenges of having a heavy workload. Teachers teach many CRE lessons per week across many streams. They have to mark students' exercises. They regard the issue of making lesson

plans as an unnecessary extra burden. Similarly, they tend to avoid the constructivist methods because these are more demanding to plan and implement than teacher-centred methods. In some schools, classrooms are too small for the CRE teachers to organise group work.

Heavy workload was the excuse given by teachers why they do not use the constructivist approaches and why they do not make CRE lesson plans. A lesson plan forces a teacher to reflect before, during and after lesson presentation (MOES, 2008). In a lesson plan, a teacher includes methods and instructional materials. Dictation of notes and lecturing do not motivate students to apply the information “imposed” on them by CRE teachers. The effect on the CRE teacher of heavy workload on the CRE teacher and marking exercises of many students cannot be ignored. However, the issue may be more of attitude than of heavy workload because many teachers said the practice of making lesson plans was for university students of education who are still on the course and not for qualified teachers. The solution to this problem is to organise regular Continuous Professional Development (CPD) workshops to convince them about the importance of lesson plans. Note that they all had schemes of work because the “school authorities demand them”. CPDs therefore should include “Lesson Plans” as one of the workshop topics.

4.5 Importance of student's attitudes towards the constructivist approaches to teaching and learning HIV and AIDS Education

4.5.0 Introduction

The fourth objective was to investigate students attitudes towards the constructivist approaches to teaching and learning HIV and AIDs education

One of the characteristics of a good HIV and AIDS programme or innovation is that it must be user -friendly (Kirby 2010). This characteristic can be established through investigation of the intended users' opinions, attitudes and suggestions. Similarly, students' attitudes to constructivist approaches of teaching and learning HIV and AIDS Education had to be investigated as one of the strategies of using CRE to help students to avoid HIV and AIDS.

Data from the following sources were analysed to establish students' attitudes towards constructivist approaches:

- Students' questionnaire. This had both the closed likarte type of items and three open-ended items.
- Focus Group Discussions, especially on views based on the question "How would you like the CRE teachers to teach content on sex, growing up, relationships, HIV and AIDS?"
- Lesson observation and post-lesson conferences with CRE teachers:

4.5.1 Students' attitudes to CRE

Students' attitudes towards subjects affect their interests and reactions to teachers' methods of teaching that subject. It was, therefore, necessary to first establish students' attitudes towards CRE in general before exploring their attitudes to the constructivist approaches. Students had positive attitudes towards CRE. This was reflected in the response where 80.1% "agreed" to the item that "CRE contributes significantly in helping students to remain safe from HIV and AIDS". Even when it involves sensitive issues like examinations, the majority of students (63%) still showed unwavering support for CRE. Those who disagreed with the item "My only interest in CRE is to pass examinations" were 63% while those who agreed were 23%. During the FGDs, students vehemently defended CRE because of its relevancy to their lives in the present and in the future. Students singled out a dimension in CRE 223 syllabus called "Present Situation" as one of the most interesting dimensions because it gives them more opportunity to share current affairs, stories and controversies related to HIV and AIDS.

During the FGDs, CRE students vigorously defended the inclusion and retention of CRE in the national curriculum. According to them, CRE deals with real issues in their lives especially coping with changes in society, use of leisure, challenges of growing up, and other sex-related issues. Students' positive attitudes to a subject makes it easy for the teacher and the same students to achieve a lot (Aggarawal, 2002; Kirby, 2011). However from the same FGDs some few

students defended CRE because, according to them, “it is easy to pass as a UNEB examination”. Some students referred to CRE as a “reducing agent”; implying that since CRE is “passable” the number of subjects one fails (F9s) are reduced once he/she is offering CRE. Students from good performing schools conveyed the same opinion from the positive aspect that “CRE helps students to get more distinctions (D1’s, or D2’s)”. These were “minority views” because, in response to the students’ questionnaire item “my only interest in CRE is to pass examinations”, the majority (63% compared to 23%) disagreed. That is, they said, “No”. In a nutshell, one concludes that students value CRE largely not for examinations purposes but for its relevancy and utility to their present lives and their lives in future (NCDC&MOES, 2008; Smith, 1995).

4.5.2 CRE students have positive attitudes towards constructivist approaches

In addition to the positive attitude towards CRE, as a subject, students have positive attitudes towards the constructivist approaches of learning and teaching CRE as can be deduced from Table 4.10. The students’ positive attitude towards constructivist approaches is anchored in their positive attitude to CRE as a subject. Constructivist approach, as an independent variable, was represented by a questionnaire item that reads “I enjoy CRE where a teacher initiates a discussion, for example on sex, relationships and marriage and I get a chance to share what I

know or feel.” Students who agreed with this statement were 83.3%. Similarly 82.7% of the respondents agreed with the statement that “our discussion on leisure as a topic in CRE helped me to avoid dangers related to HIV and AIDS”. Students’ rejection of teacher-centred methods also implied a positive attitude towards the constructivist approach. This is reflected in a response where 65% of the students disagreed with the statement “I enjoy CRE lessons where the teacher comes, talks, gives/dictates notes and goes away”.

Students’ attitudes to the constructivist approaches were also assessed from their response to an open-ended item in their questionnaire. The item reads thus: “Give suggestions on how the topics on sex, HIV and AIDS in CRE can be improved upon to make them more:

- i. interesting to you,
- ii. relevant to you as a secondary school student”.

The commonest response and suggestion was that teachers should be open, straightforward, frank, flexible and avoid withholding useful information. This suggestion from students, shows that they value the constructivist approach because it is this approach that expects a CRE teacher to set tasks, scenarios or challenges which enable students (and their teachers) to collaboratively generate (construct) solutions.

In the same open-ended item, students gave many suggestions which are more possible with the constructivist approaches than with teacher-centred methods. These included use of the discussion method, giving more relevant examples, teaching practical matters regarding sex, use of movies/videos, visits to HIV and AIDS patients or inviting an HIV positive person as a guest speaker/facilitator, holding seminars, story telling, incorporating counseling aspects in CRE lessons, and publishing and providing more relevant books or literature. The students' common response that summarizes all these responses was that "Teachers should make CRE more interesting".

FGDs were also another source of data about students' positive attitudes towards constructivist approaches. In each of the seventeen participating schools two sets of FGDs were conducted. The following question was included in the discussion guide to establish their attitude towards the constructivist approach "How would you like the CRE teachers to teach content on sex, growing up, relationships, HIV and AIDS?" This item was used to triangulate with the open-ended item in the students' questionnaire as already shown above. Students were consistent in suggesting that teachers needed to be open, frank, flexible and accommodative.

Within the FGDs, students also identified and supported discussion/sharing experiences, research and seminars as approaches to teaching. They expressed their disapproval with "Lecturing" as a method of teaching because, according to them, they "get bored and cannot retain a lot". Similarly they pointed out that,

“Little chance is given to us to talk”. This finding agrees with researches done in UK where young people complained about sex education “being too little, too late and too biological”. They preferred sex education which put emphasis on relationships, self esteem and self confidence (Walker et al 2003.320). These values can best be developed when constructivist approaches are used to teach sexuality education.

The students’ positive attitude towards the constructivist approaches was confirmed by many sources of data:- students’ questionnaire, FGDs and lesson observations. During the lesson presentations teachers stifled students contributions by dictating notes, or accepting few contributions to “save time”. From all these sources students were directly and indirectly saying “we also want to talk, to contribute and to share ideas because we are not young”. In one CRE lesson a teacher concentrated on preaching about good morals (moral indoctrination). Instead of asking students to create personal slogans, mottos and philosophies to guide their lives the teacher started creating them for the students for example, “My life is a Temple of God”, “I am the only HIV negative person in the world”, “Patience is painful but pays” “Abstinence is the only way to go”.

During FGDs, students were able to generate these and better slogans and personal mottos (philosophies). The advantages of students’ own self-generated ideas, slogans, mottos and philosophies is that their consciences get more

“pricked” if they are being tempted to violate their own philosophies. They monitor and supervise themselves using those personal philosophies. Good teaching methods empower students to make rational decisions (Kamuli 2006; Nacino-Brown et al, 1982). In addition to knowledge about HIV and AIDS, students urgently need skills of risk analysis and risk-avoidance to protect themselves against sex-related problems including HIV and AIDS (Kirby, 2011). These skills can best be developed using the constructivist approaches to teaching and learning CRE.

CRE teachers are not maximizing the opportunity of having students who have interest in their subjects and more specifically students who have a high positive attitude towards the constructivist approach. Students could not hide their disappointment and excitement when they interacted with the researcher. The disappointment was about the shyness of both their parents and their teachers on sex-related issues; while the excitement was about receiving someone (the researcher) who enabled them to share their views, feelings, fears and suggestions on sex-related issues, including HIV and AIDS.

In summary, students think that teachers, due to shyness, do not teach HIV and AIDS Education well while, on their part, teachers blame the examination system for the teacher-centred methods they use. However, the underlying reason for not teaching HIV and AIDS Education well is teachers’ lack of training and lack of

confidence to teach HIV and AIDS Education (Walker, et al, 2003; Ruto et al 2009; MOES, 2009). These researchers from UK, Kenya and Uganda respectively based their conclusion only on interviews with CRE teachers. There was need to attend live CRE lessons so as to get more concrete data on how teachers were teaching HIV and AIDS Education at secondary school level.

4.5.3 Students' response to teacher -centered methods of teaching HIV and AIDS Education.

Although students highly valued their own contributions in the discussion on HIV and AIDS, as discussed in the previous subsection, there are others who benefit from teachers' directly delivered HIV and AIDS messages. From the open-ended items in the questionnaire some students' responses showed that they also valued teacher-centered approaches. This is contained in some students' suggestion that "Teachers should explain the topics on sex, HIV and AIDS very well" or that "the teacher should give detailed information or advice on these topics". Related to this suggestion was another common suggestion that "Resource persons should be invited to talk to them". Students value Resource Persons because they provide more technical knowledge and may use unique methods of presentations. Some other few students supported teacher-centred methods by suggesting that "Let the CRE teacher give notes and explain them"? Others said that they had no problem with "lecturing" as a method of teaching. Others had "mixed reactions" by saying that they preferred a method where a teacher gave points and students added their own ideas or views.

Teachers interpreted students' positive attitudes to teacher-centred methods as being negative because this meant that students were over-relying on teachers for their success. During the post-lesson conferences some teachers told the researcher that students' attitudes towards the constructivist approaches were negative in some aspects. A dependence syndrome, according to teachers, inherited from primary schools and S.1-S.3, developed a tendency among S.4 CRE students of desiring to be spoon-fed with facts. According to teachers "They (students) are too lazy to read textbooks on their own". The best they can do is to receive notes from teachers or read summarized pamphlets.

Other teachers defended students by observing that 'O' level students had very many subjects and papers and, therefore, could not do all teachers' assignments. However, during CRE lessons that were attended by the researcher, most students were eager to contribute especially on sexuality education-related sub-themes. However, due to limited time, the CRE teachers allowed few contributions from students. Therefore, the use of teacher-centred methods in teaching HIV and AIDS should really be attributed more to the teachers and the Ugandan education system than to the CRE students.

Teachers defended their teacher-centred methods by saying that students are too lazy to look for or generate their own information. On the contrary, students

suggested many practical methods through which they could contribute during CRE lessons. Such methods include discussion, field visits, research, seminars and others. Teachers had more anxiety about examinations than students. They therefore avoided these so-called “time-consuming” methods.

It should not be regarded as educationally wrong or unacceptable for students to have positive attitudes towards teacher-centred methods, neither is it laziness as some teachers put it. According to the theories of learning styles, students learn in many ways. Some students benefit more from listening to the teacher than to speaking (Kellough & Carjuzaa, 2009). This was evidenced from students’ suggestions that teachers should explain clearly and adequately issues to do with HIV and AIDS. Students highly valued teachers’ advice on sex and HIV and AIDS. In the students’ questionnaire, 83.8% (of students) agreed with the suggestion that “. It is okay for a teacher to direct, during CRE lessons, how I should behave as an adolescent growing up in relation to the opposite sex”.

Providing for all the learners differences in attitudes, abilities, backgrounds and other aspects is called differentiation (Butler and Hudson 2004; McBer 2000). The generic methods (or “one-size-fits all”) used by NGOs, media and government agencies to help adolescents (and adults) avoid HIV and AIDS can no longer work effectively. Therefore even if teachers are encouraged to use constructivist approaches, they should not ignore students who prefer listening to speaking or reading to writing as a method of learning. Many NGOs and ministry

departments have now realised the importance of giving adolescents an opportunity to contribute to the development of adolescent sexuality interventions (MOH, 2004; GOU&UNAIDS, 2011; KMOH).

4.5.4 CRE Student' attitudes towards their teachers' life style

The personal life styles of CRE teachers means a lot to CRE as a subject teacher. An exemplary teachers' life style strengthens what is covered in CRE (Wright and vale, 1997). Good and Brophy (2008) argue that once there is a discrepancy between teachers life style and his/her words students will emulate his/her life style and ignore his/her words. It can therefore be argued that a teachers' life style indirectly contributes a lot to the CRE content he/ she teaches (Maani and Kenyi, 2005). It was, therefore, important to investigate students' attitudes towards their teachers' life style as one of the strategies of helping CRE teachers handle HIV and AIDS Education better. Students' attitudes towards their CRE teachers life style were established through the use of FGDs and students questionnaire.

In response to the question "How would you like the CRE teachers to teach content on sex, growing up, relationships, HIV and AIDS?" that was used during FGDs, students in many FGDs observed that teachers should be exemplary and role models in their life style. Students argued that teachers who could not control their drinking habits and those who engaged into sexual relationships with students were defeating, diluting or contradicting the very points they were teaching in CRE. They observed that some teachers actually become sugar

daddies/mummies to their students. “An immoral CRE teacher cannot teach a lot on sexual immorality” students reasoned. A teacher’s life-style is therefore itself “a teaching style/strategy” (Rutebuka, 1984; Kaahwa, 2002).

Students expect teachers to live an exemplary life. This argument did not come out strongly from students’ questionnaire because 42.1% agreed to the questionnaire item that “I don’t mind teachers’ moral behaviour as long as he/she teaches well”. However, during FGDs some students expressed their disappointment with teachers who defile school students. Such teachers cannot have guts to teach, guide, counsel or advise students on sex-related issues. On average, the majority views from the FGDs and students’ questionnaires defended the personality of their teachers, for example 65% of students disagreed with the statement that “our teachers’ morals are the opposite of what he/she teaches in CRE. A teacher’s life style, therefore, is a good source of information that a student can use to construct his/her own safe life styles. Teachers, therefore, have more opportunities than other categories of people to influence the lives of students because they (students) spend more of their quality time with teachers than with other categories of people (Kaahwa, 2002; Perrot, 1996).

4.5.5 Correlation among variables that affect CRE learning and teaching

The frequency data on students’ attitudes towards constructivist approaches and other aspects of CRE could not give a true and comprehensive picture of what students believe, think and appreciate in HIV and AIDS Education until more

statistical analysis was done. Therefore, the data that were derived from the students' questionnaires were subjected to an SPSS statistical analysis to establish the magnitude of students' attitudes towards the constructivist approaches of teaching and learning about HIV and AIDS through CRE. The Pearson Product Moment Correlation Coefficients between the independent and dependent variables are presented in Table 4.10.

Table 4.11 Correlations among Variables that affect CRE Learning and Teaching

		I enjoy CRE lessons where the teacher comes, talks, gives/dictates notes and goes away	It is okay for a teacher to direct (during CRE lessons) me on how to behave as a adolescent growing up in relation to the opposite sex	I enjoy CRE where teacher initiates a discussion , e.g on sex, relationship and marriage and I get a chance to share what I know or feel	Our discussion on leisure as a topic in CRE helped me to avoid dangers related to HIV/AIDS	Our CRE teacher does not freely discuss with us issues related to sex
I enjoy CRE lessons where the teacher comes, talks, gives/dictates notes and goes away	Pearson correlation Sig. (2-tailed) N	1.000 .470 659	.028 .470 648	-.149** .000 647	-.076 .053 649	.060 .129 649
It is okay for a teacher to direct (during CRE lessons) me on how to behave as a adolescent growing up in relation to the opposite sex	Pearson correlation Sig. (2-tailed) N	.028 .470 648	1.000 .470 662	.208** .000 652	.056 .156 652	-.104** .008 652
I enjoy CRE where teacher initiates a discussion , e.g on sex, relationship and marriage and I get a chance to share what I know or feel	Pearson correlation Sig. (2-tailed) N	-.149** .000 647	.208** .000 652	1.000 .000 662	.110** .005 652	-.040 .313 653
Our discussion on leisure as a topic in CRE helped me to avoid dangers related to HIV/AIDS	Pearson correlation Sig. (2-tailed) N	-.076 .053 649	.056 .156 652	.110** .005 652	1.000 .005 664	-.111** .005 654
Our CRE teacher does not freely discuss with us issues related to sex	Pearson correlation Sig. (2-tailed) N	.060 .129 649	-.104** .008 652	-.040 .313 653	-.111** .005 654	1.000 .005 663

There is a negative correlation where, $r = -.149^{**}$, at $p < .000$ between the independent variable “I enjoy CRE where a teacher initiates a discussion for example on sex, relationships and marriage and I get a chance to say what I know or feel” and the dependent variable that says “I enjoy CRE lessons where the teacher comes, talks, gives/dictates notes and goes away”. The correlation is statistically significant. This means the more positive attitude students have towards constructivist approaches the less they appreciate teacher-centred methods of teaching CRE. For example, in the questionnaire items quoted above students would enjoy the lesson more when discussing issues to do with sex or relationships than being lectured to by the teacher on the same topic.

The correlation between the independent variable and one topic-based variable that reads “Our discussion on leisure as a topic in CRE helped me to avoid dangers related to HIV and AIDS” was also positive with $r = .110^{**}$, at $p < .005$ and, therefore, statistically significant. This means that the more the constructivist approach is used, the more useful and relevant to students some sexuality – related topics become.

On the other hand there is a positive correlation where, $r = .208$, at $p < .000$ between the independent variable quoted above and the dependent variable that says “It is okay for a teacher to direct (during CRE lessons) me on how to behave as an adolescent growing up in relation to the opposite sex” (Table 4.10). The correlation is statistically significant. A positive correlation between constructivist

and teacher-centred approaches means that students appreciate, value and gain from both approaches of teaching. In addition to valuing their own opinions, students value and respect teachers' opinions and ideas. This analysis shows how CRE, contrary to what many people think, is not an easy subject to teach (Cooling, 2003). A competent CRE teacher must exercise some degree of flexibility and creativity in handling HIV and AIDS Education, taking into consideration that there is no one single approach or method that can equally serve all the students' interests and abilities.

The positive correlation between the constructivist approach, as an independent variable, and other dependent variables that depict other methods of teaching and topics (content) in CRE means that CRE is more useful and relevant to students' lives, especially in the area of sexuality if the constructivist approaches were used in learning and teaching CRE.

Basing on the students' opinions, reactions during FGDs and what is contained in the literature (Hein, 1996; Jaworski, 1996; IEC, 2002; Ng'ambi & Johnston, 2006) constructivist approach remains an important strategy of helping students remain safe from HIV and AIDS. Constructivism develops students' risk analysis and good decision-making skills. An adolescent with these skills does not need many lectures and sermons on how to avoid sex-related problems. Therefore, the "one-size-fits-all" type of approach, used by teachers and HIV activists, needs to

be substituted with other varieties of learner-centred, hands-on and minds-on approaches that suit different learning styles of students.

4.6 Organizations' Contributions to CRE Teachers' efforts in helping school adolescents stay safe from HIV and AIDS.

4.6.0 Introduction.

From the investigation into how Government Agencies, NGOs and the church supplement CRE teachers' effort to save secondary school adolescents from HIV and AIDS arose an emerging issue during the pilot study. It was established that CRE teachers and CRE students frequently referred to these bodies in their discussions on HIV and AIDS. For example, during FGDs, many students suggested that Resource Persons from these organizations should be invited to handle some aspects of HIV and AIDS which teachers were not comfortable with. The investigation on organisations as an emerging issue aimed at finding out how different organisations contribute to CRE teachers' effort in helping school youths stay safe from HIV and AIDS.

Many organisations including government agencies and ministries have included HIV and AIDS programmes in their activities in response to the government's multi-sectoral approach in the fight against HIV and AIDS (MOES, 2006). There are, therefore, many NGOs that are trying to help the youth, in and out of school on issues related to sexuality, HIV and AIDS. Churches, in this study, were represented by school chaplains. These organisations, as shown in the conceptual

framework (Fig 1.2), are some of the examples of intervening variables that impact the teaching and learning of HIV and AIDS Education in the classroom.

Through interviews with chaplains and officials of selected organizations, the researcher got the qualitative data on what the organisations were doing to protect the school adolescents from the HIV and AIDS scourge. The researcher booked these officials for interviews after introducing himself using a letter from Kyambogo University Academic Registrar and one from Uganda National Council of Science and Technology. Interviewees were assured of protection by the ethical considerations explained in the research proposal. Interviews following the interview guides (Appendices E and F) were tape-recorded and later transcribed to get accurate research notes. Through the process of coding and categorization the researcher identified themes that were relevant to the title of the study. Note that in this discussion, the government agencies, NGOs and the Church are collectively referred to as organizations although they are different.

4.6.1 Organisations' understanding of school adolescents' moral behaviour

One of the themes identified was the NGOs' understanding of the adolescents' behaviour. The researcher probed into the knowledge about adolescent behaviour by officials from NGOs and government agencies with HIV and AIDS programmes. They ably explained the characteristics of adolescent boys and girls such as the body changes and the accompanying physiological, psychological and moral challenges. According to these officials, both parents and teachers are not

doing enough to help the adolescents understand and cope with the changes. Many NGO officials have done needs assessment and researches about adolescents and interacted with them and, therefore, their views were credible and not mere speculation.

Many adolescents, according to the interviews, are involved in pre-marital sex. Some of the officials put the figure to around 38% of the adolescents involved in pre-marital sex. Some of the adolescents get involved in unsafe sex, as evidenced by rampant teenage pregnancy and abortion cases. Students get involved in pre-marital sex relationship in the evening and weekends for the “day scholars” and during holidays for both “day scholars” and boarding students. Therefore, parents and guardians also have a big role to play. One official observed that, basing on students’ discussions, students sneak out of their homes to join the “*Bimansulo*” a Luganda word for the nude dances.

Pornography and cross-generational sex (the sugar-daddy and sugar-mummy syndrome) have become crucial factors in the lives of the adolescents (Rabusic & Kepakova, 2003; Roy, 2005). With the liberalization of the media and the cheap and easily accessible internet, the adolescents are easily lured and tempted into pre-marital sex at an earlier age than some two or more decades back. Due to pornography, some officials claimed, some girls are maturing faster than it used to be in the past. It no longer makes headlines when a 12 year-old girl becomes pregnant.

There are other types of behaviour that increase the secondary school adolescent's vulnerability to HIV and AIDS. Drug abuse is on the increase among secondary school students. Students smuggle drug substances and crude alcohol totts through coffee tins, loaves of bread or hems of trousers. These substances reduce inhibitions among students (Haberland & Rogow, 2009) and therefore they can dare to play sex within the dark corners of abandoned or unused buildings in the school. This was confirmed by students during the FGDS. One official from the Ministry of Education and Sports said that this problem is real and its solution depends on the competence of school administration and vigilance of parents.

Homosexuality, according to the interviewees, is also on the increase in secondary schools. It is claimed that gay activists from Western countries (Europe and America) are increasing their activities not only in the adult population but also among students at all levels. One student, according to one interviewee, was nabbed spending lavishly on other boys as a way of luring them into that practice. On interrogation, the boy was found to be having a bank account with Ushs 6m (equivalent to US \$ 2400), unknown to parents and through which some foreigners were giving him the money.

The NGO officials are aware of all these factors that increase the vulnerability of secondary school adolescents. They, in varying degrees of focus, have therefore embarked on the following initiatives to join the struggle to protect the adolescents from HIV and AIDS. Note that, activities that emphasize caring for

HIV positive students and teachers are not given prominence here because this lies outside the scope of this research.

4.6.2 Initiatives to protect school adolescents from HIV and AIDS

Initiatives undertaken by NGOs, government ministries and agencies, to protect school adolescents from HIV and AIDS was another theme that emerged during the interviews. NGOs usually conduct what they called “Health Talks” in schools once they have been allowed and cleared by school administrators. This involves giving short presentations, discussion and films. They meet and group students according to class levels: S.1 and S.2; S.3 and S.4; S.5 and S.6. At times the grouping is according to gender.

Some NGOs use the “Peer Education Approach”. In addition to meeting students in big groups or on assemblies, according to this approach, few selected students are trained on how to educate, advise and counsel their peers. Each trained student is expected to induct ten fellow students to the agreed philosophy of living. One NGO official put it this way. “Peter may have been misled by a peer to begin drinking waragi (alcohol). Condemning Peter will not help. Peter needs another peer who befriends him and helps him to reverse the behaviour”. Through the multiplier effect, ten peer educators can help the whole school adopt and practise certain desirable behaviour such as abstinence and avoidance of alcohol and drug abuse.

This research finding confirms the findings by researchers in the UK on peer-led sex education. They discovered that fellow students could feel more relaxed with peer educators than they would with teachers. Through informal interaction, coupled with jokes and humour, peer educators were able to influence students more than teachers' formal approaches (Strange et al, 2002). However this research does not show whether what the Peer Educators (and their backers) were doing was linked to any classroom based academic subject. Linking what is taught in and out of classroom leads to a more comprehensive HIV and AIDS Education content. This observation was one of the justifications for this study.

NGOs have also helped students form different clubs for example, PIASCY, Health clubs, Straight Talk, Uganda Red Cross, Scripture Union, Young Christian Students and others (STF, 2003; CWS, 2006). The club members follow the philosophy and rules of their clubs. By so doing students have not only protected themselves from immoral behaviour but have also acted as role models to non-club members. To ensure the success of the clubs, NGOs train and request teachers to become patrons of the clubs. This finding on the importance of clubs in the fight against HIV and AIDS among students is in agreement with the findings of Ruto, Chege and Wawire who observed that "children who were members in these clubs not only had added information but also portrayed skills of assertiveness that was a potential facilitator in decision-making" (Ruto et al, 2009.140).

Other NGOs like Straight Talk Foundation (STF) provide a monthly youth – friendly magazine called Straight Talk. There are also Radio Talk shows by STF and other NGOs through which adolescents receive and share adolescent related messages. Because of restriction of time, space or policies, some NGOs offer various services to students from their premises or offices instead of doing so from school. Such services include guidance and counselling, voluntary counseling and testing (VCT), Reproductive Health Issues and condom distribution.

According to the MOES policy, only condom education can be given to secondary school students from their schools (MOES, 2006). However one NGO official claimed that during and after Health Talks/seminars some secondary school students ask for condoms. That is why students are referred to their (NGOs) offices. Reproductive Health Uganda and Naguru Teenage and information Centre are some of the NGO’s that receive students in big numbers at their premises or offices instead of doing so in schools.

On its part, the church, according to chaplains, contributes immensely to CRE teachers’ effort to protect adolescents from HIV and AIDS and other sex related problems. Allowing schools to teach CRE in the church–founded schools (Chaplains referred to them as “our schools”) is, according to chaplains, a big contribution. Besides this, the church sermons, teachings, pastoral messages and rituals provide the basic CRE messages on which CRE teachers base. The specific

message the church gives its unmarried members, school adolescents inclusive, is “abstinence”. All the chaplains who were interviewed, independently, but unanimously insisted that “Abstinence” is the only message the church can offer to the school adolescents. This stand of the chaplains puts them at loggerheads with 47.8% of teacher who disagreed with the statement that “Messages on abstinence should be the only message for students on how to stay safe from HIV and AIDS.” Chaplains rejected condoms for the school adolescents on three grounds:-

- Condoms are not 100% safe
- Pre marital sex is sin (1Thessalonians 4:5)
- Promoting and offering condoms to students is to lure them into sexual activities.

One chaplain quoted students who had been given condoms from an NGO-organised workshop as saying “Now that I have been given these condoms I must use them.” Challenged on the safety of students who have refused to abstain; Chaplains replied, “Other organisations or people may market the condoms but not my church”. The chaplains’ statement is “a good leeway for other organisations and HIV activists to develop and implement a comprehensive package” of protecting school adolescents from the HIV virus.

The church supports CRE teachers in protecting adolescents in many other ways. The church has spoken against pornography, homosexuality, incest and other forms of sexual deviation. Several chaplains explained that they organise conferences, seminars, games, music as well as dance and drama to occupy

adolescents. They also use the same events to educate and counsel them on how to conduct themselves in this permissive age. Practically, the church demonstrates how leisure can be productively utilised. The importance of work and self-reliance is also emphasised to educate and discourage students whose dependence tendencies increase their vulnerability (Kamuli, 2006).

UNFPA is currently working with NCDC to infuse HIV messages in the revised secondary school curriculum. An NCDC official, through interviews, revealed that the project to do this starts from 2012 to 2017. It is hoped that thereafter sexuality education, HIV and AIDS messages will automatically be covered by teachers because they will have become part and parcel of the selected subjects. CRE is one of those selected subjects.

4.6.3 Assessment of Organisations' Contributions to HIV and AIDS

Education.

There was need to include the NGOs and other government agencies so as to establish what they do and can do to supplement the efforts of CRE teachers and the school in general in helping students to stay safe from HIV and AIDS. Organizations have expertise and programmes on HIV and AIDS that are useful and relevant to CRE 223. Some of them present useful films, provide literature to students, others provide guidance and counselling services. Some organisations offer condoms and sanitary pads to students who visit their premise. A competent CRE teacher should know all these and more facts about these organisations and

use this knowledge to enrich his/her CRE lessons. A CRE teacher, through the constructivist approach, can help students to analyse and reject wrong or heretical messages from NGOs and Faith-Based Organisations.

Officials from NGOs have taken trouble to understand the adolescents behaviour and therefore can initiate good adolescent-related programmes. This may not be true with “briefcase” and impostor NGOs which the researcher never came across but cannot deny their existence. NGOs have rich information about adolescents because they have more time, funds and expertise compared to teachers. NGOs incorporate resource persons such as doctors, social workers and counsellors in their activities. Teachers can benefit from the research findings and surveys, NGOs, Agencies and relevant ministries.

The other advantages of NGOs are that they are not working under examination pressure like teachers. Therefore they can afford to use constructivist and hands-on approaches. From the FGDs, students shared how they had benefited from clubs and peer counselling organized by NGOs. The other advantage NGOs have is that they are not restricted to specific subjects like teachers. They therefore give whole-some messages. Churches’ enriched seminars for today’s youths are more acceptable and educative than the traditional approaches of merely preaching to them. Churches engage youths into dialogue, reflection, games and fun to help them know how to use their leisure time constructively.

However, CRE teachers and CRE students also need to be aware of and to guard against questionable teaching and preaching by some religious leaders. Some pastors claim that they pray for HIV-positive people and they get healed; that is they become HIV-negative (Lanyero, 2011). This claim may encourage students to get involved into pre-marital sexual activity because, they believe that in case of HIV infection they will be prayed for and they get healed. This is why Uganda Young Positive Association included religion among factors that hinder a successful fight against HIV and AIDS. A CRE teacher can use the constructivist approach to help students counteract this claim. Some religious leaders have also increased HIV-related stigma by condemning HIV positive people. They say that the HIV virus is a punishment for immoral life style. In the past (in the 1990s) HIV positive people reacted to this condemnation by deliberately infecting other people (Baguma, 2008). It is the duty of CRE teacher to use the right approaches of teaching to reduce stigma among his/her students. Students should also be guided to know that religion *per se* is not bad but people who misinterpret and misuse it (Tumwesigire, 1991).

However, there are some challenges and areas that need improvement on the part of the NGOs contribution. There is rivalry among some NGOs as they try to attract donor funding (Lanyero, 2011). They therefore duplicate work and innovations at the expense of the students' time. Secondly, in a liberalised atmosphere some people and organisations may do what is not socially acceptable by using an approach that makes it difficult to detect their real intentions. They

may have their own hidden agenda other than what is outwardly proclaimed. As already explained the vigour and rate at which homosexuality is growing in Uganda is largely attributed to external forces. The supply of condoms to adolescents may be to market them (condoms) other than caring for the adolescent child's needs.

NGOs also complained about the little time they are given in schools. The school administrators may be justified to ration time because there are many activities, including academics, to be done in school. Besides limited time, some NGOs' life span and sources of funding are not predictable. Projects by Government and UN agencies, at times, come to an end before these innovations have been institutionalised for example, the UNICEF Life Skills Approach of the 1990's (Bwayo, 2010).

At times teachers have half-heartedly accepted to work with NGOs on selected sex-related HIV and AIDS innovations. Teachers tend to think that some NGOs or agencies are exploiting them, that is, giving them extra load without extra pay. Any innovations in schools that does not have teachers' support is bound to fail (Bishop 1990; GOU & UNAIDS, 2011). That is why UNFPA and NCDC are currently trying to make sexuality education part and parcel of the revised secondary school curriculum. (Clegg, 2009).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the key findings and conclusions of the study. The chapter further gives recommendations to all the major stakeholders that are involved in activities and programmes that educate and safeguard secondary school students from sex-related problems such as HIV and AIDS. The chapter ends with suggestions on areas where further studies can be carried out to improve the pedagogical and non-pedagogical activities that can be used to protect school adolescents.

5.1 Summary of the findings

The summary of the findings is presented according to the objectives of the study namely, to:

- i. establish how often CRE teachers used constructivist approaches to teach HIV and AIDS Education
- ii. investigate teachers' attitudes towards constructivist approaches.
- iii. establish the challenges that affect teachers' application of constructivist approaches in the teaching and learning HIV and AIDS Education.
- iv. investigate CRE students' attitudes towards constructivist approaches to teaching and learning about HIV and AIDS Education.

5.1.1 The use of constructivist approaches in teaching HIV and AIDS

Education.

The main reasons given during post lesson conference for using dictation and explanation of notes were examination pressure and inadequate time. CRE teachers were under pressure by school administrators to produce excellent results. The researcher established that CRE teachers, like other subject teachers, do not make lesson plans. Although methods are usually indicated in the schemes of work, there is more reflection on their relevance and application during lesson planning. This explains why the more demanding constructivist methods are rarely used. At times students are actively involved in the lesson on values and beliefs already pre-determined by the teacher. This is not constructivism. Waston (1993) refers to this kind of approach as “neo-confessionalism”. It goes against the approach of the “open-search for the truth” advocated by Religious Education scholars (Cox, 1966; Goldman, 1965).

The research findings show that 46.3% of teachers indicated that they use teacher-centred methods to help them complete the CRE syllabus. On the other hand 82.0% of these same teachers said that, when teaching about HIV and AIDS they frequently used methods that allowed students to generate their own ideas on how to avoid HIV and AIDS. However statistical analysis showed that CRE teachers rarely used constructivist approaches. This was confirmed by the observations the researcher made during the teachers’ lesson presentations and the post lesson

conferences. The findings show that 82.4% of CRE teachers used dictation and explanation of notes as a method of teaching HIV and AIDS Education.

The other reasons given by CRE teachers for not using constructivist approaches, according to the research findings, included the following:

- They avoided open discussion on HIV and AIDS as a way of avoiding or reducing HIV and AIDS- related stigma. This was identified by 49.3% of teachers.
- Lack of instructional materials was another reason stated by 25.4% of the teachers.
- Teachers who mentioned that they avoided using constructivist approaches because of students' difference to messages on HIV and AIDS were 16.4%.
- The “time factor” as a cause for avoiding constructivist approaches was
- frequently mentioned during post lesson conferences.

5.1.2 CRE Teachers' Attitudes towards the Constructivist Approaches

The research findings show that 92.5% of CRE teachers have a positive attitude towards the constructivist approaches of teaching. The more positive the attitude towards the constructivist approaches the more they would have been expected to use interactive learner-centered methods of teaching. However, research findings show that 61.2% of teachers also value teacher-centred methods especially on the dimensions of CRE 223 that were regarded unpopular to students. These were “Church History” and “The Bible”.

The teachers' positive attitude towards the constructivist approaches was minimally put into practice. Teachers are extremely pre-occupied with UNEB examination results to the extent that they will use any methods as long as they make students pass 'O' level CRE examinations. That is why they dictate notes and use "drilling methods". They do this because, as many of them put it, the major indicator of effective teaching is UNEB CRE results.

5.1.3 Why most CRE teachers avoid the constructivist approaches in the teaching and learning of HIV and AIDS Education.

Teachers, according to the research findings, identified many factors that made it difficult for them to use the constructivist approach to teach CRE in general and HIV and AIDS Education in particular. Most teachers avoided constructivist approaches as a measure to guard against evoking bitter memories and stigma among students who were infected by the HIV virus or were affected by the loss of their beloved ones through HIV and AIDS. However, it is also possible that the teachers' fear was that, they, like parents, have not been adequately "liberated" from taboos, myths and secretiveness about sex that are common in African societies (Haberland & Rogow, 2009; Roya, 2005).

Students' lack of attention and their indifferences to content on HIV and AIDS pose a big challenge to teachers. What is the "old, common sense, and the usual story" to students may be made new by proper repackaging. Therefore, teachers need to be innovative and improve on their methods of presentation (McBer,

2000). The whole country is being challenged to go beyond the traditional “ABC” approach because its efficacy is dwindling (UNAIDS & GOU, 2011). The little time allocated to CRE on the time-table can be used maximally without resorting to extreme teacher-centred methods. A crucial and sensitive topic like HIV and AIDS needs to be allocated more time during scheming.

There are other factors identified by teachers according to this study, that make it a big challenge for the CRE teachers to teach HIV and AIDS Education using constructivist approaches. Lack of specially prepared content on HIV and AIDS Education was identified by 31.3% of teachers. The other factors were; lack of instructional materials especially the audio-visual equipment (25.4%), students’ lack of attention or indifference to HIV messages (16.4%) and limited time for teaching about HIV and AIDS (5.9%). Complaints about inadequate time were more vehemently and frequently identified during the post-lesson conference with the researcher.

The debate on what kind of content on condoms the CRE teacher should cover is a challenge to teachers because different stakeholders have different expectations. Chaplains, on behalf of their respective churches, insisted on “abstinence only” as a strategy to protect adolescents from HIV and AIDS. Many NGOs prefer a liberal approach while Ministry of Education and Sports policy stops at providing condom education (MOES, 2006). The teacher, in addition to his/her personal faith or philosophy, is at crossroads on which approach to follow.

Teachers revealed in this study that their workload at their official work place (schools where they are substantively appointed) was 24 lessons a week. In addition to this, most of them did part time teaching in other schools to make ends meet. This heavy teaching load and marking of students exercise made teachers become too tired to make lesson plans and to plan for more stimulating methods of teaching.

5.1.4 Students' Attitudes towards Constructivists Approaches of Teaching CRE

The research findings show that 83.3% of Senior Four CRE students had positive attitudes towards constructivist approaches of teaching and learning CRE. They said that they liked CRE lessons where they would be given opportunities to share what they knew and felt students claimed not to be young and therefore had ideas and experiences to share in the HIV and AIDS Education lessons. This indicated that they had positive attitudes to the constructivist approach. They expressed disappointment with their teachers' tendencies of not being open, frank and detailed on sex-related topics. They suggested that CRE teachers use methods such as discussion, seminars, audio-visual presentations and field visits to help them enjoy and gain more from the CRE subject.

Students rejected teacher-centered methods such as lecturing, because, according to them, such methods could not help them remember a lot (Fig1.1). Students

insisted that lecture methods, make them bored, thus leading them to dozing in class. As implied above, the lecture method blocks them from contributing what they know and from listening to narratives of their colleagues. The research findings, on the other hand show that 65% of the students value teachers' explanations and advice. The research findings also show that 85.6% of students value their CRE teachers' advice on how to relate with the opposite sex as they grow up. This indicates that teachers' words still mean a lot to some students. It is not only their teachers' words that impact on their moral lives but also their teachers' life style. The idea of a teacher, being a role model, featured more prominently in FGDs than in the questionnaires where, for example, 43.4% of the students said that they did not mind teachers' moral behavior as long as they taught well.

5.1.5 Contributions of Government and Non Government Organisations.

The roles of different organisations in protecting school adolescents from HIV and AIDS were so closely linked to what is covered in CRE on HIV and AIDS that they had to be included in the study as an emerging issue. This research established that officials in charge of HIV and AIDS-related programmes from various organisations, were conversant with the characteristics of secondary school adolescent behavior because of different needs-assessment, researches, surveys, monitoring and evaluation and various initiatives they carry out in and out of schools to help students on sexuality related issues.

The research findings show that different initiatives have been put in place by different organisations to help school adolescents to stay safe from HIV and AIDS. They conduct Health talks, organise radio talk shows, design (in conjunction with selected teachers) appropriate messages for students during assemblies. Different clubs have been established in schools with assistance from various NGOs. This study established that peer education is an effective strategy of helping students to stay safe from the HIV and AIDS disease.

The liberal approach adopted by NGOs takes care of the different needs and characteristics of adolescents. It was discovered, through this research, that students visit the premises of some NGOs to get guidance and counseling services, free condoms, Voluntary Counseling and Testing (VCT) and watch educative films. This study discovered that some NGOs also had their own weaknesses. There is rivalry among some NGOs as they compete for donor – funding. This rivalry led to duplication of services in the same schools, promotion of foreign ideology and marketing of condoms under the guise of protecting school adolescents. These undermined the credibility of NGOs as partners in the struggle to protect school adolescents from the HIV and AIDS disease.

This research study discovered that chaplains, on behalf of the churches they represented, insist on “Abstinence-only” as the only strategy to protect adolescents from HIV and AIDS. The chaplains disclosed that, in addition to the general preaching on sexuality issues, churches organised adolescent-friendly

seminars and retreats through which school adolescents shared ideas on how to protect themselves against sex-related problems such as HIV and AIDS.

5.2 Implications of the findings.

Until this research study was carried out, CRE was simply referred to as one of the secondary school subjects, through which HIV and AIDS Education messages could be passed on to students (Kamuli & Ruhweza, 2005). The study established that the full potential of using CRE to teach HIV and AIDS Education had not been realized because most teachers were not using good methods to teach it. The findings of this study are timely given the call of the Chairman, Uganda AIDS Commission that many other players should come on board to reverse the upward trend of HIV prevalence in Uganda (Nantulya, 2012) If teachers used the constructivist approach regularly and put their positive attitudes towards the constructivist approach into practice, they would have helped students not only to gain knowledge but also to acquire skills necessary to protect themselves against HIV and AIDS. What is more urgent is the rational and good decision making skills than mere acquisition of knowledge on HIV and AIDS. Given the influence of UNEB on teachers' methods of teaching, development of skills among secondary school adolescents cannot be realized unless UNEB improves on its methods of assessment.

The findings of this study show that students have interest in HIV and AIDS Education as long as it is taught well. The study also established that students

have positive attitudes towards the constructivist approach, although some other students, according to the findings, still highly value teachers' advice. All this implies that there are many opportunities for the secondary school HIV and AIDS Education interventions to succeed because students are receptive to any intervention. Secondary school students are still in their formative years of character formation, without prefixed and rigid attitudes and life styles "As they learn, they change" (Callahan & Clark, 1983:144). The study established that students responded and reacted differently to different aspects of teaching, learning, sexuality and HIV and AIDS. Given these characteristics of secondary school students, it therefore follows that good HIV and AIDS interventions must be flexible and responsive to all learning styles of students. Many educators have advocated the constructivist approach because it takes care of all differences among students. In a nutshell, whoever wants to help adolescents must be ready to avoid ideas and strategies which are not flexible.

Officials from Government and Non-Government Organisations and chaplains were involved in the study as an emerging issue although they do not teach CRE. It was discovered through this research that they were conversant with the behaviour of adolescents and had come up with several initiatives to protect adolescents from HIV and AIDS. It, therefore, follows that CRE teachers, however competent they may be, should use the expertise of these officials. The liberal approach adopted by many NGOs can be used to serve the various interests and differences among the adolescents which the CRE teachers cannot do due to

restrictions by Government policy or Foundation Bodies. However, it still remains the role of CRE teachers to watch out and help students to reject or counteract any misleading messages from some of these organisations.

5.3 Conclusion

This study established that most teachers avoided using constructivist approaches in teaching HIV and AIDS Education using CRE 223 syllabus. Over 82.4% rely on dictation and elaboration of notes as a method of teaching HIV and AIDS Education. They relied on this method because they were more pre-occupied with final UNEB CRE results than with the moral development of the students. The affective domain, though emphasised in the CRE 223 syllabus (UNEB, 2005) was being given little attention by teachers. It can, therefore, be concluded that unless good methods are used to teach CRE its potential to help secondary school adolescents avoid HIV and AIDS will not be fully realised.

Key findings in this research showed that 46.3% of teachers had positive attitudes towards teacher-centred methods of teaching. However, 82.0% of the same teachers also had positive attitudes towards constructivist approaches of teaching. Most CRE teachers largely relied on teacher-centred methods to teach HIV and AIDS Education although they had a positive attitude towards the constructivist approaches. From this finding, two main conclusions are made. The first one is that although many educationalists advance constructivist approaches as the best approach of teaching (Good & Brophy, 2008; IEC, 2002) others also support modified teacher-centred methods because there are some students whose main

learning style is through listening (Cooling, 2003; Kellough and Carjuzaa, 2009). This observation is supported by a finding in this same research which showed that 70.4%% of students valued teachers' advice on their sexual behaviour. Although "constructivism approaches" is now the catch word in education (Hein, 1996) CRE teachers should be given the discretion on how and when to vary approaches and methods of teaching HIV and AIDS Education.

The second main conclusion is that the teachers' positive attitude to the constructivist approach should be regarded as an opportunity to help them teach HIV and AIDS Education well. Other stakeholders who interact with or have influence and authority over teachers can find it easy to help them adjust their teaching methods accordingly. Such stakeholders include school administrators, school inspectors, UNEB, NGOs and the Foundation Bodies.

Teachers identified many factors that make it difficult for them to apply constructivist approaches. The factor identified by most teachers was fear to initiate free and open discussions on HIV and AIDS during CRE lessons because this would stigmatize students who were infected with or are affected by HIV and AIDS. The researcher, therefore, concludes, basing on this finding that the CRE teachers and other stakeholders were not doing enough to help students on how to cope with the HIV and AIDS challenges. Other hindering factors which CRE teachers identified were not too difficult for the teachers to overcome; for example the chalkboard was not being used to illustrate some arguments despite teachers' excuse of lack of instructional materials. Another important conclusion

to make was that if students shunned HIV and AIDS messages as teachers put it, it was because the messages were being monotonously presented. The solution to students' indifference to HIV and AIDS messages was to repackage them and use creative and stimulating constructivist approaches of teaching HIV and AIDS Education.

This study showed that 83.3% of students had a positive attitude towards the constructivist approach. Some other students (83.8%) highly valued teachers' advice on sexuality-related issues. During FGDs some students supported the "Abstinence-only" approach while others desired to get knowledge and skills of using condoms. These findings show that, due to their positive attitudes towards the constructivist approaches, students can be guided on how to cover a lot of content on their own and use the same content to advise themselves on how to keep safe from HIV and AIDS. The finding shows that there is no one single approach ("one-size-fits all approach) of helping school adolescents on sex-related issues. There is need for innovativeness and variety of sex-related initiatives when dealing with secondary school adolescents.

Interviewees from various organizations that have initiated HIV and AIDS related interventions shared a lot of information on the characteristics of secondary school adolescents. The role and contributions of Government and Non-Government Organizations in the struggle to protect secondary school adolescents from HIV and AIDS should be appreciated. One other strength of some NGOs,

according to this study, is that they make it possible for the sexually active students to access condoms. This bold and realistic approach to condoms for secondary school students is a blessing in disguise to some other stakeholders who, because of policy, doctrine or culture outwardly promote the “abstinence-only approach” but inwardly recognise that condoms cannot be avoided in the struggle to protect secondary school adolescents from HIV and AIDS.

The findings also show that some NGOs have other interests other than really helping secondary school adolescents to avoid HIV and AIDS *per se*. The conclusion on this is that NGOs activities should be vetted to weed out those with ulterior motives. Coordination and cooperation between CRE teachers and officials from other organizations that run HIV and AIDS programmes or projects for secondary school students would produce the synergy needed to help students to stay safe from HIV and AIDS.

5.3 Recommendations

The following are recommendations which different stakeholders need to act on so as to help secondary school adolescents to remain safe from HIV and AIDS.

5.3.1 Continuous Professional Development (CPD) workshops for CRE

Teachers.

Although CRE teachers are trained, there is need to organise Continuous Professional Development (CPDs) workshops for them as a strategy of revitalising and improving their knowledge and skills of teaching content related

to HIV and AIDS. These workshops can be organised by the Ministry of Education and Sports, UN Agencies, NGOs, Faith Based Organizations such as Uganda Joint Christian Council (UJCC) and Universities.

5.3.2 Review of the CRE 223 Syllabus and Textbooks

NCDC should revise CRE 223 syllabus and the accompanying text books so as to incorporate HIV and AIDS as an explicit and a critical area of study. Ethical issues like homosexuality, drug abuse, incest and defilement which, hitherto, have not been as rampant and critical as they are now, need to be given more emphasis in the revised syllabus. The revised documents should emphasise the constructivist, interactive and competence-based approaches to learning and teaching HIV and AIDS Education.

5.3.3 Improvement on Examination and Assessment Techniques

UNEB needs to improve on the quality of questions so that emphasis ceases to be on the regurgitation of crammed facts. Questions on application, analysis synthesis and evaluation need to be included in the examinations papers. Scenarios depicting different moral issues, including those that concern sexuality, need to be included in the examination papers. This will encourage teachers to be more practical and creative when teaching HIV and AIDS Education in particular and CRE in general.

5.3.4 Initiating and managing school -based strategies

To supplement CRE Teachers' effort, schools need to improve or re-activate strategies that can help students on sex-related challenges. These include

formulation and implementation of school rules and regulations and the recognition of the activities of senior man and senior woman teachers, school counsellors (these are yet to be deployed by the government) and club patrons. Films with relevant messages (edutainment) should be shown to students. Schools should continue inviting but vet the Resources Persons/Guest Speakers to address selected HIV and AIDS-related issues. Successful Old Boys (OBs) and Old Girls (OGs) have inspired students to aim higher academically and morally once they are invited to their former schools.

5.3.5 Empowerment of Parents on Adolescent issues

Schools, Churches and Community-Based Organizations should organize seminars for parents. During this research study, students, teachers, officials from various organizations and chaplains constantly referred to parents as some of the most important stakeholders in the struggle to help school adolescents to stay safe from HIV and AIDS. Parents have a lot they can do for their adolescent children such as counselling, helping them on risk analysis and risk avoidance, controlling of leisure and peer influence. The taboos, myths and inhibitions that keep away parents from educating children on sex-related matters need to be tackled in such seminars. CRE teachers among others can act as resource persons/facilitators in seminars for parents on adolescent reproductive health.

5.3.6 Improvement on the role of the Chaplains

School Chaplains have and will always play an important role in the education of the secondary school students. They should, therefore, be more active and

vigilant not only to sexuality education but the wholesome education of secondary school students. Chaplains should guide the churches they represent to ensure that CRE is retained in the national curriculum and heretical and false doctrines are not smuggled into the CRE syllabus or taught by teachers who have cultic inclinations. The church should improve on chaplaincies in schools, for example, by organising seminars for chaplains on adolescent behaviour. Chaplains can help their churches to join parents in educating and productively engaging youths, especially during holidays.

5.4 Suggestions for Further Research

Though this research established new facts, opinions and challenges regarding pedagogy and behaviour of adolescents, it also established gaps which need to be filled through more research. More research to help the school adolescents, using CRE and other strategies, stay safe from HIV and AIDS need to be carried out in the following areas.

- i. Investigation into the quality of training that CRE teachers get from Universities and other teacher training institutions.
- ii. Influence of CRE on Secondary school students' behaviour.
- iii. Establishing the impact of NGO school-based interventions on the sexuality development of secondary school students.
- iv. Use of constructivist approaches in the teaching of HIV and AIDS through Christian Religious Education in rural-based secondary schools in Uganda.

- v. A study on the influence of families on the development of sex-related moral behaviour among adolescents.

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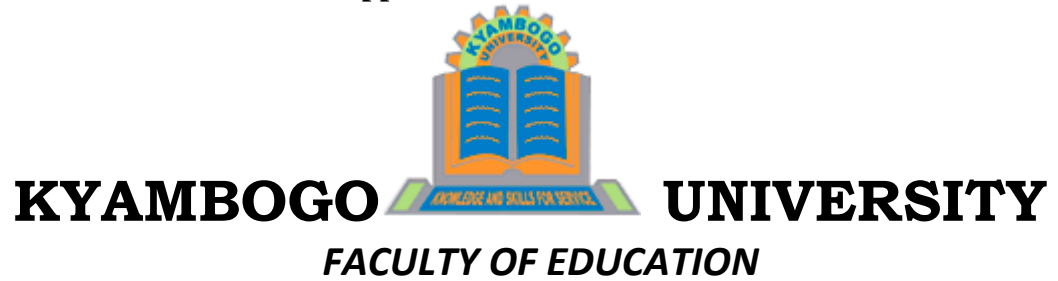
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Appendix A: Consent Letter



P.O Box 1 Kyambogo KAMPALA – UGANDA DIR Line: 285272

TEACHER EDUCATION AND DEVELOPMENT STUDIES DEPARTMENT

21 April 2010

Dear Respondent,

RE: QUESTIONNAIRES FOR A Ph.D RESEARCH STUDY

I am a Ph.D student in the School of Education at Kenyatta University, Kenya, currently collecting data for a research study in partial fulfillment for the Ph.D degree. The purpose of this research is to find out how the teaching and learning of Christian Religious Education can be improved using the constructivist approaches so as to help Secondary School students remain safe from HIV and AIDS. The information given in this study will help to use CRE as another strategy of preventing HIV and AIDS among Secondary School students. It is for this reason that I am requesting you to provide the required information as explained above.

The information given will be accorded confidentiality and shall be used only for the purpose of this study. You are therefore encouraged to be free and frank as you respond to the various items in the questionnaire. Read each question carefully and follow instructions preceding each Section. Try to respond to all the items in the questionnaire. You are requested to give more information in the space provided. If you need any more information or more clarification, please contact me on the phone number indicated.

Thanks in advance.

Yours faithfully,

JOHN S. MAANI
Ph.D Student,
School of Education, Kenyatta University
Tel: 0772693025

Appendix B: Questionnaire for CRE Teachers

Dear Respondents:

As a CRE teacher, your honest response to this questionnaire will contribute in the achievement of the purpose explained in the consent letter. Your responses will be accorded maximum confidentiality.

Section A: Biographical Data:

Instructions

Tick the box whose information agrees with information about you

1. Gender: Male Female

2. Age: Below 30 years.....
 30-40 years
 41-50 years.....
 Above 50 years.....

3. Highest qualification
 - I. Diploma in Secondary Education
 - II. Bachelors Degree (B.Ed.).....
 - III. Bachelors Degree (B.A/Educ).....
 - IV. Masters Degree (M. Ed).....
 - V. Masters Degree (M.A).....
 - VI. PhD
 - VII. Others (specify).....

4. Experience (as a CRE Teacher) Years
 - i. Less than 5 years.....

- ii. 5-10 years
- iii. 11-15 years
- iv. Above 15 years.....
- 5. Denomination (or Religion)
 - I. Roman Catholic.....
 - II. Anglican (Church of Uganda).....
 - III. Orthodox.....
 - IV. Pentecostals.....
 - V. Seventh Day Adventists (SDA).....
 - VI. Any other (Specific).....

Section B: The CRE syllabus, methods of teaching and views on HIV and AIDS.

Instructions:

Tick the box that agrees with your opinions or feelings in relation to the letters assigned to each box as shown below:

Strongly Agree: (SA); Agree:(A); Undecided: (U) Disagree: (D); Strongly Disagree: (SD)

		SA	A	U	D	SD
6.	In its present form, CRE 223 Syllabus is relevant to students life					
7.	CRE has good content on Growing Up and Sex Maturation					
8.	CRE has enough content on HIV and AIDS					
9.	CRE 223 has room for information on HIV and AIDS					
10.	Students’ attitude to CRE is positive.					
11.	CRE was designed to "tell" students how to behave instead of acting as a guide to help students analyze social, theological, Ethical issues and make up their minds.					
12.	My School has enough CRE students’ textbooks					

13.	As long as methods make students pass final 'O' level CRE examinations they are acceptable.					
14.	I use Teacher-Centred methods to help me complete the syllabus.					
15.	Teacher-Centred methods help students acquire the feelings, attitudes and values expected of them by society.					
16.	Interactive, Learner-Centred methods help students internalize CRE better.					
17.	Teachers use methods that allow students to build their own knowledge and values related to sex.					
18.	Teachers should use methods that allow students to build their own knowledge and values related to sex.					
19.	Teacher-generated ideas help students change their behaviour regarding sex- related issues.					
20.	Students own generated ideas help them change positively their behaviour towards apposite sex.					
21.	When teaching about HIV and AIDs I frequently use methods that allow students to generate their own ideas on how to avoid HIV and AIDS.					
22.	I am conversant with the physical changes that take place in the adolescent as they grow up.					
23.	I am conversant with the emotional/psychological changes that take place among adolescents as they grow up.					
24.	Adolescent students in Senior Four engage in sex before marriage.					
25.	By Senior Four, students have the potential to avoid sex-related problems					
26.	There have been no cases of HIV and AIDS with 'O' Level students in this school.					
27.	I am conversant with the causes of HIV and AIDS					
28.	I am conversant with the measures to prevent HIV and AIDS					
29.	My students are conversant with causes of HIV and AIDS					
30.	My students are conversant with measures to prevent HIV and AIDS					
31.	This school has put strategies in place to keep					

	students safe from HIV and AIDS.					
32.	Messages on abstinence should be the only message for students on how to stay safe from HIV and AIDS.					
33.	Students at Secondary School level are too young to be given information on condoms					
34.	Sex education (Growing up and Sexual maturation information) should be provided to Secondary School Students.					
35	Helping students to discuss issues (matters) related to sex, HIV and AIDS is more effective than telling them on how to behave in relation to such issues.					

36. What challenges do you face in teaching about HIV and AIDS in CRE lessons?

.....

.....

.....

.....

37. Give suggestions on how the teaching about HIV and AIDS in CRE can be improved upon to help secondary school adolescents remain safe from HIV and AIDS?

.....

.....

.....

.....

THANK YOU FOR YOUR COOPERATION.

Appendix C: Questionnaire for Senior Four Students

This questionnaire is aimed at getting information from you as a student studying about HIV and AIDS through CRE at 'O' Level. The information being sought is to improve the teaching and learning of CRE so that it (CRE) addresses the questions that you face as you grow up including threats of HIV and AIDS. All information obtained from you will be treated with strict confidentiality.

Section A: Biographical data:

Instructions

Tick the box whose information agrees with information about you.

- | | | | | |
|-----------------|-----------------------------------|--------------------------|--------|--------------------------|
| 1. Gender | Male | <input type="checkbox"/> | Female | <input type="checkbox"/> |
| 2. Age | | | | |
| a. | Below 17years..... | | | <input type="checkbox"/> |
| b. | 17-18 years..... | | | <input type="checkbox"/> |
| c. | 19-20 years..... | | | <input type="checkbox"/> |
| d. | Above 20 years..... | | | <input type="checkbox"/> |
| 3. Denomination | | | | |
| i. | Roman Catholic..... | | | <input type="checkbox"/> |
| i. | Anglican (Church of Uganda)..... | | | <input type="checkbox"/> |
| ii. | Pentecostals..... | | | <input type="checkbox"/> |
| iii. | Seventh Day Adventists (SDA)..... | | | <input type="checkbox"/> |
| iv. | Islam..... | | | <input type="checkbox"/> |
| v. | Other (specify) | | | <input type="checkbox"/> |

Section B: Views on CRE content, methods, teachers, peers and HIV and AIDS.

Tick the box that agrees with what you feel or think. Your honest responses will help to achieve the purpose of this research. You are requested to provide more information in the space provided.

Strongly Agree: (SA); Agree: (A); Undecided: (U) Disagree: (D); Strongly Disagree: (SD)

		SA	A	U	D	SD
4.	We cover a lot of content in CRE on sex-related matters.					
5.	Students who don't do CRE miss a lot of useful information on HIV and AIDS.					
6.	Our discussions on leisure as a topic in CRE, helped me on how to avoid dangers related to the misuse of sex.					
7.	CRE contributes significantly in helping students to remain safe from HIV/AIDS					
8.	My only interest in CRE is to pass Examinations					
9.	I enjoy CRE Lessons where the teacher comes, talks, gives/dictates notes and goes away					
10.	It is okay for a teacher to direct (during CRE lesson) how I should behave as an adolescent growing up in relation to the opposite sex.					
11.	I enjoy CRE where teacher initiates a discussion, e.g. on sex, relationships and marriage and I get a chance to share what I know or feel.					
12.	Our CRE Teacher does not freely discuss with us issues related to sex.					
13.	Our Teacher's morals are the opposite of what he/she teaches in CRE					
14.	I don't mind teacher's moral behaviour as long as he teaches well.					
15.	Teacher's morals especially in the area of sex, sexuality, relationship and/or marriage "speak" much more to me than what he/she teaches in CRE					
16.	I am conversant with the: biological/ physiological changes I go through as I grow up					
17.	Adolescents of 15-17 year old get involved into sexual relationship before marriage					
18.	Sex before marriage should be avoided					
19.	It is possible to abstain (avoid) sex until marriage					

20.	Married people should remain faithful to their partners					
21.	There is no harm having more than one boyfriend/girlfriend					
22.	Condoms remain one of the methods of preventing HIV and AIDS					
23.	Secondary School Students should be given condoms (or money to buy them) for those who need them.					
24.	My parents/Guardians freely converse with me on issues to do with sex					
25.	I am conversant (knowledgeable) with the causes of HIV and AIDS					
26.	I am conversant with the consequences of HIV/AIDS					
27.	HIV and AIDS is largely transmitted through sex					
28.	It is possible to avoid HIV and AIDS					
29.	I am conversant with risky behaviour that lead to unsafe sex.					
30.	I have got adequate advice on how to keep safe from HIV and AIDS.					
31.	My peers (those you regularly relate/interact with) help me to keep safe from sex-related problems including HIV and AIDS.					
32.	If what the teacher says or wants is the opposite of what my peers want, I side with the peers.					
33.	Peers misguide each other into sex before marriage.					
34.	I am capable of advising my peers to avoid behaviour that can lead to contracting HIV and AIDS virus.					
In addition to the CRE Teacher, the following groups are helping me to remain safe from sex-related problems:						
35.	My Family					
36.	My Church/Religion					
37.	Peers					
38.	School Rules and Regulations					
39.	Students Clubs					
40.	I get a lot of good messages on HIV and AIDS from the media (Radios, TVs and Newspapers)					

41. Write down any NGOs and what they have done to help you remain safe from HIV and AIDS

Name of NGO

HIV and AIDS prevention activities

I.

II.

III.
IV.

42. Give suggestion on how the topics on sex, HIV and AIDS in CRE can be improved upon to make them more interesting to you.

.....
.....

i. More relevant to you as a secondary school student

.....
.....
.....

43. Give other general suggestions on how secondary school adolescents (like you) can be helped to remain safe from HIV and AIDS.

.....
.....
.....
.....

THANK YOU

Appendix D: Focus Group Discussion Questions for Senior**Four CRE Students**

1. How would you react if it was proposed that CRE be removed from the secondary school curriculum?
2. How would you like the CRE teachers to teach content on sex, growing up, relationships HIV and AIDs?
3. In what ways does CRE help you to stay safe from HIV and AIDS?
4. Do you ever discuss HIV and AIDS related issues among yourselves?
(If so what exactly do you discuss and if not so why not?)

Appendix E: Interview Guide for NGOs, Government

Department and Agencies

1. How are secondary school youths conducting themselves especially on sex-related issues?
2. Which programmes or strategies are you implementing in schools to help school youths to remain safe from HIV and AIDS?
3. Suggest ways of how the school can supplement your efforts to help your department /organization on HIV and AIDS-related programmes.

Appendix F: Interview Guide for Chaplains

1. In your opinion how does the Church influence the behaviour of youth amidst other influencing factors such as the media and peers?
2. Which programmes does your Church or Religious organization have to help the Secondary school youths to remain safe from sex-related problems including HIV and AIDS?
3. What is your response to the ABC formula as a strategy to help secondary school students stay safe from HIV and AIDS
4. How is the church contributing to the teaching of CRE in schools?

Appendix G: Lesson Observation Instrument

Date Class

Time Number of Students

Theme

Sub theme.....

Topic (of the lesson).....

Objectives 1.

2.

3.

References 1.

2.

Very satisfactory (VS=5), Satisfactory (S=4), Fairly satisfactory (FS=3), Weak (W=2), Very weak (V.W=1)

1. Preparation for Teaching		5	4	3	2	1
a	Scheme of work					
b.	Lesson plan					
	i. Introduction					
	ii. Objectives					
	iii. Methods					
	iv. Teacher’s activities					
	v. Student’s activities					
	vi. Content					
	Vii. Instructional materials					
2. Lesson Development						
	i. Introduction of the lesson					
	ii. Methods used by teacher to deliver content					
	iii. Liveliness of the lesson					
	iv. Teacher’s questions					
	v. Students response to peers answers					
	vi. Analysis of sex related risks by the teacher					
	vii. Analysis of sex related risks by the students					
	viii. Use of instructional materials					

Z	ix. Students are given chance to share experiences					
	x. Conclusion / Summary					
	xi. Time management student					
	xii. Evaluation exercise					

3. Questions for feedback conference (between Researcher and CRE Teachers)

i. What did you like about your lesson?

.....

ii. Which aspects of the lesson did not go the way you would have wanted?

.....

iii. How did the learners participate in the lesson?

.....

iv. What would you prefer and why:? **either:** the students to generate their own ideas

.....

or you, the teacher, to give them well organized ideas or content?

v. How do final National Examinations affect your methods of teaching?

.....

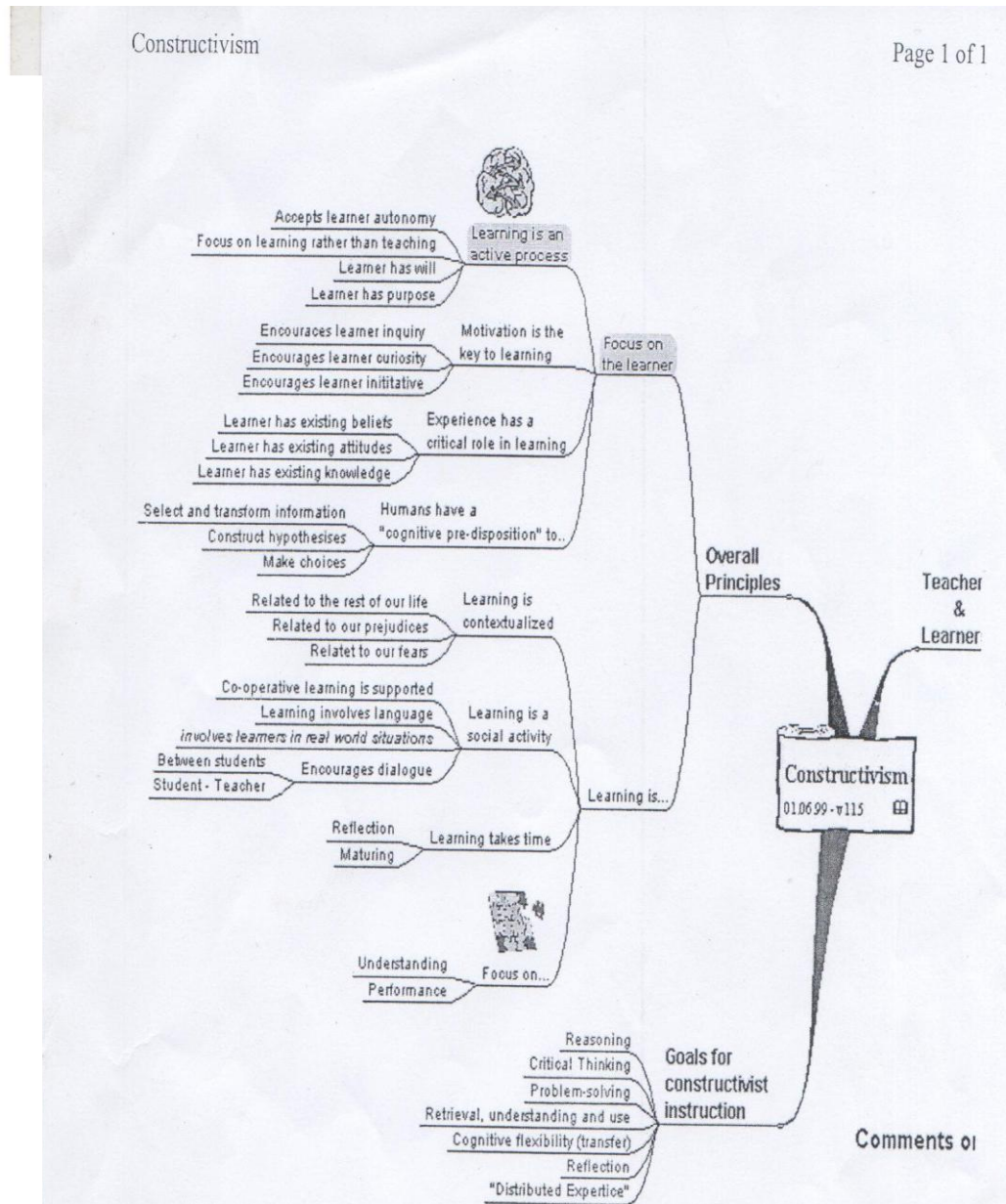
THANK YOU FOR YOUR COOPERATION

Appendix H: CRE 223: Christian Living Today

Syllabus Topical outline

Book	Theme	Sub-themes
1	1. Man in a changing society	<ul style="list-style-type: none"> i. Living in a changing society ii. Working in a changing society iii. Leisure in a changing society
	2. Order and Freedom in society	<ul style="list-style-type: none"> i. Justice in society ii. Service in society iii. Loyalty in society
2.	3. Life	<ul style="list-style-type: none"> i. Happiness ii. Unending life iii. Success
	4. Man and Woman	<ul style="list-style-type: none"> i. Family life ii. Sex differences and the person iii Courtship and marriage
	5. Man's Response to God through Faith and Love	<ul style="list-style-type: none"> i. Man's Quest for God ii. Man's Evasion of God. iii. Christian involvement in the world.

Appendix I: The Relevancy of Constructivist Theory to Teaching and Learning



Appendix J: One of the Talking Compound Messages



**Appendix K: Schools Rules can Safeguard Adolescents from
HIV/AIDS**



Appendix L: Constructivism Promotes Personal Philosophy



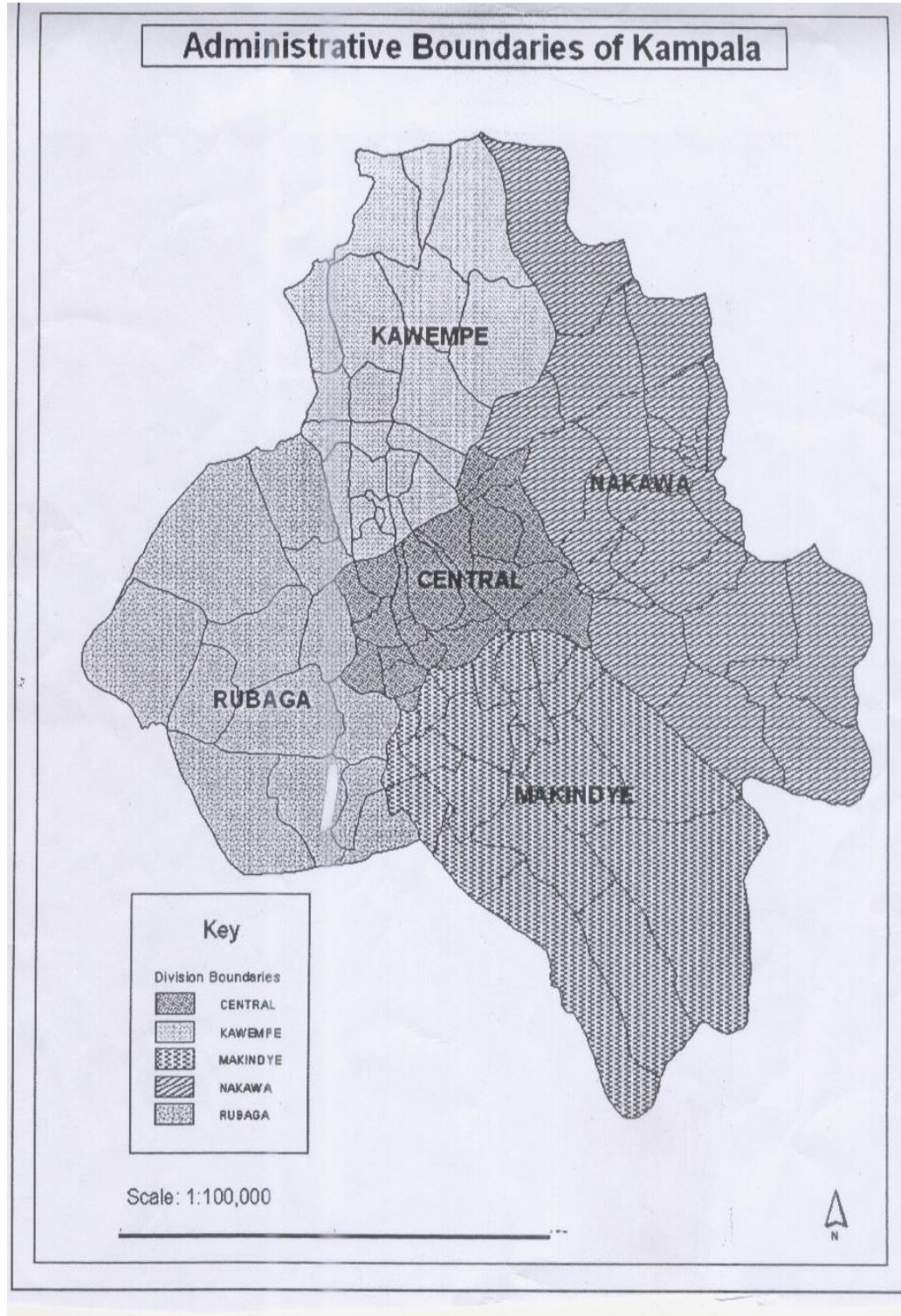
Appendix M: Examination Pressure Influences Methods of Teaching



Appendix N: UNAIDS Logo; International struggle against HIV and AIDS

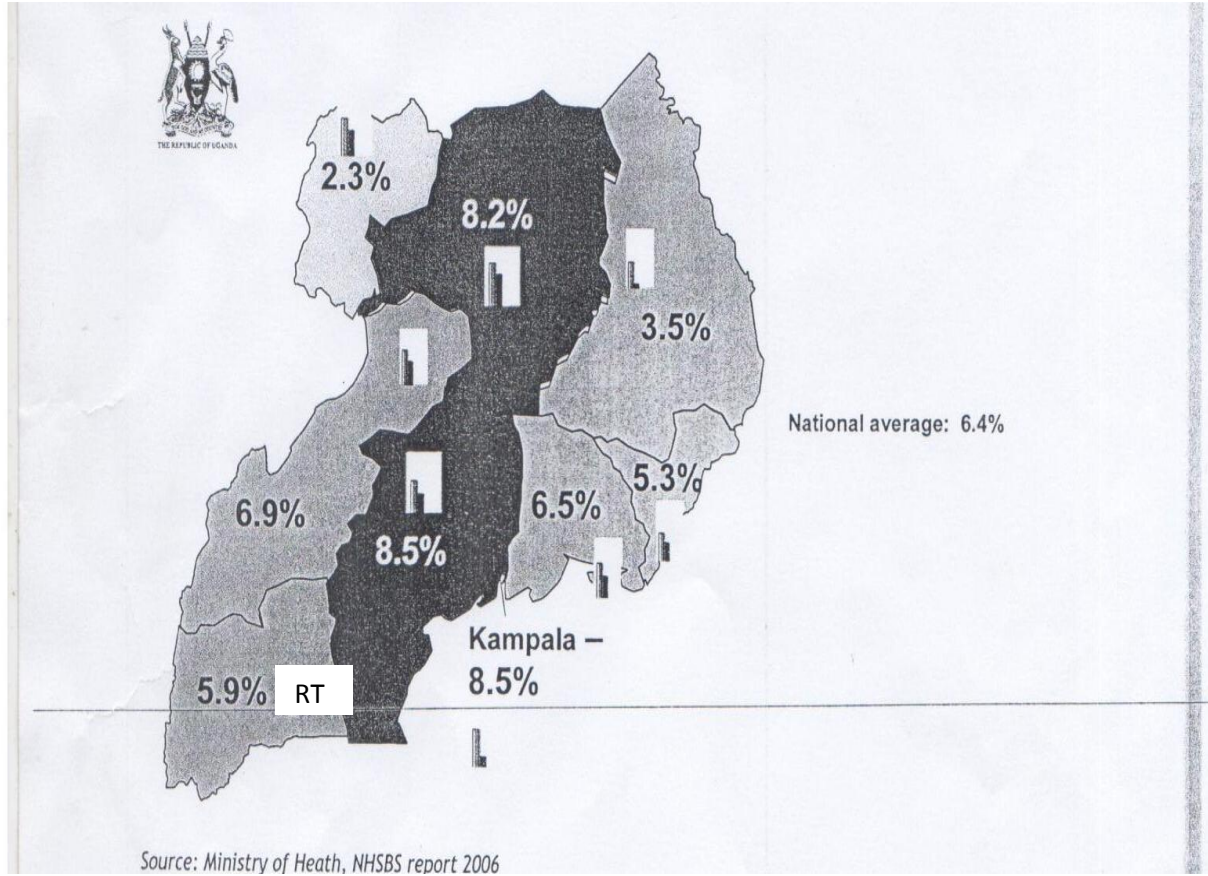


Appendix O: Map of Kampala Showing the Divisions



Source: MK Publications: Social Studies, Kampala

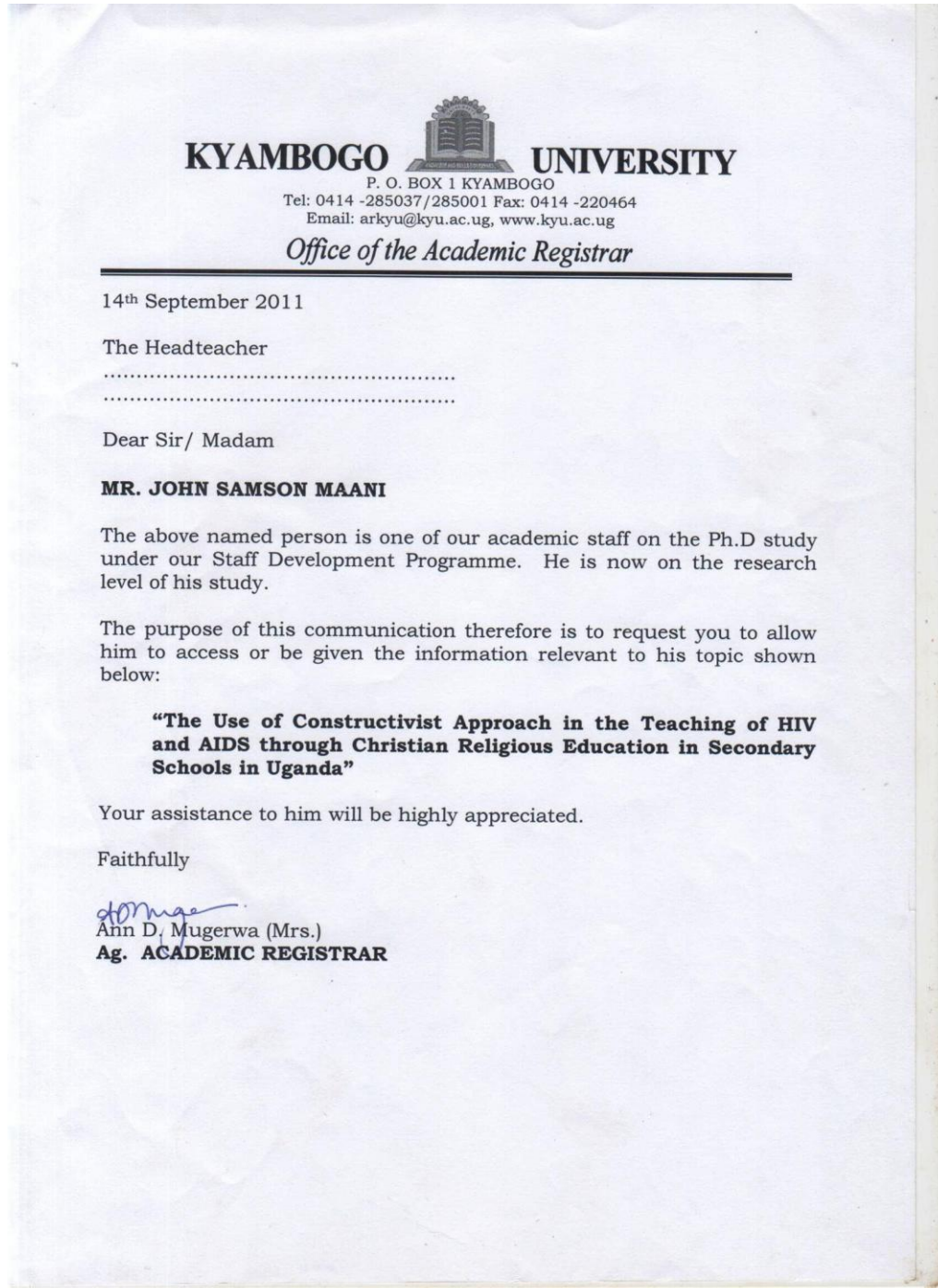
Appendix P: Map of Uganda showing Rakai Town and HIV Prevalence rates by Regions



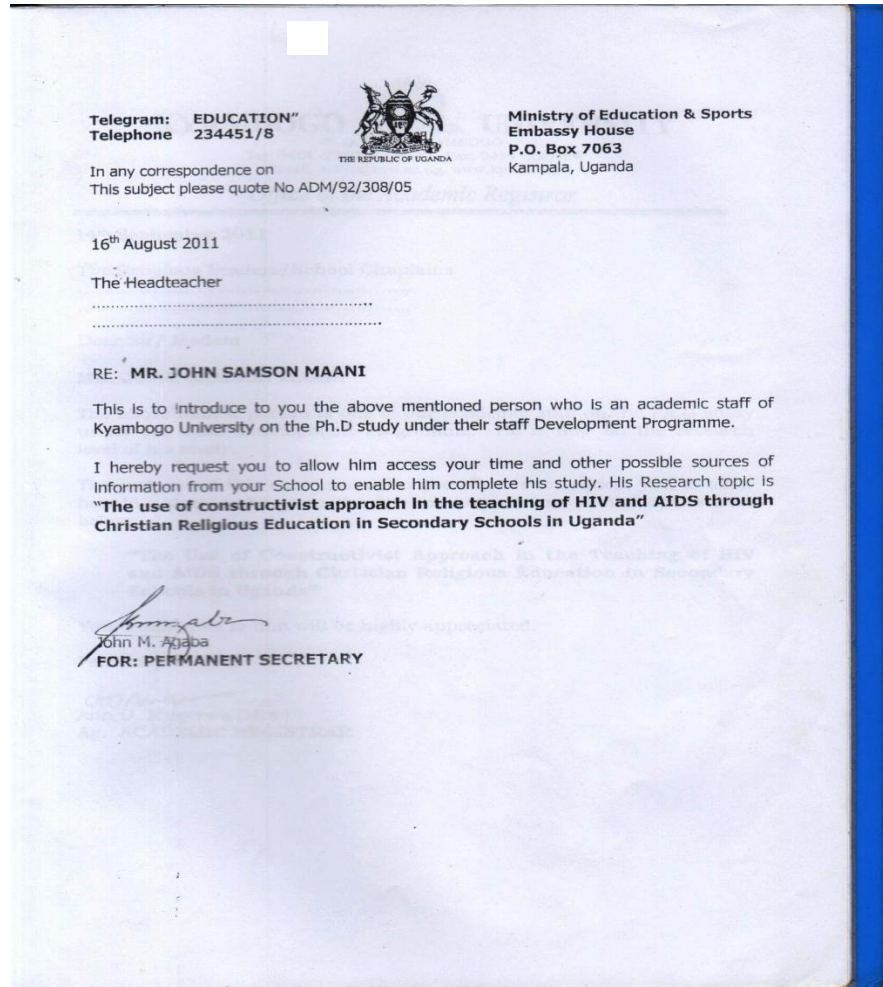
Key

RT= Rakai Town

Appendix R: Kyambogo University Introductory Letter



Appendix S: Ministry of Education and Sports Introductory Letter



Appendix T: Research Permit



Uganda National Council for Science and Technology

(Established by Act of Parliament of the Republic of Uganda)

Our Ref: SS 2646

December 1, 2011

Mr. John Samson Maani
Kyambogo University
P.O Box 1
KYAMBOGO

Dear Mr. Maani,


RE: RESEARCH PROJECT, "THE USE OF CONSTRUCTIVIST APPROACHES IN THE TEACHING OF HIV AND AIDS THROUGH CHRISTIAN RELIGIOUS EDUCATION IN SECONDARY SCHOOLS IN UGANDA"

This is to inform you that the Uganda National Council for Science and Technology (UNCST) approved the above research proposal on **October 6, 2011**. The approval will expire on **October 6, 2012**. If it is necessary to continue with the research beyond the expiry date, a request for continuation should be made in writing to the Executive Secretary, UNCST.

Any problems of a serious nature related to the execution of your research project should be brought to the attention of the UNCST, and any changes to the research protocol should not be implemented without UNCST's approval except when necessary to eliminate apparent immediate hazards to the research participant(s).

This letter also serves as proof of UNCST approval and as a reminder for you to submit to UNCST timely progress reports and a final report on completion of the research project.

Yours sincerely,


Leah Nawegulo
for: Executive Secretary

UGANDA NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY


LOCATION/CORRESPONDENCE

Plot 6 Kimera Road, Ntinda
P. O. Box 6884
KAMPALA, UGANDA

COMMUNICATION

TEL: (256) 414 705500
FAX: (256) 414-234579
EMAIL: info@uncst.go.ug

Appendix U: Clearance letter from Kampala district


 THE REPUBLIC OF UGANDA
OFFICE OF THE PRESIDENT

PARLIAMENT BUILDING P.O.BOX 7168 KAMPALA, TELEPHONES: 254881/6, / 343934, 343926, 343943, 233717, 344026, 230048, FAX: 235459/256143
 Email: secretary@op.go.ug, Website: www.Officeofthepresident.go.ug

ADM 154/212/01
 November 9, 2011

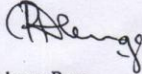
The Resident District Commissioner
 Kampala District

This is to introduce to you **Mr. Maani John Samson** a Researcher who will be carrying out a research entitled **"The use of constructivist approaches in the teaching of HIV and AIDS through Christian Religious Education in Secondary Schools in Uganda"** for a period of **01 (one) year** in your district.

He has undergone the necessary clearance to carry out the said project.

Please render him the necessary assistance.

By copy of this letter **Mr. Maani John Samson** is requested to report to the Resident District Commissioner of the above district before proceeding with the Research.


 Alenga Rose
FOR: SECRETARY, OFFICE OF THE PRESIDENT

Copy to: Mr. Maani John Samson

